

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Fiesta Gardens International School
715A Indian Ave, San Mateo, CA 94401
Dustin Demakas, Principal

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Background

Fiesta Gardens International School joined efforts with San Mateo-Foster City School District (LEA) to provide transparent and consistent information on the Community School Initiative and input process. Fiesta Gardens International School put into practice a communication plan to ensure all stakeholders – students, staff, families, community partners, and the community – reached a shared understanding of its Community School Initiative.

Fiesta Gardens International School Community is an inclusive, safe, welcoming and caring environment which values and recognizes each individual. The school knows it is important to help all students grow academically, socially, and emotionally. Fiesta Gardens International School is a place where everyone respects and values everyone's differences and are responsible for working together to create a safe and supportive learning environment. As a dual immersion school, we are preparing our outstanding multilingual learners to be actively engaged in their own learning, make real life connections to the world around them, and provide them with opportunities to become lifelong learners. Students develop confidence in their ability to solve problems and practice socially responsible behaviors by making wise choices. They become critical thinkers who communicate their ideas clearly and participate in collaborative conversations with their peers. In addition, our students challenge themselves to reach their highest potential. These all represent strengths and assets of the school community. As we continue the community school work, these will continue to serve as

the foundation upon which we expand after-school programming and add more wrap-around services.

Racially-just, relationship-centered spaces

Fiesta Gardens International School aspires to create a true racially just and restorative learning environment. It realizes that in order to create a sense of belonging for all learners, it needs to come together to offer therapeutic and restorative approaches to students in all interactions possible. Wrap-around services and access to after-school activities and programming are remarkable strategies to support the social, emotional, and academic development of all students. Fiesta Gardens International School will reflect the importance of racially just and restorative practices in its Community School work by building on counseling supports, therapeutic approaches, and social services with wrap-around services as noted in the priorities.

Fiesta Gardens International School is an educational community that is committed to equity and culturally responsive academics. This year marks our 30th anniversary as a Dual Language Immersion School. Throughout the years, our school has remained committed to creating biliterate and bilingual critical thinkers. We do this by providing rigorous academics, developing a sense of cultural appreciation for the Spanish language and by empowering our students to be language models in our 90/10 dual language immersion program. Fostering this expectation for strong academic instruction and achievement is possible through our mission of collaborating as a unified team with staff members. Our school committees, such as the PBIS, Academic, and Care team, ensure that multiple staff voices participate in the construction of student-centered and enriching instruction while also ensuring our systems of support respond to the socio-emotional needs of our students.

At our school, we are committed to fostering racially-just, relationship-centered spaces as we endeavor to build a community school that celebrates diversity and inclusivity. One key initiative involves the intentional integration of diverse perspectives and voices into our curriculum, ensuring that students learn about various cultures and histories. We prioritize the recruitment and retention of a diverse staff, recognizing the importance of representation in leadership roles. Furthermore, we actively engage in ongoing training and professional development for both faculty and students to promote cultural competency and sensitivity. Our school community is encouraged to participate in open dialogues, forums, and workshops that facilitate constructive conversations around race and identity. We implement restorative justice practices to address conflicts, placing an emphasis on understanding, empathy, and healing rather than punitive measures. By creating spaces that prioritize equity, respect, and understanding, we aim to cultivate a community school that not only educates but also empowers students to thrive in a diverse and interconnected world. By taking these steps, we aim to reverse the effects of systemic oppression and institutional racism that our families and students have encountered in and out of school.

Classroom-Community Connections

Further, as a school community, we understand that the success of our students is fostered by a home life that includes connections with the school. We strive to create a community environment that includes parents and caregivers. As a school community that is over 80% Latino, we host bilingual after-school and weekend events, which invite our community to our campus. Some events, such as *Feria de bicicletas Fiesta Hispana* and others, seek to build community and provide resources to our families. Events such as *Súper Sábado* aim to provide our families with access to our academic resources. Our connection to our site PTA and our various parent and caregiver committees ensure that we are not only supplying information to families, but also engaging in dialogue to inform our practices. This strengthens the home-school and classroom-community bridge while also ensuring that communication flows both ways. Truly, Fiesta Gardens International School is a school that has had the vision to live up to the ideals of a community school for many years. As we expand from a TK-5 school to a TK-8 school in the coming years (indeed, this is our first year with a TK classroom and next year, we will welcome our first 6th grade class), participating in the Community Schools Initiative will enable us to further the dreams that have already existed within our community to integrate student supports, further our collaborative practices, expand opportunities for student learning, and engage families in authentic ways.

Shared Power

At Fiesta Gardens International School, shared power continued to grow and solidify as a new model of participatory leadership. We have multi-stakeholder community school steering committee that provides direction on assets, needs, and priorities of the school community; provides opportunities to engage in deep listening, deep self-reflection, and ongoing trust building; and streamline and share resources for the betterment of students. This shared leadership model is in both the engaging and transforming stages; it contains elements of both states. As we continue to operationalize this shared leadership model through democratic engagement and dialogue, we aspire to engage in possibility thinking to support innovative thinking, planning, and execution in service of dismantling the school-to-prison pipeline by building racially just environments.

