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

Carl E. Gilbert Elementary School
7255 8th Street
Buena Park, CA 90621
714-522-7281
Principal: Leslie Chavez

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:

Gilbert Grizzlies, Where Community and Excellence Meet

This year during our Steering Committee, we as a site team developed our school vision for Community Schools: "At Gilbert Grizzlies, we nurture the whole child through intentional systems that support both individual growth and collective well-being. In partnership with staff, families, businesses, and community organizations, we continue building a campus where every student feels connected, supported, and empowered to succeed — because at Gilbert, every Grizzly knows: *you've found your pack.*"

Community Voice & Data Collection

To strengthen Community Schools and PBIS implementation efforts, Gilbert Elementary gathered feedback from students, families, and staff through:

- Family Needs Assessments
- Student WellSpace listening sessions
- PBIS Rotation feedback and reflections
- 10 Essentials Pre & Post data
- Open House participation data
- Parking Lot/Street Safety data
- Advisory and stakeholder input

The data collected continues to guide intervention planning, family engagement efforts, wellness initiatives, PBIS implementation, and integrated student support as part of Gilbert's ongoing Community Schools work.

Family Needs Assessment Highlights

Survey responses reflected the importance of comprehensive academic, behavioral, wellness, and wraparound support systems that address both student achievement and family well-being.

Most Requested Supports

Families most frequently identified the need for:

- Academic tutoring and intervention support
- Food, housing, and healthcare assistance
- Mental health and SEL services
- Attendance, technology, and language support

Academic tutoring emerged as one of the highest requested supports, demonstrating a strong desire for additional learning opportunities outside of the regular instructional day.

Expanded Learning Interests

Families expressed strong interest in:

- Sports, arts, music, and STEM enrichment
- Summer learning opportunities
- After-school academic programs
- College and career exposure activities

These responses reinforced the importance of maintaining enrichment opportunities that support not only academics, but also creativity, leadership, collaboration, and student connection.

Family Engagement Priorities

Families identified high interest in:

- Cultural celebrations
- Parent workshops and support groups
- Literacy and math nights
- Volunteer opportunities and resource fairs

Barriers to Participation

The most commonly identified barriers included:

- Work schedules
- Childcare and transportation needs
- Limited event notice
- Language barriers

Despite these challenges, many families expressed openness to increased involvement through leadership opportunities, advisory participation, and volunteer engagement.

Student Voice & WellSpace Development

Gilbert Elementary intentionally incorporated student voice into planning efforts related to wellness and social-emotional support through WellSpace listening sessions.

Students Shared the Importance of:

- Calm, quiet, emotionally safe spaces
- Trusted adults and supportive environments
- Opportunities for breaks and emotional regulation
- Activities including drawing, journaling, calming music, reading, and sensory tools

Students identified classrooms, shaded outdoor spaces, libraries, and spaces with trusted adults as environments where they feel safest and most supported.

Older students specifically emphasized the importance of creating a space accessible to all students without embarrassment or stigma while promoting positive messaging around emotional wellness and self-regulation.

Student Strengths & Positive Experiences

Students consistently identified the following as highlights of their school experience:

- Friendships and social connection
- Recess, lunch, field trips, and after-school programs
- Art, music, PE, sports, and classroom activities
- PBIS tickets, school spirit, and schoolwide events

Students also highlighted the importance of:

- Feeling safe at school
- Having trusted adults to talk to
- Learning about emotions and coping strategies
- Support with schoolwork, supplies, and healthy food access

Student Areas for Growth & Supports

Social-Emotional & Wellness Supports

Students expressed the need for:

- Additional emotional support
- More opportunities to take breaks and regulate emotions
- Increased help solving peer conflicts and problems
- Continued SEL instruction and wellness supports

Current & Planned Supports

- Development of a campus WellSpace
- SEL lessons facilitated by Program Specialists
- Lunch Bunch social skills groups
- Bullying prevention resources
- PBIS behavior matrix and schoolwide rotations
- ROAR Cards and attendance incentives
- PBIS Water Day and extra recess incentives
- Welcome-back postcards for incoming students

Student Voice & Leadership Opportunities

Students expressed interest in:

- More creativity and leadership opportunities
- Increased movement and outdoor activities
- Family engagement events such as family game nights and Donuts with Dad

Current Student Leadership Opportunities

- PBIS Store student helpers
- Morning announcements
- Classroom helpers and reading buddies
- GRIP Greeters
- Farmers Market field trip participation

PBIS Rotation Feedback

Staff reflections indicated PBIS rotations continue to positively support:

- Explicit teaching of schoolwide expectations
- Student engagement and collaboration
- Consistency in routines and behavior systems
- Peer leadership opportunities

Several staff members specifically highlighted the positive impact of involving 5th grade student leaders in the rotations, noting that peer leadership strengthened engagement and provided younger students with positive behavioral models.

