

# 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

Roosevelt Elementary School  
10835 Mallison Ave, Lynwood, CA 90262

School Principal - *Dr. Yadira Pérez*  
Community School Case Manager - *Juan Guevara Rojas*

## 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 toward 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:

As a recipient of the state grant program administered by the California Department of Education through the California Community Schools Partnership Program (CCSPP), Roosevelt Elementary School is concluding its first year of the grant. Throughout this past school year, the school has collaborated with various community members and interest-holders to develop project goals and activities. A site-level Community Schools Advisory Council (CSAC) was established at Roosevelt Elementary School, including key school leaders (school principal, assistant principal, certificated teachers, classified staff, Community Liaison, students, and parents). The leadership team collaborated with the CSAC to gather school-site information and resources for conducting a needs assessment, asset mapping, and gap analysis. These efforts aimed to inform the overall CCSPP project goals and develop a site-level implementation plan. Various mechanisms were employed to elicit input, including listening campaigns, interviews, and surveys targeting students, parents, and teachers/staff.

Our understanding of Community Schools reflects our commitment to the California Community Schools Framework through the following overarching values:

**Value 1:**

**Racially-Just, Relationship-Centered Spaces:** Roosevelt Elementary School is dedicated to creating a racially just environment where every student feels valued and respected. By prioritizing building strong relationships with staff, students, parents, and community partners, we ensure that our school fosters inclusive and equitable spaces that honor the diverse backgrounds of our community members. This effort supports the school's mission and is guided by a newly developed, clear, and inspiring mission and vision statement for the Community Schools Initiative in the Lynwood Unified School District (LUSD).

Below are some effective approaches Roosevelt Elementary School has implemented for our school community:

- **Restorative Practices:** Implement restorative justice practices that focus on repairing harm and restoring relationships rather than punitive measures. SEL Specialist ensures check-ins with scholars on a needs basis after a restorative circle.
  - Wellness Wednesday: An SEL Specialist, a Licensed Clinical Social Worker (LCSW), and a Community Schools Case Manager (CSCM) collaborated to create opportunities for students to engage in activities that support the whole child.
    - Anti Bullying
    - Kindness Activities
    - Mental Health Awareness
    - Meditation
    - Gratitude Exercises
    - Art Activities
- **Mentorship Programs:** This approach fosters a restorative environment, helping students to correct their actions and behavior.
  - Check-in, Check-out Program—Establish mentorship programs that connect students with role models and mentors, allowing mentors to build relationships and rapport with students.
  - Leadership Academy—Mentorship group for at-promise students—to help them find their voice and thrive in an environment conducive to academic and personal growth, focusing on the *whole child*.

- **Community Partnerships:** Partner with local organizations and community leaders to create support networks and resources for students and families–Health Collaborative.
  - Connected the community with:
    - Love in the Mirror
    - College and Career Day Event
    - Tree People
    - LA Dodgers
    - Lynwood Health and Resource Fair
    - Yogurtland Incentives
    - Panda Express Incentives
- **Family Involvement:** Encourage active participation of families in school events, decision-making processes, and volunteer opportunities.
  - School Events
    - Back to School Night
    - Math Night
    - Literacy Night
    - Trunk or Treat
  - Workshops
    - Substance Abuse Awareness
- **Cultural Events and Celebrations:** Host events and activities like:
  - Latinx Heritage Month
  - National Bullying Prevention Month
  - Black History Month
  - Women’s History Month
  - Read Across America
  - Asian American and Pacific Islander Heritage Month
  - Mental Health Awareness Month

that celebrate and educate about different cultures and racial backgrounds.

**Value #2:**

**Shared Power:** Roosevelt Elementary believes in the importance of shared power in decision-making processes. The formation of Community Schools Advisory Councils (CSAC) has provided a platform for key interest-holders, including school leaders, students, parents, and community members, to have a voice in shaping the school's initiatives. This council ensures that diverse perspectives are included, promoting a collaborative approach to school governance.

By incorporating the following strategies, Roosevelt Elementary School has ensured that power is genuinely shared with all interest-holders, leading to a more inclusive, responsive, and effective educational environment.

- **School Councils/Committees:** Establish councils that include representatives from all interest-holder groups (students, teachers, parents, and community members)
  - Community Schools Advisory Committee (CSAC)
    - CSAC members have been actively assessing the school's assets and needs, ensuring the initiatives are well-informed and community-driven. This collaborative approach ensures that our community school meets the current needs of our students and families and continuously evolves to embrace new possibilities and improvements.

- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Parent Teacher Organization (PTO)
- Student Council

### **Value #3:**

**Classroom-Community Connections:** Our school is committed to strengthening the connections between the classroom and the wider community. Communication has been enhanced through monthly *Community Schools Newsletters* that keep everyone informed about school activities, achievements, and initiatives. Additionally, our community engagement efforts, such as listening campaigns, interviews, and surveys, gather feedback and understand the needs and concerns of the school community. These activities help integrate community insights into our educational practices, making learning more relevant and impactful.

By fostering the following strategies, Roosevelt Elementary School has been working to enhance students' learning experiences and build a stronger, more resilient community.

- **Field Trips and Site Visits:** Organize visits to local museums, theaters, and the Lynwood Unified School District for students and parent volunteers to offer hands-on learning experiences.
- **Community Events:** Encourage student and parent participation in community events, such as local festivals, meetings, and cultural celebrations.
  - Lynwood Parks and Recreation
  - Lynwood Arts Festival
  - Univision Health and Resource Fair

### **Value #4:**

**Focus on Continuous Improvement and Possibility Thinking:** Roosevelt Elementary is dedicated to continuous improvement and fostering a mindset of possibility thinking. We gain valuable insights that inform our decision-making processes by analyzing and reporting data on school performance and community needs. By integrating the following strategies, Roosevelt Elementary School has created a culture of continuous improvement and possibility thinking that empowers students and teachers to strive for excellence and innovation.

- **Ongoing Training:** Provide continuous professional development opportunities for teachers to enhance their instructional practices.
- **Community Partnerships:** Develop partnerships with local organizations to provide students with real-world learning and innovation opportunities.

### **Summary of Year 1 Implementation Efforts**

Roosevelt Elementary School has shown a strong commitment to the core principles of the Community Schools Initiative by:

- Building relationships with teachers, staff, students, parents, and community partners
- Creating a mission and vision statement to guide the Community Schools Initiative
- Publishing Community Schools Newsletters to keep all interest-holders informed
- Forming Community Schools Advisory Councils to foster shared decision-making
- Conducting a listening campaign to understand all interest-holder needs
- Engaging in a data-driven process to build an understanding of the school and community

- Actively involving CSAC members in the Needs and Asset Assessment process

**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.

As we move into the implementation grant process and acquire site-level resources, Roosevelt Elementary School must deepen the needs and asset assessment to engage the entire community in identifying the top priorities and vision for the Community School. Roosevelt Elementary School utilized the four pillars of the California Community Schools Partnership Program (CCSPP): Integrated Student Support, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded Learning Time and Opportunities.

### **Pillar 1: Integrated Student Supports**

#### **Survey Development**

- Community Schools Survey: Created and distributed surveys to students, staff/teachers, and parents to gather comprehensive feedback on academic support, social-emotional needs, and available resources.
  - 99 Students - (Grades K-1)
  - 299 Students - (Grades 2-6)
  - 48 Parents
  - 38 Teachers/Staff

#### **Active Participation**

- Involvement in Meetings: The Community Schools Case Manager (CSCM) actively participated in various meetings, such as parent meetings, School Site Council (SSC) meetings, English Learners Advisory Committee (ELAC) meetings, and PBIS committee meetings, to understand and address the specific needs of students.
- Meeting Facilitation: The Community Schools Case Manager (CSCM) conducted monthly Community Schools Advisory Council (CSAC) meetings to raise awareness of the school community's needs and assets.

#### **Staff Communication**

- Updates at Staff Meetings: Presented updates and progress reports on the Community Schools Initiative (CSI) at staff meetings to keep all staff members informed and involved in identifying student support needs.

#### **Needs and Asset Assessment**

- CSAC Engagement: Engage the Community Schools Advisory Councils (CSAC) through activities like gallery walks and robust discussions to identify and address the holistic needs of students.

**Pillar 2: Family and Community Engagement**

**Listening Campaign**

- Inclusive Engagement: Conducted a listening campaign to incorporate the voices of subgroups, historically marginalized students, and new parent participants to ensure their needs and perspectives are heard and addressed.

**Reporting Findings**

- Sharing Campaign Results: Presented the findings of the listening campaign to the school community through meetings, newsletters, and online platforms, such as the school website, Instagram, and ParentSquare, to ensure transparency and collective understanding of the priorities.