“Why a Community School at Fiesta Gardens International School?”

A Community School is needed at Fiesta Gardens International School because we serve a diverse student body that requires wrap-around services and extended learning opportunities that will provide equitable opportunities. According to CALPADS (California Longitudinal Pupil Achievement Data System) for the 2022-2023 school year, the student enrollment for Fiesta Gardens International School was 396 students and the Unduplicated Pupil Count (UPC) was 228 students or 57.8% of students. According to CALPADS for the 2023-2024 school year, the student enrollment for Fiesta Gardens International School is 412 students and the Unduplicated Pupil Count (UPC) is 273 students or 66.3% of students.

We have 45.5% of our school population classified as English Learners. Given this rich diversity and multilingualism, it is critical to ensure students have the resources and learning opportunities to thrive academically. As a dual immersion school, Fiesta Gardens International School also serves a significantly high percentage of students who receive free/reduced lunch (low socioeconomic). This makes the Community School Initiative an urgent matter and a moral imperative.

Overall, Fiesta Gardens International School has been a community of learners that has been dedicated to the four Community School Pillars. The work which has been done exemplifies these four pillars and enables our community to identify precisely how we may expand this work in the wake of the Community School Initiative in California. By participating in the Community Schools Initiative and expanding our opportunities for student and community medical support, adding the proper staff, providing additional and culturally relevant opportunities for extended learning and ensuring our staff is properly trained in immersion and K-8 teaching best practices, we will further the overall achievement and well-being of our students. Fiesta Gardens International School has strived to create this type of environment even prior to the development of the Community Schools Initiative. Now that this wonderful opportunity has emerged from the state of California, we are eager to expand our commitments to our students, staff and community. The Community Schools Initiative Grant is the stepping stone we need to further and expand the great work FGIS has focused on for the last three decades.

Teaching and learning that are culturally responsive in nature will allow students to grow academically at high rates. Students come with cultural assets and the Fiesta Gardens International School aims to value, celebrate, and elevate these assets. Fiesta Gardens International School will implement culturally responsive instruction by ensuring data-driven practices in literacy instruction, project-based learning, and the utilization of cultural assets via culturally responsive texts in the classroom.

A Focus on Continuous Improvement

At Fiesta Gardens International School, we are committed to continuous improvement because we know that in order to eradicate inequities, systemic oppression, and institutional racism, we must work together to reexamine our practices, revisit our values, and go beyond traditional metrics of student success, ones that capture student assets, cultural capital, and community-driven perspectives. Data will shine light upon what is working, what is not, and what more we need to do to close achievement and opportunity gaps wherever and however we see them. Continuous improvement will involve not only progress monitoring but also possibility thinking. Examples of this will include: a. Disaggregating data by equity student sub-groups to address

inequities and disparities; b. Implementing improvement science strategies such as Plan-Do-Study-Act cycles; and c. Providing public presentations on progress, assets/needs gap analyses complete with celebrations on milestones reached. This reflective process of gathering, interpreting, and synthesizing data to create action-oriented plans will become the norm for our Community School.

At the District-Level, San Mateo-Foster City School District assembled a District-Based Community School Steering Committee to provide guidance, input, and oversight of Fiesta Gardens International School's transformation to a full-functioning Community School and support our continuous improvement efforts.

The purpose of the established District-Based Community School Steering Committee is multipronged:

- To ensure Strategic Plan and LCAP alignment of the Community Schools Initiative with regard to strengths-based practice, restorative justice practices, culturally responsive teaching and learning, shared participatory decision-making practices
- To further promote visibility and understanding of the Community Schools Initiative in our district
- To identify possible barriers and problem solve with multi-stakeholder input
- To engage in knowledge-sharing of the common trend in needs and target services emerging at all five participating Community Schools in the Making
- To continue engaging the community at large as we head into the Implementation Phase of the Community Schools Initiative

District-Based Community School Steering Committee is working to create bylaws and board policy to ensure support, multi-stakeholder input, and guidance to sustain the Community Schools Initiative at Fiesta Gardens International Elementary School and at our other 4 participating sites in San Mateo-Foster City School District.