Strengths Identified

Staff consistently identified:

- Improved schoolwide consistency and behavioral instruction
- Increased opportunities for modeling expectations
- Positive student engagement through hands-on learning
- Improved pacing and structure over time

Areas for Growth

Staff recommended:

- Increased student interaction and differentiated supports
- More examples/non-examples and modeling opportunities
- Earlier communication regarding schedules and expectations
- Continued inclusion across all student groups and programs
- Strategic scheduling outside instructional “prime time”

Staff Insights

Positive School Climate

Staff insights reflected a strong and supportive campus culture.

The most consistently appreciated aspect identified was the caring teachers and staff. Nearly all respondents described Gilbert Elementary as:

- Supportive
- Inclusive
- Student-centered
- Relationship-focused

Staff also highlighted:

- Safe learning environments
- Strong communication
- Positive relationships with students and families
- A collaborative and welcoming culture

Shared Priorities for Student Support

Staff repeatedly emphasized the importance of:

- Academic interventions and tutoring
- SEL and mental health services
- Behavioral supports
- Arts, sports, clubs, and enrichment opportunities

Belonging & Inclusion

Staff expressed that a strong sense of belonging comes from:

- Feeling heard and respected
- Collaborative teamwork
- Inclusive communication
- Trust between staff and administration

Several respondents emphasized the importance of maintaining inclusive communication and strong staff-administration relationships to sustain a positive school culture.

Awareness of District Resources

Many staff reported increased awareness and access to:

- Family resource support
- Translation and interpretation services
- Student & Community Services
- Parent workshops and engagement opportunities

Parent & Family Engagement

Staff reported more meaningful and consistent family engagement, particularly in:

- Academic support
- SEL initiatives
- Family participation opportunities

Implemented Supports & Engagement Opportunities

- Parent education workshops
- Incentivized family events

- Classroom volunteering opportunities
- Cultural events reflecting student and family backgrounds
- Family Literacy Night
- After-school tutoring programs
- Interpretation headsets for multilingual family communication
- Increased Spanish communication due to Dual Immersion implementation

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Areas for Growth

Basic Needs & Student Supports

Recurring concerns identified by staff and families included:

- Food insecurity
- Clothing and school supply needs
- Lack of academic reinforcement outside of school
- Language barriers impacting communication and engagement

Supports Implemented This Year

To address these needs, Gilbert Elementary implemented:

- Monthly Farmers Market partnership
- Feed the Children food and hygiene distributions
- Empowering Reading After-School Tutoring Program
- Hazel Health & Daybreak Health services
- Family Promise referrals for families experiencing homelessness
- Parenting classes through Olive Crest and 10 Essentials
- Program Specialists providing integrated student supports
- Development of a WellSpace and Community Space

Parent Insights

Strengths Identified by Families

Families consistently praised:

- Caring, communicative teachers and staff
- Safe and welcoming school climate
- Academic support and reading interventions
- Communication through ParentSquare, ClassDojo, and school outreach

Many parents expressed appreciation for the school's accessibility and willingness to listen and support family concerns.

Areas for Growth Identified by Families

Families requested:

- More interactive family workshops, especially in Spanish
- Additional volunteer and classroom participation opportunities
- Increased awareness of district support services
- More emotional and behavioral supports for students
- Greater cultural representation and multilingual communication

Families also identified a need for additional education and support surrounding kindness, bullying prevention, and peer relationships.

Moving Forward

The feedback gathered from students, families, and staff reinforced the importance of integrated systems that support:

- Academics
- Wellness and mental health
- Positive behavior systems
- Family engagement
- Student leadership and enrichment
- Whole-child development

Gilbert Elementary will continue using this data to strengthen Community Schools and PBIS implementation efforts while ensuring all students and families feel connected, valued, supported, and empowered to succeed.

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.