**Engagement Planning**

- Engagement Plan Utilization: Developed and utilized an engagement plan to strategically involve different groups, including family members and community members, through regular meetings and culturally relevant activities.

**Pillar 3: Collaborative Leadership and Practices**

**Survey Development**

- Community Schools Survey: Gathered input from certificated and classified staff on professional development needs and collaborative practices to support student success.

**Active Participation**

- Involvement in Meetings: Ensured the active participation of administrators and staff in collaborative meetings to align with the Community School's goals and strategies.

**Staff Communication**

- Updates at Staff Meetings: Used staff meetings to present updates, share best practices, and encourage feedback on collaborative efforts.

**Needs and Asset Assessment**

- CSAC Engagement: Engaged CSAC members in robust discussions to develop solutions collaboratively, ensuring that all voices are considered in the decision-making process.

**Pillar 4: Expanded Learning Time and Opportunities**

**Survey Development**

- Community Schools Survey: Included questions on interest in before or after-school programs/activities and enrichment activities to identify student and family preferences.

**Active Participation**

- Involvement in Meetings: Discussed expanded learning opportunities during parent meetings, such as SSC and Coffee with the Principal, to gather input and suggestions for programs.

**Engagement Planning**

- Engagement: Engaged students, parents, community partners, teachers, and staff in discussing ideas for expanded learning opportunities.

**Engaging Historically Marginalized Students and Families: Targeted Outreach**

- One-on-One Interviews: Conduct interviews with students, parents, teachers, staff, and administration to understand the unique challenges and needs.

**Safe and Inclusive Practices**

- Translation and Accessibility: Provided translation services and ensured materials were accessible in English and Spanish to engage non-English speaking families.
- Cultural Competence: Hosted culturally relevant events and workshops to make families feel welcomed and valued.

**Reporting Findings and Transparency**

- Transparent Communication: Shared findings from surveys and listening campaigns with all interest-holders to build trust and ensured everyone was informed about the needs and priorities of the school.

Using these strategies aligned with the four pillars of the CCSPP, Roosevelt Elementary School aimed and will continue to create a comprehensive and inclusive needs and asset assessment process that engages all community members in shaping the future of our Community School.

**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>➤ Deliver public presentations and annual reports detailing engagement efforts, along with the resulting community school plan/updates, including goals, data, and outcomes.</p>	<p>Ensuring CSCM is part of the monthly staff meetings to provide presentations and updates to staff</p> <p>Standard of Practice to include CSCM in site based Admin Meetings</p> <p>Increasing opportunities to report updates to community members (city meetings, town hall meetings, rotary clubs, etc.)</p>
<p>Integrate various school-wide efforts and initiatives (e.g., Expanded Learning Opportunities, State Pathways, Universal Transitional Kindergarten) to support alignment and streamline</p>	<p>Increase Extended Learning Opportunities through Community Schools Initiative</p> <p>Collaborate with Lynwood Parks and Recreation</p> <p>Using community partners such as the Los Angeles Sheriff’s Department to support school-wide safety initiatives</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
<p>➤ Empower community schools with the autonomy to innovate on curriculum, pedagogy, and assessment in order to curate an instructional framework that best responds to the assets and vision of the local community.</p>	<p>Partner with the Equity Department to ensure the development and implementation of Culturally Relevant and Just curriculum in classrooms.</p> <p>Partner with LTA to discuss how we can innovate curriculum and pedagogy (CBL, Social Justice, etc.)</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.