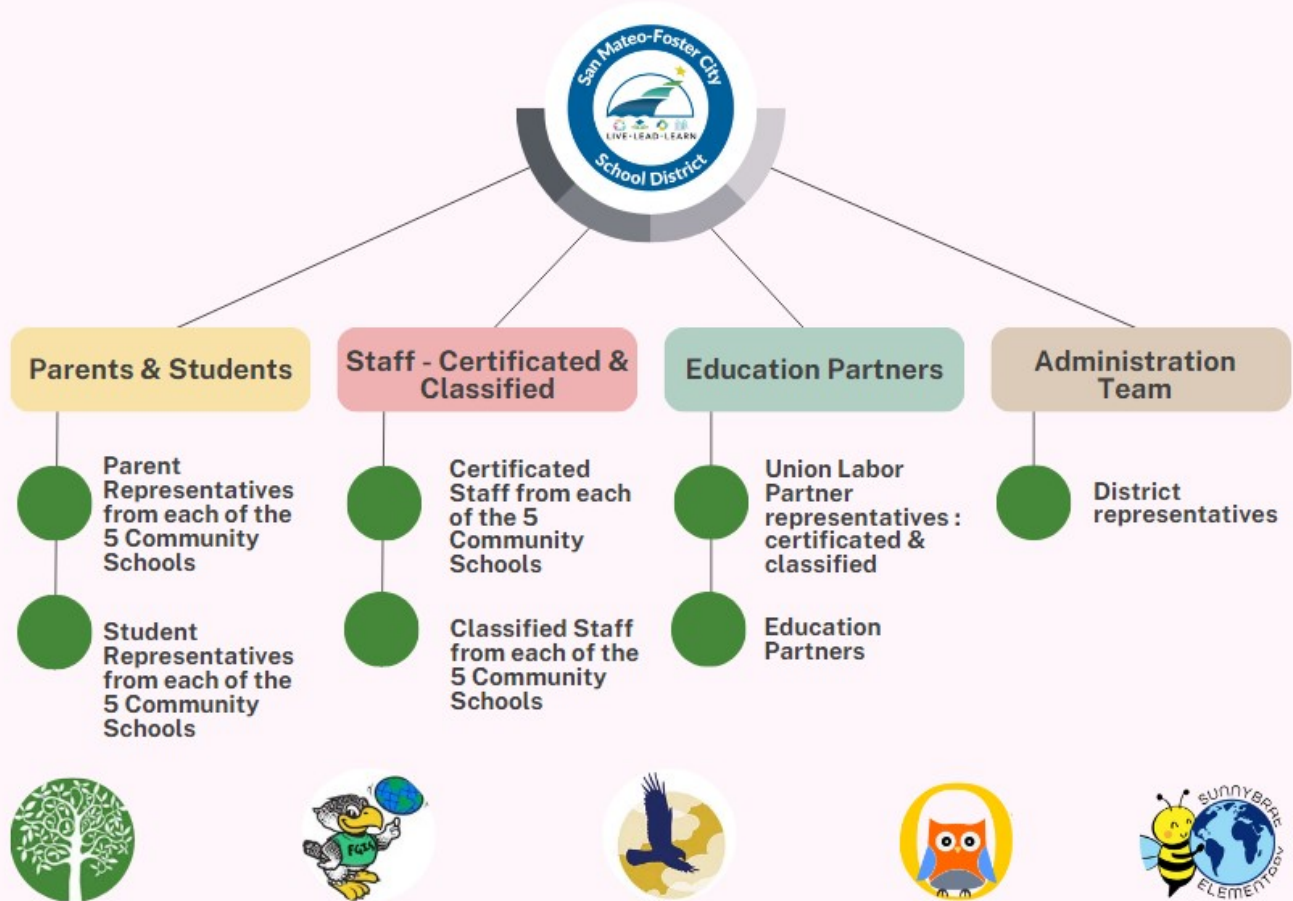
Assembled in September of 2023, the District-Based Community School Steering Committee, which is made up of multi-stakeholders representing all 5 Community Schools in the Making, LEA representatives, and education partners, met on the following dates in the 2023-2024 school year:

- a. September 18, 2023**
- b. October 23, 2023**
- c. November 6, 2023**
- d. November 27, 2023**
- e. December 11, 2023**
- f. January 22, 2024**

See below for a visual on the District-Level Community School Steering Committee composition:

San Mateo-Foster City School District

COMMUNITY SCHOOL DISTRICT-LEVEL STEERING COMMITTEE



Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

After extensive data collection from August 2022 to the present via needs and assets assessments, the Fiesta Gardens International Community has determined goals/priority actions.

Fiesta Gardens International School Community engaged in the following activities to determine these goals/priority actions. To ensure we included the voices of historically marginalized family voices, we provided the following strategies:

1. 9 evening meetings for multistakeholder community members (town halls): These town hall style presentations brought together multi-stakeholders from the school community. The presentations involved providing the participants with information regarding the community school 4-pillars model, the community school initiative process, professional development on a range of topics related to wrap-around services, teaching, and learning, and input opportunities on needs and assets of the school community. Participants were provided with dinner, translation services, and childcare to remove barriers to engagement. These town hall style events afforded us an opportunity to bring in community partners from across a range of sectors and social services. To ensure we broke down barriers for our historically marginalized family and student voices, we implemented the strategy of utilizing Community Services Specialists based at the district office who placed personal calls to invite families to input engagements. Together with the outstanding support from school-based personnel, such as site-based school counselors, and administrators, we ensured we provided a welcoming experience that supported families with care. These town hall presentations occurred approximately every six weeks across a period of 20 months during the Planning Phase Years 1 and 2, in the 2022-2023 and 2023-24 school years.