To ensure inclusive participation, our Community Schools team conducted a needs assessment using multiple formats, including paper surveys, QR codes, Bitly links, and Google Forms. We facilitated classroom presentations to elevate student voice and gathered feedback from teachers, staff, parents, caregivers, district personnel, and community members during staff meetings, parent meetings, Open House Night, and additional outreach events. Each survey included a clear introduction explaining its purpose and emphasizing the importance of every educational partner's voice in shaping whole-child support services. Questions were co-developed with input from Steering Committee members and focused on identifying ideas and supports that would benefit students, families, and staff. To ensure accessibility, surveys were offered in both English and Spanish.

Throughout Year 1 (2024–2025), Gilbert Elementary collected and analyzed data to better understand the strengths, needs, and priorities of our school community. Reflecting on Year 2 (2025–2026), we continued reviewing feedback, engagement trends, and implementation efforts to refine our Community Schools approach and strengthen systems of support aligned with whole-child outcomes.

To engage historically marginalized student and family groups, Gilbert Elementary continues taking intentional steps to build trust, remove barriers, and ensure representation. This includes multilingual communication in home languages, interpretation support during meetings and events, and hosting engagement opportunities at accessible times and locations. We continue partnering with Student & Community Services and community organizations to reach underrepresented groups and co-create opportunities that reflect their strengths, experiences, and needs. Outreach efforts prioritize families experiencing homelessness through McKinney-Vento support, foster youth, multilingual learners, and students with disabilities. Listening sessions, focus groups, surveys, and ongoing check-ins continue to guide adjustments to engagement strategies and support systems.

Gilbert Elementary surveyed families in English and Spanish during the 2025-2026 school year to better understand the academic, social-emotional, and family support needs of our school community. Responses indicate a continued need for a whole-child approach that supports students both inside and outside the classroom while strengthening family engagement and access to resources.

Key Findings

- **Academic Support:** Families identified tutoring, STEM opportunities, summer learning, and after-school academic support as top priorities.
- **Student Enrichment:** Strong interest was expressed in sports, arts, music, and enrichment opportunities beyond the school day.
- **Student Wellness:** Families requested additional social-emotional, mental health, health, and dental supports.
- **Family Resources:** Food assistance, housing resources, and employment support were identified as ongoing needs.
- **Family Engagement:** Families showed the greatest interest in cultural celebrations, parenting workshops, volunteer opportunities, and parent support groups.
- **Participation Barriers:** Work schedules were the most significant barrier to family participation, followed by childcare, transportation, and communication challenges.

The findings reinforce the importance of providing academic intervention, enrichment opportunities, wellness supports, family engagement activities, and community resource connections. These priorities will guide Gilbert Elementary's Community Schools implementation efforts during the 2025-2026 school year.

Survey data highlighted several strengths across the Gilbert community, including positive school-family relationships, caring and supportive staff, strong communication systems, and a shared commitment to student success. Staff feedback reinforced the importance of continuing whole-child supports aligned with the Community Schools framework, including SEL, behavioral supports, academic intervention, enrichment opportunities, and family engagement initiatives. Staff also emphasized the importance of culturally responsive communication, collaboration, inclusive practices, and increased access to community-based services and supports.

Family feedback reflected appreciation for the welcoming school climate, strong teacher relationships, academic communication, and expanded family engagement opportunities. Families also identified ongoing needs related to tutoring, mental health supports, language access, basic needs assistance, and increased awareness of available district and community resources.

Student feedback reinforced the importance of continuing SEL supports, strengthening trusted adult relationships, increasing student leadership opportunities, and creating safe, inclusive environments that support emotional wellness and belonging. Students also expressed appreciation for PBIS incentives, enrichment opportunities, extracurricular activities, and opportunities for connection with peers and staff.

Overall, Year 1 and Year 2 reflections demonstrate strong progress toward building a more connected, inclusive, and responsive school community. The data continues to guide Gilbert Elementary's Community Schools implementation efforts by helping strengthen school-family partnerships, expand integrated supports, increase student engagement opportunities, and further address whole-child needs through the Community Schools framework.

