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 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

Glen Avon Elementary School, Cara Woolweaver, Principal, Phone: (951) 360-2764

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:

Glen Avon Elementary School has fully embraced the California Community Schools Framework, driven by a commitment to continuous improvement and student success. Our understanding of community schools reflects a steadfast dedication to the framework's Overarching Values:

1. **Racially-just, relationship-centered spaces:** Glen Avon Elementary prioritizes creating environments where relationships are foundational. By nurturing strong connections among students, families, staff, and the community, we cultivate a sense of belonging and support crucial for academic and personal growth.

2. **Shared power:** Glen Avon Elementary promotes shared decision-making through its many committees (eg., SSC, Booster Club, Community Schools Committee) and other forums. We empower educational partners - students, families, educators, and community members - to collaborate in shaping our Community School including the programs and initiatives. This ensures that decisions are informed by diverse perspectives and aligned with the community's needs.

3. **Classroom-community connections:** Glen Avon Elementary recognizes the vital role of community partnerships in enriching educational experiences. By integrating community resources, expertise, and support into our school and activities, we enhance learning opportunities and broaden students' horizons beyond the traditional classroom.

4. **A focus on continuous improvement and possibility thinking:** Glen Avon Elementary embraces a culture of continuous growth and innovation. We encourage forward-thinking approaches that challenge traditional norms and seek creative solutions to educational challenges. Through ongoing reflection and adaptation, we strive to meet the evolving needs of our students, their families, and the community effectively.

Developmental Plans: Moving forward, Glen Avon Elementary is committed to further embedding these values into our Community School approach:

- **Enhanced Relationship Focus:** Glen Avon Elementary will continue to prioritize building strong, trusting relationships among all educational partners. We value the talents and experiences of our community members and we are working toward strengthening sustainable relationships with local businesses, community partners, and the district.   Glen Avon will also recruit parents and community members to share their talents and resources to assist in building a stronger sense of community.
Through gatherings such as Coffee with the Community, Community Schools Council, Parent Books Clubs, and other events, Glen Avon intends to continue to promote community involvement and connections.
Dino School, Community Events, and Family Nights (Math, Literacy, Sports, STEAM, etc.) will further strengthen relationships, support, and inclusion at Glen Avon. We also provide access to community resource booths at school site events (Back to School Night) to further bolster connections within our site, district, and community.

- **Promotion of Shared Power:** Glen Avon Elementary will expand opportunities for educational partners' engagement, ensuring diverse voices are heard in decision-making processes. We will continue to focus on being asset-driven and strengths-based. There is an understanding that all educational partners' opinions, ideas, and needs are necessary to drive the development of programs, services, and events curated for the community.

To increase parent and family participation in district/school surveys, Glen Avon will offer ongoing support opportunities for completing electronic surveys throughout the school year. This includes providing assistance at school events and ensuring access to technology for those who need it.

The goal is to create safe spaces for various student groups and their families to feel seen, heard and part of the community. For the 24-25 school year, we had 40.8% of families complete the Family Needs Assessment survey. Our goal for the 25-26 school year is for 45% of families to complete the Family Needs Assessment survey.

- **Strengthening Classroom-Community Connections:** Glen Avon Elementary will forge new partnerships and deepen existing ones to provide students with real-world learning experiences aligned with academic-goals. This includes guest speakers, the Peer Assistance Leadership (PAL) program, among other opportunities.

- **Embracing Continuous Improvement:** Glen Avon Elementary will implement data-informed practices to access program effectiveness and student outcomes regularly. We will use feedback from educational partners, surveys, and academic data to identify areas for growth and innovation, ensuring that our efforts continually evolve to meet the needs of our diverse student body.