The dates of these engagements were as such:

- a. **October 19, 2022**
- b. **December 7, 2022**
- c. **February 1, 2023**
- d. **March 8, 2023**
- e. **April 18, 2023**
- f. **May 24, 2023**
- g. **September 20, 2023**
- h. **November 1, 2023**
- i. **January 10, 2024**

In total, we collected in-person input from **375** families/staff stakeholders.

2. Various Community School Surveys for all stakeholders: These surveys were created internally by community school steering committees. The surveys provided the school community opportunities to provide input in the areas of assets, barriers, needs, and priorities. The surveys were made accessible to all stakeholders: students, staff, families, and the community. In total, we collected survey input from **452** families/staff stakeholders.
3. Empathy interview/small focus group discussions: Empathy interviews were conducted for the school community. Topics discussed included: the importance of inclusion in building a community school that supports the whole-child, barriers coming in the way of supporting all students, and needs of the community. These small group discussions provided key information regarding the needs of the school community. These empathy/small group discussions on inclusion occurred on **September 20, 2023**.
4. Various Site-Based Community School Steering Committee meetings: The Fiesta Gardens International Elementary Community School Steering Committee met on a regular basis to collaborate, develop implementation plan content and priorities, review and analyze data assessment results, and formulate surveys with clear language accessible by all members. The Site-Based Steering Committee was composed of multi-stakeholders: certificated teachers, classified staff members, parents, students, and one school administrator.
5. One-on-one in-person interviews (staff, students, families): These one-on-one interviews provided an opportunity for multi-stakeholders to provide input on needs, assets, and priorities of their school within a comfortable setting. These in-person, one-on-one interviews occurred on **Tuesday, January 9, 2024** at Fiesta Gardens International School. We asked the following questions:
 - a. *What do you love about your school?*
 - b. *What wishes do you have for your school as it becomes a community school?*
 - c. *Think about the perspectives of all stakeholders (students, principal, teachers, colleagues, and parents). What would you add to your school as it becomes a community school?*
 - d. *What is a community school for you? What do you understand it to be?*
6. Staff meetings were conducted to provide input opportunities for staff (certificated and classified), such as on **January 22, 2024 and other dates**.
7. The California Healthy Kids Survey (CHKS): Administered anonymously each year by the California Department of Education, the CHKS survey provides input on school climate, safety, students wellness, youth resiliency, school connectedness, and various student, staff, parent, and school needs. The survey is administered to students, parents, and staff.

Moving forward, we will continue these strategies to form collective priorities via needs and assets and assessments. We also plan to include other strategies such as visioning exercises and staff meetings with certificated and classified personnel as well as more community partners.

Part B: 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 we aim to improve
1. Fiesta Gardens prioritizes developing a community space that brings families together and serves our most marginalized families. We aim to provide a Wellness/Community Resource Center to serve as a hub for family resources, after-school enrichment activities/programs, and is run by a Coordinator of Community School. This Center will be instrumental in eradicating inequities that our youth experience in and out of school.	• Number of families visiting the Wellness/Resource Center via sign-in sheet data tracker • Increased number of students signed up for after-school program • Increased attendance rates for after-school programs
2. Fiesta Gardens prioritizes racial justice and equitable access through family advocacy and empowerment. We aim to utilize a Coordinator of Community School who will reach out to and offer health resources and connect organizations to support student health including mental health as well as organize adult education opportunities for families. This Coordinator will serve as a bridge between the school administration and families and our community.	• Attendance by parents to after-school parent education and workshops • Increased number of health and mental health organizations supporting the school throughout the year • Increased California Healthy Kids Survey (CHKS) scores for school connectedness and sense of belonging at school
3. Fiesta Gardens prioritizes student academic success and their socioemotional wellness. We aim to expand access and enrichment in the afterschool programs that would occur beyond the traditional school day (art, music, coding/robotics, performing arts, sports, tutoring).	• Increased number of students signed up for after-school program • Increased attendance rates for after-school programs

Together, the activities listed in **Part A** above provided quantitative and qualitative data from multiple stakeholders and helped determine goals/priorities. After collecting input from community evening meetings (town halls), surveys, small group discussions, steering committee conversations, and interviews, the Fiesta Gardens International Community School Steering Committee mined the data, determined trends in the categories of needs and assets, and collaboratively formulated a list of priorities aligned to the 4 Pillars Model of a Community School.