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

Reduce chronic absenteeism and increase student engagement by providing integrated student supports, strengthening family partnerships, and increasing access to community resources in alignment with the Community Schools framework. Gilbert Elementary will continue implementing attendance interventions and wraparound supports to address barriers impacting consistent student attendance, including mental health needs, transportation, family hardships, and school connectedness.	Reduction in the percentage of students identified as chronically absent based on site attendance data Increased consistency in daily student attendance and improved attendance trends over time Increased student participation in school engagement opportunities, enrichment activities, and attendance incentive programs Increased family connection to school and community-based support services Improved student sense of belonging and school connectedness
Improve school climate, emotional wellness, and student connectedness by strengthening PBIS and SEL implementation while increasing access to integrated student supports and behavior interventions. Gilbert Elementary will continue building a positive school culture through explicit teaching of behavioral expectations, SEL instruction, student leadership opportunities, and wellness supports that promote emotional regulation, belonging, and student voice.	Reduction in office discipline referrals and behavior incidents related to emotional dysregulation or peer conflict Increased number of students reporting improved emotional regulation and school connectedness on SEL surveys and student feedback opportunities Increased consistency of schoolwide SEL and PBIS implementation Increased student access to integrated supports, including counseling, check-ins, small groups, and wellness interventions Increased opportunities for student leadership, voice, and positive peer engagement

Strengthen family engagement and school connectedness by increasing inclusive, two-way communication, expanding meaningful parent involvement opportunities, and promoting collaborative leadership between families, staff, and community partners. Gilbert Elementary will continue creating welcoming and culturally responsive opportunities that encourage families to actively participate in their child's educational experience and school community.	Increased attendance at family engagement events, workshops, literacy nights, and school activities Growth in parent participation in volunteer opportunities, leadership groups, advisory committees, and school-based events Increased multilingual communication and accessibility for families Improved family awareness of school, district, and community resources Strengthened family-school relationships and overall school connectedness as reflected in surveys and engagement feedback

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
Gilbert Elementary's goal for Community-Based Learning is to consult and collaborate with OCDE and an Engagement Specialist to build staff understanding and capacity around this instructional approach. The school aims to increase knowledge, awareness, and implementation of Community-Based Learning practices that support Community School goals, whole-child learning experiences, family engagement, and student voice. Gilbert also seeks to strengthen partnerships between school, families, and community through meaningful family learning opportunities and community-connected experiences.	*Identify a Practice:* Choose an instructional strategy to explore that aligns with Community School goals. *Learn & Train:* Attend professional development to understand the strategy and its benefits. *Collaborate:* Discuss insights and challenges with colleagues. *Explore Resources:* Review related lessons, materials, and tools. *Reflect & Align:* Identify where the new practice fits or enhances current teaching. *Plan Implementation:* Develop a step-by-step strategy to apply the practice in classrooms. *Monitor Impact:* Use assessments and reflections to track student learning and engagement. *Gather Feedback:* Regularly ask students and peers for input to improve your approach. *Document & Share:* Record outcomes and share best practices with your school community.

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
Maintain and facilitate district-level Buena Park Community School Steering Committee meetings that include educational partners from all four participating school sites, while also continuing four site-based advisory meetings to strengthen school-level collaboration and stakeholder voice. Evidence of implementation will include scheduled meeting dates, agendas, sign-ins, and discussion topics that support collaborative planning, shared decision-making, and alignment of Community Schools goals across sites and individual school communities. Progress will be measured through committee and advisory meeting attendance, participation, and engagement, while highlighting the use of collaborative leadership, inclusive stakeholder voice, and democratic processes to guide Community Schools implementation and continuous improvement.	1. *Establish the Purpose:* Define the role of the BPSD Steering Committee in guiding decisions, overseeing projects, and aligning with district/school goals. 2. *Invite Participants*: Reach out to a broad group of school partners, including students, families, staff, and community members. 3. *Ensure Representation:* Include members from different departments and backgrounds to reflect diverse perspectives. 4. *Set a Meeting Schedule:* Plan monthly meetings to regularly discuss Community Schools priorities and progress. 5. *Create Agendas:* Use consistent templates focused on the 4 pillars of Community Schools and key implementation goals. 6. *Share Materials:* Provide members with helpful resources such as reports, updates, and presentations ahead of meetings. 7. *Encourage Participation:* Make space for all voices to share feedback, ask questions, and contribute to the agenda. 8. *Track Decisions:* Record meeting notes, action steps, and follow-ups to stay organized and accountable. 9. *Review and Improve:* Gather input from members on how to improve the meetings and make adjustments as needed.

Continue site-based Community Schools Advisory Meetings at Gilbert to support collaborative leadership and shared decision-making. These meetings strengthen school-community partnerships and ensure ongoing stakeholder voice in Community Schools implementation.

The four meetings will be guided by a published calendar of scheduled dates and documented agendas and discussion notes focused on advancing Community Schools goals, reviewing progress data, and informing continuous improvement efforts.