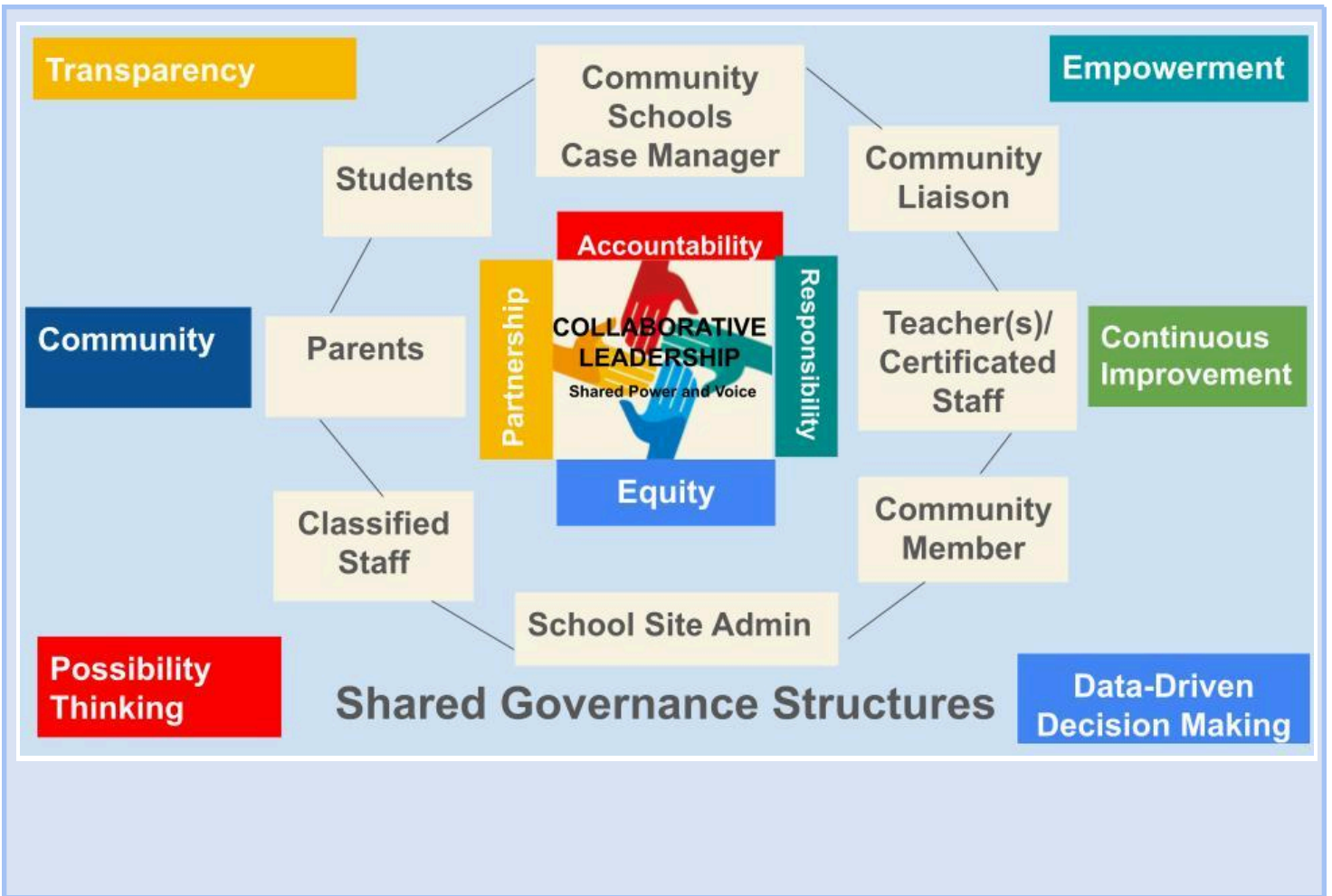
## Site Level Goals and Measures of Progress

Goals	Action Steps
Provide continuous leadership development opportunities for students, educators, families, and community members	Provide PD for leaders to help support their growth and development  Book Study with CSAC Members that focuses on leadership in education (i.e. Servant Leadership)
Regularly engage students, families, educators, and community partners in conversations about how to improve decision-making and implementation processes to strengthen the impact of the community school strategy.	Provide frequent presentations and opportunities for discussion to all interested partners  Organize activities that support collaborative planning, such as Needs Assessments

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):

At our site, shared governance was achieved by selecting diverse interest-holders, including students, parents, teachers, classified staff, administrators, and the Community Schools Case Manager. Everyone has an equal role in discussing and participating in decision-making to ensure the best outcomes for our students and school.

Community Schools Advisory Council (CSAC) has been developed with the following 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
Ensure all share-holders understand the CCSPP framework to enhance buy-in and implementation at the school site.	<ul style="list-style-type: none"> <li>● Community school staff will continue to participate in professional development around the CCSPP framework</li> <li>● Create professional development around the CCSPP framework to present to other key shareholders.</li> <li>● Conduct pre and post-surveys to collect data and assess the impact and understanding of the CCSPP framework.</li> </ul>
Develop a sustainability plan to retain core staff.	<ul style="list-style-type: none"> <li>● Continue to review funding sources to ensure funding for core staff.</li> <li>● Identify potential key partners that can support with additional funding for the CCSPP implementation at the school site.</li> <li>● Explore opportunities to diversify funding sources as to not rely on one single source.</li> </ul>