Fiesta Gardens International School Community determined the following goals/priority actions as listed in **Part B Table**:

1. Fiesta Gardens prioritizes developing a community space that brings families together and serves our most marginalized families. We aim to provide a Wellness/Community Resource Center to serve as a hub for family resources, after-school enrichment activities/programs, and is run by a Coordinator of Community School. This Center will be instrumental in eradicating inequities that our youth experience in and out of school.
2. Fiesta Gardens prioritizes racial justice and equitable access through family advocacy and empowerment. We aim to utilize a Coordinator of Community School who will reach out to and offer

health resources and connect organizations to support student health including mental health as well as organize adult education opportunities for families. This Coordinator will serve as a bridge between the school administration and families and our community.

3. Fiesta Gardens prioritizes student academic success and their socioemotional wellness. We aim to expand access and enrichment in the afterschool programs that would occur beyond the traditional school day (art, music, coding/robotics, performing arts, sports, tutoring).

These priorities are linked to the 4 Pillars of the Community School model. The first priority falls under the wrap-around services pillar. This priority will support students to ensure they have a central location on campus for their extended learning opportunities/activities. This priority will also serve as a central location for families to go visit when they need support, be it social services, educational resources, and parent education support. It also provides the best practice of a Coordinator of Community School who will serve as the point of contact and as Community School anchor ensuring ongoing engagement and input gathering from all stakeholders.

The second priority also falls under the wrap-around services pillar. This priority provides personnel support to ensure students and families receive support on campus. This Coordinator of Community School will help engage families with the school and link community resources to families who need them.

The third priority falls under the extended learning pillar. This priority ensures we provide funding and support to ensure more students access after-school programming that is meaningful, enriching, and academic.

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	Outcome/Indicators
Fiesta Gardens International Elementary School will continue to meet with the Site-Based Community School Steering Committee	- Calendar regular meetings by end of the year for the following year - Provide communication with parents, staff, and other committee members to facilitate ongoing needs and assets assessments that includes the input from all multi-stakeholders - Continue to include education partners and community agencies; welcome new partners and community resource organizations to join the shared leadership process. - Utilize bylaws created by the District-Based Community School Steering Committee to create Site-Based Community School Steering Committee bylaws to ensure multi-	- Meeting agendas - Meeting minutes - Invitations via fliers and emails - Written bylaws - Member roster - Sign-in Sheets

	stakeholder representation and set a minimum number of meetings per year to 4. Organize and schedule a Site-Based Community School Steering Committee presentation at a School Site Council meeting to share input trends, findings, and recommendations.	
Fiesta Gardens International Elementary School will meet with the ELAC Committee to forge a bridge and collect more needs and assets input data at established ELAC meetings.	- Calendar regular meetings by end of the year for the following year - Provide communication with parents and other committee members to facilitate ongoing needs and assets assessments that includes the input from all multi-stakeholders at ELAC meetings	- Meeting agendas - Meeting minutes - Invitations via fliers and emails - Sign-in Sheets

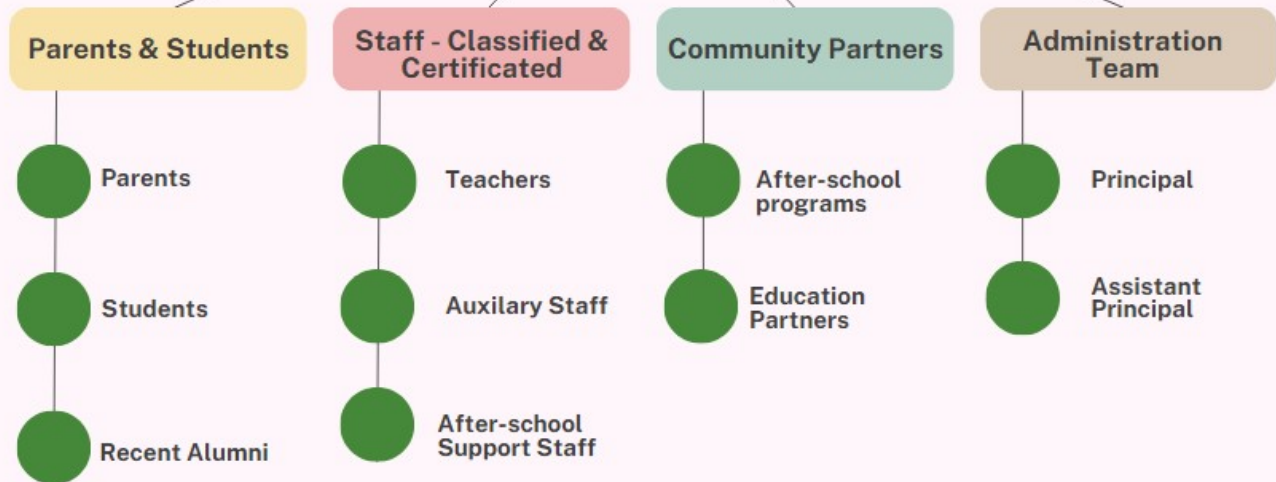
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The crucial Community School Pillar of shared leadership is key to the success and development of the transformation of the Fiesta Gardens International Elementary School into a full-functioning Community School. The Site-Based Community School Steering Committee was established to provide opportunities for shared governance, shared leadership, and shared decision-making. A key feature of the Site-Based Community School Steering Committee at Fiesta Gardens International Elementary School is that it includes various parents and students, allowing for more input from stakeholders to whom the resources are intended to serve and support. With collaboration with teachers, support staff, and administration, the Site-Based Community School Steering Committee aims to give voice to all participating stakeholder groups, especially historically underrepresented groups of members in our learning community. As part of the after-school support staff category, we will have a Coordinator of Community School who will sit on this steering committee and provide invaluable input and contributions to decision-making.