2025-2026 Advisory Meeting Content (two Meetings):

1. **Meeting 1:** Community Schools overview and goal alignment, including review of attendance, PBIS/SEL priorities, and initial family engagement data; identification of site priorities for the year. focus on academic support, wellness services, and barriers to engagement
2. **Meeting 2:** Review of family needs assessment data, with; collaborative planning for targeted support. End-of-cycle reflection on outcomes, review of impact data, celebration of progress, and collaborative planning for next steps and sustainability of Community Schools practices.

2026-2027 Advisory Meeting Content (4 Meetings):

- **Meeting 1: Launch & Shared Vision**
    - Review Community Schools purpose, goals, and site priorities
    - Establish advisory norms, roles, and annual focus areas

3. *Define the Committee's Purpose:* Clarify the role in decision-making, project oversight, and alignment with goals.
4. *Invite Educational Partners:* Include students, parents, staff, and community members from all school sites.
5. *Ensure Diverse Representation:* Involve various departments, teams, and perspectives.
6. *Set a Meeting Schedule:* Plan monthly meetings to review and guide CCSPP implementation.
7. *Create Focused Agendas:* Use templates aligned to the four Community School pillars.
8. *Share Materials in Advance:* Distribute reports, updates, and presentations before each meeting.
9. *Encourage Participation:* Give all members a voice to share input and suggest agenda items.
10. *Document and Follow Up:* Record meeting notes and action steps to support accountability.
11. *Evaluate and Improve:* Gather member feedback and adjust practices to improve effectiveness.

○ Gather initial stakeholder input on priority needs and opportunities ● **Meeting 2: Data & Needs Assessment Review** ○ Analyze family, student, and staff survey data ○ Identify key themes (academics, wellness, attendance, engagement) ○ Prioritize student and family needs across stakeholder groups ○ Begin identifying aligned supports and community resources ● **Meeting 3: Implementation & Progress Monitoring** ○ Review progress on PBIS, SEL, attendance, and engagement initiatives ○ Evaluate effectiveness of current supports (WellSpace, interventions, family engagement efforts) ○ Problem-solve barriers and refine implementation strategies ○ Strengthen alignment between site practices and Community Schools goals ● **Meeting 4: Reflection & Planning Forward** ○ Review outcome data and overall progress indicators ○ Highlight successes, lessons learned, and stakeholder impact ○ Gather feedback for improvement and sustainability planning ○ Co-plan priorities and focus areas for the next cycle of implementation	

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

At Gilbert, our Community School is guided by a shared governance model rooted in the principles of collaboration, inclusion, and equity. Our district-wide Community Schools Steering Committee serves as the central structure for shared decision-making, ensuring that all educational partners, students, families, staff, administrators, and community organizations have a meaningful voice in shaping our Community School strategy.

The purpose of the Steering Committee is to foster collaborative leadership, moving beyond traditional hierarchical models to embrace shared ownership and responsibility. This approach builds stronger, more trusting relationships among interest-holders and leads to decisions that are broadly supported and effectively implemented. It also enhances the alignment and coordination of services, encourages innovative solutions to complex challenges, and strengthens the long-term sustainability of our school's efforts.

Key Components of Our Shared Governance System Include:

1. *Expanded Leadership:* Leadership is distributed across the school community, not limited to formal roles or titles. This includes classroom teachers, parents, support staff, and community partners. Leadership is practiced, visible, and embedded in ongoing work.

2. *Inclusive & Accessible Decision-Making:* Every voice matters. We create a welcoming environment where all partners feel comfortable contributing and where diverse perspectives inform our planning and implementation.

3. *Leadership Development:* We are committed to building the leadership capacity of all participants. This includes providing opportunities for professional learning, leadership roles, and participation in collaborative teams.

4. *Democratic Participation:* Our culture promotes shared power, equal voice, and collective responsibility. Everyone involved has the opportunity to contribute, propose ideas, raise concerns, and help make final decisions.

Our Shared Agreements as a Steering Committee reflect:

- Create a safe and brave space
- Ensure inclusion and participation of all voices
- Practice active listening and sharing
- Promote a culture where everyone feels heard and understood
- Engage and participate with intention
- Focus on building connections and relationships
- Respect each member's right to pass
- Support each person's acceptance and comfort level in discussions

Together, these structures and agreements form the foundation of our Community School governance at Gilbert Elementary School, supporting a culture where collaboration leads to meaningful change and whole-child success.