## Key Staff/Personnel

Community Schools Case Manager	<ul style="list-style-type: none"> <li>● Coordinate and support programs that address the learning barriers for students.</li> <li>● Connect families with community agencies and local government to develop a support system for students, families, and community members and improve student outcomes.</li> <li>● Monitor and implement projects.</li> <li>● Ensure the California Community Partnership Program (CSPP) grant is implemented</li> </ul>
Community Liaison	<ul style="list-style-type: none"> <li>● Communicate with parents on behalf of the school to ensure that an ongoing partnership between the home and the school is formed and provides information</li> <li>● Coordinates parent meetings and workshops for parents to provide parents with information regarding school programs and services</li> <li>● Assist parents in maintaining a positive home environment; build trust between family and schools; and support child’s educational program</li> <li>● Visit families and students in their homes to assess situations; improve communication, improve attendance; provide information regarding school policies and programs, gather required signatures, and/or provide referrals</li> </ul>
Community Schools Coordinator	[main role/function at the site level]

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

**Professional Development**

- **Specialized Training:** Provide specialized training and ongoing support to all school staff to ensure they understand and implement the principles of Community Schools in their roles. This includes training in socially just practices and competency-based learning (CBL).

**Financial Sustainability**

- **Sustainable Funding Plan:** Collaborate with the school district to develop a comprehensive plan for sustaining critical positions and partnerships. Ensure this plan covers all necessary components to maintain smooth program operations and uphold agreements with external partners.

**Funding Opportunities**

- **Grant and Fundraising Initiatives:** Actively seek funding opportunities through grants, fundraising, and other external sources to support the school's long-term sustainability.

**Unified Improvement Plan**

- **Collaborative Planning:** Ensure that all interest-holders work together on a unified plan to improve the school continuously.

## 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
Formalize systems and processes that embed integrated student supports	<ul style="list-style-type: none"> <li>- Continue to support and collaborate with the PBIS The team at the school site. Review data to help support student needs</li> <li>- Develop communication protocol with Certified Student Support Analysts and other educational partners providing services to students</li> <li>- Strengthen collaboration with Health Collaborative Referral team to get updates on students at the site</li> <li>- Professional Development for MTSS with Community Schools Advisory Council /Community School Case Manager and Community Liaison</li> </ul>

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:

**Vision for Our School/Community School**

**Fostering a Culture of Holistic Excellence**

- **Social Emotional Wellness**
  - Wellness Wednesday
  - Vision to Learn
  - MTSS and PBIS Initiatives
  - Check-in/Check-out Programs
  - St. John's Vaccination Clinic
- **Parent and Student Engagement**
  - Parent Education Workshops addressing various topics
  - Student Workshops
  - Motivational Speaker Events
  - Girls/Boys Conferences
  - Health Collaborative Initiatives

**Collaboration with Educational Partners**

- **Engagement with Community Resources**
  - Attendance Incentives with LA Dodgers
  - Attendance Incentive with TreePeople for Hiking Trip
  - Utilizing community resources and connections

**Continuous Support for Lifelong Learning and Success**

- **Support Programs**
  - PBIS
  - College/Career Readiness Activities (e.g., Career Day)
  - Arts Festival

## 2024-2025 School Site Goals

### Site Level Goals and Measures of Progress

Goals	Action Steps
Increase Student Engagement	By June 2025, we will increase parent engagement by recruiting 1-2 class parents per grade level and implementing the "Roosevelt Family Engagement Passport" program. We aim to have at least 10% of parents participate in quarterly events and ensure each parent attends at least three events by the end of the school year. We will track participation through the passports, which are collected and organized quarterly by grade level. We will host quarterly events, including Family Nights and Family Movie Nights, to foster a deeper home-school connection.
PBIS Incentives	By June 2025, Roosevelt Elementary School will increase its PBIS incentives by hosting monthly events such as game nights, movie nights, and field trips. We will also secure partnerships with at least three local businesses to support these initiatives. As a result, we aim to see a 10% increase in student participation in PBIS events and a 10% improvement in overall student behavior metrics.
Expanded Learning/Enrichment Opportu	By June 2025, Roosevelt Elementary School will enhance expanded learning opportunities and enrichment by implementing before- or after-school clubs and introducing in-person tutoring led by parents. We aim to achieve a 10% increase student participation in before- and after-school clubs, establish partnerships with Parks and Recreation for at least one program, and recruit and train 2 parent tutors. This initiative will enrich student experiences, strengthen community ties, and support academic achievement at Roosevelt Elementary School.

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