Below shows an organizational chart as a visual of the site-level leadership structure at our community school.

Fiesta Gardens International School

COMMUNITY SCHOOL
STEERING COMMITTEE



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indications
Community Schools Implementation Plan will be posted on the school's website, school district's website, and reviewed throughout the year and reposted annually with updates.	- With input from our District-Level Community School Steering Committee, create a multipronged data input plan that includes: - Student input plan - Parent input plan - Staff input plan - Community partners input plan - Formulate a timeline for the preparation, gathering procedures, review, analysis, and dissemination of the data collected.	- Schedule for data gathering engagements and actions - Plan that includes town hall presentations, focus groups, and survey launches
Utilize all survey data from various data points to support in the development of small focus groups, town hall presentations, and internal survey creation, all of which will be used to help the development of the school's School Plan for Student Achievement (SPSA)	- Schedule dates for surveys from students, parents, and staff twice a year (or more if Site-Based Community School Steering Committee prefers more) - A plan and timeline of implementation of town hall presentations, surveys, and focus groups for presenting to School Site Council for School Plan for Student Achievement	- Assets mapping and collection of data trends second row, third box: and meeting engagements input from each stakeholder group and in the aggregate. - Needs assessment/mapping and collection of data trends from each stakeholder group and in the aggregate.

	(SPSA) input • Disseminate and widely share the needs assessment and assets trends findings to the staff, School Site Council, and Community Schools Steering Committee (both the Site- and District-Based Community School Steering Committees)	• Collection of artifacts including the following: ○ Survey data results sheet ○ Sign-in sheets for input engagements ○ Agendas and minutes for all input engagements
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Strategy 5: Staffing and Sustainability

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	Outcome/Indicators
Maintain appropriate staffing	• Ensure the continued employment of 1 Full-Time Mental Health Clinician through leveraged funding • Ensure the continued employment of 1 Community Services Specialist through leveraged funding • Provide a Full-Time Coordinator of Community School (to serve as a Community School site coordinator at Fiesta Gardens)	• Job description, job posting, and hiring fair for Community Schools Specialist position • Number of new families enrolling in services • Number of students enrolling and attending after-school programming
Hire an LEA-level Community School Director/Coordinator to oversee all 5 Coordinator of Community Schools	• Draft a job description for this LEA-level position to provide support to all 5 Community Schools	• Job description and job posting • Completion of all Annual Performance Reviews for LEA representing all 5 Community Schools • Attendance rates and sign-in sheets at multi-stakeholder engagements

Key Staff/Personnel

Dustin Demakas	School Site Principal
Sandra Gonzalez	Assistant Principal
Cynthia Gutierrez	Mental Health Clinician

Sofi Gomez	School Social Worker
Pati Flamenco	Teacher on Special Assignment- Language & Literacy
Isabel Centeno Jimenez	Community Service Specialist
Karina Contreras	Community Schools Specialist
Cyrus Limon	Teacher on Special Assignment - Language & Literacy

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

San Mateo-Foster City School District is currently working on ensuring sustainability of wrap-around services and student access to expanded learning opportunities through a variety of leveraged funding sources and partnerships. These include the following:

1. Expanding current contract with Boys and Girls Club to offer more access to students to after-school extended learning and care. Our school district will be using leveraged district funding and ELOP (Expanded Learning Opportunities Program) funding to fund this expansion to after-school programming as a district match.
2. School District funding will be updated to reflect a commitment to the Community Schools Initiative and ensure sustainability during and after the implementation phase of the grant. We will align and leverage multiple funding streams and programs such as, but not limited to, Elementary and Secondary School Emergency Relief funds and any other state fundings focused on expanded learning, universal transitional kindergarten, student mental health, educator professional development, and/or increase Local Control Funding Formula funding for additional staffing through the community schools development process. Our goal is to continue the Community School framework and funding commitment from the district beyond the 5 years of the CCSPP grant timeline.
3. Our School District applied for the Measure K 2024-2025 grant via the San Mateo County. This grant is a collaboration between Peninsula Family Service and San Mateo-Foster City School District. The goal is to provide culturally and linguistically appropriate childcare for students, increase the workforce development for childcare providers, and provide a pipeline to the teacher workforce at our Community Schools. This initiative addresses the critical shortage of qualified early childhood educators, including our need for more teachers to staff our two new infant toddler early learning centers to come online in the 2024-2025 and 2025-2026 fiscal years. In addition, this work will foster our collaboration with other agencies creating a robust pipeline of well-trained teachers. Peninsula Family Services will be partnering with the San Mateo Foster City School District to strengthen their early learning workforce pipeline. The San Mateo Foster City School District will recruit Child Development Associates (CDA) participants from district parents, focusing specifically at our five Community Schools, and the District's out of school time program. In reflecting our commitment to social justice, culturally responsive practices, and equity in our school communities, our aim is to bring on more partners in future years including more school districts and early learning providers. We aspire to expand the number of graduating teachers who will be able to contribute their skills and expertise across our community to multiple providers, addressing a crucial need in the broader educational landscape. This holistic strategy reinforces the comprehensive nature of our program.
4. Our School District also applied for another Measure K 2024-2025 grant via the San Mateo County. Measure K funds would be utilized to pay for each of the 5 schools (Fiesta Gardens, Laurel, Lead, San