For the 2025-2026 school year, Gilbert Elementary will utilize a shared governance and collaborative leadership structure through its Community Schools Steering Committee. The committee will include administrators, teachers, classified staff, students, parents, and community partners working together to support implementation efforts and improve student outcomes.

The Steering Committee will review school goals, needs assessment data, attendance, school climate, academic achievement, family engagement, and community partnership opportunities while providing feedback and shared decision-making. The committee will collaborate with PBIS, MTSS, ELAC, SSC, and other school teams to strengthen integrated student supports, academic intervention, family engagement, expanded learning opportunities, and positive school culture practices that support the whole child.

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

Gilbert Elementary School will sustain and strengthen its Community Schools implementation through coordinated staffing, systems of support, and expanded community partnerships that align with the four pillars of Community Schools.

The Community Schools Program Specialist (site level) and Community Schools Coordinator (district level) will continue to lead coordination and implementation of the CCSPP grant. These roles will ensure alignment of student supports, integration of services, and shared leadership across school and community stakeholders. Responsibilities include strengthening capacity across Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded Learning Time and Opportunities.

In addition, Gilbert will expand and sustain the following key initiatives to support whole-child needs:

- **Four Site-Based Advisory Meetings:** Held throughout the year to review data, elevate stakeholder voice, and guide collaborative decision-making for Community Schools implementation.
- **Farmers Market Partnership:** Ongoing access to food resources to support student and family basic needs.
- **English Language Classes:** In partnership with a local college to support family learning, language development, and stronger school-home communication.
- **Middle School Bridge Partnership:** Collaboration with the local middle school to support transition readiness and strengthen feeder-pattern alignment.
- **WellSpace Development:** A dedicated student wellness space to support emotional regulation, reflection, and mental health needs.

1. *Secure Funding for Full-Time Roles:* Collaborate with district leadership to ensure ongoing budget allocation to maintain full-time Program Specialist and Coordinator positions. Align CCSPP grant funding and other fiscal resources to sustain these roles.

2. *Define and Communicate Roles and Responsibilities:* Develop clear job descriptions that outline the scope of work aligned to the four Community School pillars. Share roles and responsibilities with school leadership and staff to foster understanding and collaboration.

3. *Develop a Year-Round Implementation Plan:* Create a detailed annual calendar that outlines Community Schools initiatives, aligned to the site's needs and priorities. Include capacity-building strategies, SEL integration, resource access, and family engagement events.

4. *Facilitate Ongoing Professional Development:* Schedule and lead training for staff on Community School practices, including trauma-informed care, family engagement, and MTSS. Attend district and county-level professional learning aligned with CCSPP goals.

5. *Monitor and Evaluate Progress:* Collect data regularly such as attendance, SEL survey, and family engagement to evaluate the impact of initiatives. Use data to inform decision-making and share outcomes with staff and stakeholders.

6. *Lead Site-Based Collaborative Teams:* Facilitate monthly Community School Advisory Committee meetings to support shared decision-making. Coordinate with teachers, counselors, support staff, and community partners to align services and strategies.

7. *Strengthen Family and Community Partnerships:* Maintain partnerships with service and community providers to deliver integrated supports. Organize community resource events and provide families with ongoing access to services.

8. *Report and Communicate Outcomes:* Provide regular updates to school leadership, staff, and families on Community School efforts and impact. Contribute to annual reporting requirements such as

• **Integrated PBIS and Counseling Supports:** Alignment of PBIS systems with counseling services and SEL practices to support student behavior, emotional wellness, and positive school climate. • **Collaboration with Local Organizations:** Ongoing partnerships with community-based organizations to expand services, resources, and support for students and families. • **Exploration of Sustainable Funding:** Continued identification and development of long-term funding strategies, including grants and community partnerships, to ensure sustainability of Community Schools initiatives beyond current funding cycles. This integrated model ensures that Gilbert continues to provide consistent, high-quality supports for students and families while strengthening long-term sustainability of the Community Schools framework through coordinated systems, partnerships, and whole-child strategies.	the CCSPP Annual Performance Report (APR). 9. *Plan for Long-Term Sustainability:* Identify additional funding sources or partnerships to supplement CCSPP funding. Advocate for policy and systems change at the district level to embed Community Schools practices beyond the grant.

Key Staff/Personnel

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

Leslie Chavez/Interim Principal, Dr. Eddie Hernandez	*Principal* Serves as a district match responsible for administrative oversight of Community Schools implementation. Supports site-level leadership in advancing Community Schools goals focused on the whole child. Responsibilities include aligning site needs and guiding the development of school-based strategies for integrated support including academic, behavioral, social-emotional, and family engagement services. Plays a key role in fostering collaborative leadership, supporting school teams, and sustaining structures that promote student success and well-being across school site.
Daniella Easley	*Community Schools Program Specialist* The Community Schools Program Specialists plays a vital role in fostering an inclusive, whole-child approach to student success at Gilbert. This position leads the delivery of integrated student support services by building strong, collaborative partnerships with families, school staff, and community organizations. The Program Specialist works closely with the Principal, Teachers, Community Schools Coordinator, SEOC, School Counselor, and the Director of Student and Community Services to streamline the referral process and ensure equitable access to academic, behavioral, social-emotional, and mental health supports. With a focus on cultural responsiveness and equity, the Specialist strengthens home-to-school connections, promotes open communication among all stakeholders, and provides responsive services that reflect and honor the diverse strengths and needs of our community.
Jacqueline Gallardo-Hoffmaster	*Community Schools Coordinator* Provides administrative leadership to support the coordination, alignment, and expansion of the Community Schools program at Gilbert. This role strengthens the district's and school's capacity to collaborate with community partners and ensures the implementation of a whole child framework that addresses the academic, social-emotional, and basic needs of students and families. In partnership with the Principal, Community Schools Program Specialist, and the Student and Community Services Director, this role supports and strengthens home-to-school connections by coordinating communication and resources that address the needs of students and families.
Adreana Felix	*Student Engagement Outreach Clerk* Serves as a district match liaison to support student attendance and connection to social services. In collaboration with the Community Schools Program Specialist, Community Schools Coordinator, and the Student and Community Services team, this position helps bridge home-to-school connections and promotes increased family engagement, ensuring that students and families are supported through integrated services and meaningful partnerships.

Melissa Melara	*School Counselor* District match to provide targeted social emotional and academic school based counseling services to TK-5th grade students.
Claire Goodman	*School Nurse* District match to provide physical health screening and resource service to TK-5th grade students.
Aurora Lefeber	*Health Clerk* District match to provide health care related intervention to assist students with physical health support services.
Madeline Morrison	*Director of Student and Community Services* District match to provide district leadership and administrative support of mental health, physical health, attendance, behavior, discipline, student safety, welfare and social services across our school to oversee community partnerships to ensure students are effectively identified and supported. Supports district-wide implementation of the CCSPP, working closely with Program Specialist, Community Schools Coordinator and Principal to assess school site needs, coordinate resources, execute the 5 Capacity Building Strategies aligned with the 4 Pillars of Community Schools and MTSS at Gilbert.
Seri Hwang	*Chief Academic Officer* District match to provide district leadership and administrative support to support CCSPP implementation within participating school sites to oversee district leadership in collaboration with Educational Services, Principal and Director of Student & Community Services.

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:

10 Education Essentials for Families - OC Business Council : Parent education and empowerment series to provide Orange County Business Council curriculum and workshops topics that equip families with the tools to navigate the education system and support student success.

Giving Children Hope: Supports students experiencing housing instability through its "We've Got Your Back" food program, delivering weekend nutrition, hygiene kits, and school supplies. Has provided donations to distribute to our foster youth and mckinney-vento students.

Operation School Bell: Provides new school uniforms and personal care items to help students feel confident and ready to learn.

National Giving Alliance: Provided new clothing one to wear and one to wash along with essential items to uphold student dignity and support basic needs.

Hazel Health: Provides tele-health mental health services for Buena Park students, offering timely access to licensed therapists who support students' emotional well-being through virtual sessions during the school day, afterhours at home or on the weekends to help to reduce barriers to mental health care.

Care Solace: Connects students, staff, and families with care to address mental health, substance abuse, food assistance, shelter support, and health services through a referral and follow up system.

GRIP: The Orange County Gang Reduction Intervention Partnership program provides intervention and prevention services to at-risk youth by partnering with schools, Buena Park law enforcement, and community organizations to promote positive behavior, parenting workshops, improve school attendance, and connect families to essential support resources.

UCI Eye Mobile for Children: The UCI Gavin Herbert Eye Institute Eye Mobile for Children provides vision services to children across Orange County. This service is made possible by grants and the generous support of donors. The Eye Mobile provides vision screenings to underserved children, and comprehensive eye exams and glasses, when necessary, all free of charge.