Mateo Park, and Sunnybrae) to be assigned a full-time social worker tasked with ensuring program goals aligned to the Community School Model. The budget will also provide for initial office space equipment and materials, such as toolkits and computers to facilitate their work. Furthermore, the budget will include the cost for outside counselors and specialists to provide additional assistants in cases of severe family dysfunction and drug or alcohol addiction, amongst other possible scenarios. Costs such as insurance, facilities, and marketing will be provided by the San Mateo Foster City School District as the offices of the social workers will be held on the school campuses. The funding would not be utilized to cover school district administrative costs. However, approximately 10% administrative cost will be dedicated to San Mateo-Foster City Education Foundation (SMFCEF) for their research and composition of the Measure K application and future reporting requirements. This grant application is a prime example of how we aim to provide opportunities for all students to dream big, challenge themselves and each other, and foster a lifelong passion for learning.

5. We will continue to commit to maximizing reimbursement for wrap-around and medical services through the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities Program, and any other reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

Strategy 6: 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	Outcome/Indicators
We will explore and add new partnerships and increase community resources for students and families.	The Coordinator of Community School will engage community groups, partnerships, and community resources as noted in the narrative of the application.	• Meeting agenda • Sign-in sheets of meetings • Program descriptions
We will increase the number of existing partnerships to bring more support to students and families.	Engage the community to bring in other new partnerships focused on wrap around services and health support for students and families.	• Memorandums of Understanding • Meeting agendas including these new partners in our input gathering structures

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:

Community Partnerships play a central role in supporting the development, success, and wellbeing of all students at Fiesta Gardens International School. Currently, the following represent the existing partnerships that support Fiesta Gardens International School: • MAP: The organization aims to end hunger via food donation to the school. The partnership provides nourishment to students when needed. • Samaritan House: An organization that addresses food and housing insecurity to the community. • Police Activity League (PAL): The organization provides sports programs, recreational activities for students, and offers counseling. • Community Overcoming Relationship Abuse (CORA): CORA provides support to families during situations that involve partner abuse. They provide emergency housing, legal assistance, and counseling to ensure safety, support, and healing.

- H.O.P.E.: The organization provides comprehensive mental health services to our school community.
- San Mateo Elementary Teachers Association (SMETA) Scholarship: Social Justice Award provided to a 5th grader student annually.
- Dr. Landucci Scholarship: Dr. Al Landucci provides scholarships for students in 5th grade in the areas of outstanding achievement in math; outstanding achievement in science; outstanding citizenship, contribution, or school service; and outstanding academic achievement.
- Gilead: Gilead provided a grant to fund our school's Lego Lab.
- San Mateo County Office of Education (SMCOE): Local County Office of Education provides support in restorative practices to our school and school district.
- Music for Minors: Music for Minors provides a robust music program for our students during the day.
- San Mateo Safe Route to Schools: This program supports our school in analyzing our routes to school and ensuring they are safe for our students.
- San Mateo Public Library: Our local Public Library provides programs and resources for our students and families.
- Art4Schools: Art education program for all students.
- Vision to Learn: The program provides support to students in procuring needed vision screening, eye exams, and fitting, prescribed glasses.
- Care Solace: Mental health coordination service that provides mental health support to students and families matched to their needs regardless of their insurance situation.

Moving forward, Fiesta Gardens International Elementary School would like to develop new partnerships with the following organizations/partners:

- Adult education and adult school connections.
- Culturally relevant art - *Baile Folklorico (Folkloric Dance)*.
- One Life: The organization provides mental health via counseling support to partner schools.

We are dedicated to fostering and expanding partnerships with various agencies to deepen and sustain our commitment to comprehensive wrap-around services, social services, instructional support, after-school opportunities, and local collaborations that prioritize the success and flourishing of our students. Our enduring commitment to these partnerships stems from our school's unwavering focus on Teaching and Learning, particularly through community- and equity-based approaches that must and will first occur in the classroom. Our goal is to ensure that every student receives the necessary academic support to thrive in their educational journey.