Big Smiles Dental: Delivers on-campus dental care services to reduce health-related absenteeism and promote student wellness.

Second Harvest Food Bank: Provides a monthly mobile food pantry farmers market service to address food insecurity by offering fresh produce and groceries to families in our BP community. We are excited to be continuing our Farmer's Market program for the upcoming school year to expand this resource housed at Gilbert for the upcoming school year.

Rady's Wellness on Wheels: Provides physical health education and services directly on school campuses, supporting both students and families.

The Friendly Center: Provides resources to offer housing assistance, food access, family counseling, holiday donations and emotional well-being for families.

Latino Health Access: Provides culturally responsive health education, wellness programs, advocacy, and family support services that empower families to improve their health and quality of life.

Buena Park Collaborative: The Buena Park Collaborative is a monthly networking group that brings together local agencies, community organizations, and school representatives to share resources, strengthen partnerships, and coordinate support services for students and families in the Buena Park community.

Family Solutions Collaborative: The Family Solutions Collaborative is a coalition of organizations in Orange County, CA, working together to coordinate services and streamline access to housing, basic needs, and support resources for families experiencing or at risk of homelessness

Empowering Reading Tutoring Program: Provides targeted literacy intervention and one-on-one reading support to help students strengthen foundational reading skills, improve fluency, and build confidence as readers.

Feed The Children: Provides food, hygiene products, and essential household items to help address basic needs and support the well-being of students and families.

Family Promise: Connects families experiencing housing instability with shelter, housing navigation, case management, and supportive services to promote long-term stability.

Daybreak Health: Provides virtual mental health counseling and family therapy services that increase access to social-emotional and behavioral health support for students and families.

OC Justice Fund: Provides legal support, advocacy, and resource connections for immigrant families, helping ensure access to services and community resources.

Biola: Provides teacher candidates, literacy tutors, and America Reads volunteers who support student learning through reading intervention, small-group instruction, and academic mentoring.

OC Active: Provides bicycle safety education, Bike Rodeo events, and active transportation programs that promote student safety, healthy lifestyles, and community engagement.

Buena Park Library: Provides literacy resources, educational programs, homework support, and family learning opportunities that encourage lifelong reading and academic success.

Northern Orange County Continuing Office of Education: Provides free English as a Second Language (ESL) classes and adult education opportunities that help families build language skills, increase self-sufficiency, and support their children's academic success.

Olive Crest Parenting Classes: Provides evidence-based parenting education, family strengthening programs, and supportive resources that help caregivers build positive relationships, strengthen parenting skills, and promote healthy family environments.

OC United Way: Provides enrichment opportunities through programs such as ArtKids and campus beautification projects, helping students develop creativity, school pride, leadership skills, and a stronger sense of belonging on campus.

Bracken's Kitchen: Provides nutritious community meals and food resources to support families experiencing food insecurity while promoting health, wellness, and community connection.

Site Level Goals and Measures of Progress

Goals	Action Steps
Gilbert will foster collaborative community partnerships to expand the resources and support available for students and families, addressing whole child needs identified through our needs assessment. The school will strengthen connections with local organizations to provide services such as mental health support, academic enrichment, family education, and basic needs assistance. Progress will be monitored by tracking engagement and participation in partnership activities, including the number of students and families accessing services, attending workshops, and participating in joint initiatives throughout the school year.	1. *Assess Needs:* Conduct a comprehensive needs assessment with input from students, staff, families, and community members to identify priority areas of support. 2. *Identify Resources:* Pinpoint relevant community organizations, businesses, and agencies whose services align with the identified needs such as mental health, academic support, family engagement, and extracurricular activities. 3. *Define Objectives:* Clearly articulate partnership goals focused on supporting students and families through targeted services like social-emotional supports, parenting classes, and health services. 4. *Formalize Agreements:* Establish clear roles, responsibilities, and outcomes through formal MOUs or community partnership agreements. 5. *Engage Stakeholders:* Involve educational partners to build awareness, gather input, and align partnerships with school systems for successful implementation. 6. *Promote Services:* Communicate offerings through newsletters, events, flyers, social media, website, and the front office bulletin. 7. *Evaluate Impact*: Continuously gather feedback from students, families, and partners to assess partnership effectiveness and relevance. 8. *Sustain Relationships:* Maintain regular communication, acknowledge contributions, and seek ways to deepen collaboration. 9. *Celebrate and Share Success*: Track and report outcomes to stakeholders, highlighting the positive im on student and family well-being.

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