In recognizing the inherent potential, beauty, and abilities of our children, we steadfastly believe that unlocking the depths of Bloom's Taxonomy necessitates first addressing Maslow's Hierarchy of Needs. By prioritizing the

mental health and physical wellbeing of our students, we lay a foundational pathway for their optimal cognitive development, fostering an environment where their intellectual capacities can truly flourish. Our commitment begins with nurturing the holistic needs of each child, ensuring that their essential wellbeing serves as the cornerstone for the realization of their academic and personal aspirations.

By maintaining and enhancing collaborations with these agencies noted above, we actively contribute to the realization of the 5-Pillars Community School Framework. The involvement of the local County Office of Education will be particularly instrumental in upholding this framework, providing a foundation for effective community school practices. These partnerships are not just administrative arrangements; they are crucial elements in our collective effort to center the unique needs and assets of our students.

The partnerships extend beyond mere academic support, encompassing wrap-around services to address the holistic wellbeing of our students. Social services are integrated to provide additional support, recognizing the interconnected nature of academic success and overall student welfare. Furthermore, the collaboration ensures the availability of diverse instructional support systems, promoting inclusive learning environments tailored to the needs of each student.

Our commitment to after-school opportunities is also reinforced through these partnerships, offering students extended learning experiences beyond the traditional classroom setting. Additionally, local partnerships are nurtured, creating a network of stakeholders invested in the success and thriving of our children. These collaborations reflect a shared vision for the community's wellbeing, highlighting our collective dedication to fostering an environment where each student can reach their full potential. Through these multifaceted partnerships, our school is not only positioned to provide academic excellence but also to cultivate a supportive and enriching educational experience for every student.

Strategy 7: Professional Learning

Professional Learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
We will increase all staff capacity in culturally responsive practices, restorative practices, and social emotional learning via professional development offered by the Student Services Department.	- Professional development schedule on restorative practices - Continued implementation of Positive Behavior Intervention Supports (PBIS) - Train and support all staff in the implementation of Second Step Social Emotional Learning curriculum	- Increase the number of participants in professional development focused on restorative practices - Sign-in sheets and professional development agendas - Community School Needs and Assessment input data from staff
We will increase all staff capacity in dual immersion support through the implementation of <i>Aprendo Leyendo</i> curriculum.	- Professional development schedule on PAF practices - Continued implementation of PAF data gathering practices to inform instruction for each student - Implement an instructional coaching plan to support teachers, new and continuing - Provide walkthrough with school principals as a Professional Learning Community (PLC) to	Increase in literacy assessment results for students in grades K-2

	increase leadership capacity	
We will increase all staff instructional capacity in differentiating and targeting instruction specifically with English Language Development (ELD).	• Provide professional development opportunities in ELD instruction and progress monitoring for staff.	• Increase ELPAC (English Language Proficiency Assessments for California) progress monitors and rates of reclassified students.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
We will deepen our culturally relevant and culturally responsive practices as a community school through Social Emotional Learning, Restorative Practices, and Trauma-Informed professional development to help staff build relationships with students.	• Provide Professional Development on culturally relevant practices and mindset. • Provide culturally relevant texts.	• Meeting agendas • Participants Sign-in sheets • Physical resources
We will work toward becoming better equipped to address mental health stigma.	• Ensure key staff members (counselors, mental health clinicians, Coordinator of Community School, administrators) receive training and support from the Student Services Department. • These key staff members will provide presentations on mental health topics to staff at faculty meetings.	• Meeting agendas • Participants Sign-in sheets • Pre/post-training feedback survey

Strategy 9: Progress Monitoring and Collective Problem-Solving

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
We will increase student attendance rates.	- School administration will schedule and hold Student Study Team (SST) Meetings with students exhibiting attendance challenges - School administration will present on the importance of attendance at School Site Council (SSC), English Learner Advisory Committee (ELAC), Community School Multi-Stakeholder Input Engagements, and other school community gatherings with the staff and community. - School administration will provide school community messaging on the importance of daily student attendance.	- Student attendance data reports produced internally via Aeries - Agendas for meetings where this messaging will be provided to the school community
We will increase students' rates of school connectedness according to the California Healthy Kids Survey (CHKS).	School administration will provide school community messaging on the importance of daily student	Increased rates provided by data reports for the administered California Healthy Kids Survey

	attendance. School administration, together with school staff, will schedule and implement the administration of California Healthy Kids Survey (CHKS) annually as provided by the California Department of Education.	(CHKS) as provided by the California Department of Education
We will plan and execute all school and district surveys to collect data.	Meet with staff to consistently review data results and determine next steps collaboratively.	Increased survey completion rates on Community School Multi-stakeholder surveys to determine needs and assets.

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