Glen Avon's Administrator and TSAs attended a Restorative Practice training to support the school site with this practice. Racially just and restorative school climates are essential to creating a safe and supportive learning environment for all students. This approach centers on promoting equity and inclusivity in school interactions and relationships. By prioritizing restorative practices, community schools aim to address harm and conflict in ways that are healing and empowering, rather than punitive.   In addition to the already district-mandated two-day restorative practices certification training for all administrators, Glen Avon will allow classified staff and teachers to attend Restorative Practices training to help continue fostering a culture of welcome and understanding at school. The goal is to focus on restorative approaches to building relationships and discipline to create positive school environments. The Community Schools TSA will also help facilitate staff training on Restorative Practices. The goal is to focus on proactive and restorative approaches to building relationships and discipline to create positive school environments.

Additionally, teachers will continue to receive targeted training on addressing the needs of marginalized student groups (i.e., English Language Learners, restorative practices, trauma-informed care). Furthermore, with the support from the district, Glen Avon has identified the need for English Learner groups to address the specific needs of students learning English as a second language and adapting to culture.

Glen Avon has established a Community Schools Council and provides bylaws. The meetings occur four times yearly, and the council provides feedback on the Implementation Plan.

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 deepen the needs and and asset assessment process and engage the entire community in identifying top community school priorities and vision, Glen Avon Elementary will employ a variety of strategies and methods tailored to different educational partner groups:

1. **Administrators and School Leaders:**
   - **Meetings and Forums:** Hold regular meetings with administrators to discuss overarching goals and strategies. Administrators will also attend our Community Schools Committee Meetings to provide input and share data from the SPSA and LCAP survey.
   - **LCAP/SPSA:** Engage in data analysis with administrators to align the Local Control Accountability Plan (LCAP) survey data and the Single School Plan for Student Achievement (SPSA) to our Implementation Plan and our Community School objectives.
2. **Certificated and Classified Staff:**
   - **Surveys:** Conduct surveys to gather insights on classroom needs, operational improvements, student support systems and services, and instructional strategies.
   - **Examples:**
      i. **LCAP Survey for staff:** This survey is administered to school staff, to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).
      ii. **Community Schools Needs Assessment:** This survey is administered to students at least once yearly to determine what the areas of need are at Glen Avon.
   - **One-on-One Interviews:** Conduct informal interviews with staff to delve deeper into specific concerns and ideas.

- **School Staff Participation in School Leadership Groups:** Provide opportunity for discussion and valuable feedback regarding their concerns and/or suggestions regarding topics such as school safety, staff needs, teacher preparedness, technology needs, etc. The data and information gathered within those groups help to inform the development of the SPSA and Community Schools Implementation Plan.
- **Examples:**
    i. School Site Council (SSC), Community Schools Committee, Booster Club, Positive Behavior Intervention and Supports Team (PBIS), Attendance Team, and School Site Leadership Team

3. **Students:**
   - **Surveys and Small Group Discussions:** Administer surveys and facilitate small group discussions to understand student needs and aspirations.
   - **Examples:**
       i. **LCAP Survey for students:** This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).
       ii. **Panorama Survey:** Glen Avon administers the Panorama Education Survey twice a year to students in grades 3 through 6 in the fall and the spring. The survey measures student support and environment and student competency and well-being. The data is utilized to guide programming and support students.
       iii. **Community Schools Needs Assessment:** This survey is administered to students at least once yearly to determine what the areas of need are at Glen Avon.
   - **Data:** Per Panorama School Climate Survey: School Connectedness data (6th grade, 2024-2025 school year), 52% of students feel they are valued members of the school community. Per our SPSA, our goal for the 2025-2026 school year is 55% of students feel they are valued members of the school community.

4. **Family Members:**
   - **Surveys and Small Group Discussions:** Administer surveys to understand family needs and aspirations.
       i. **LCAP Survey for Parents:** This survey is administered to parents to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

      ii. **Community Schools Needs Assessment:** This survey is administered to students at least once yearly to determine what the areas of need are at Glen Avon.

- **Parent Workshops:** Host workshops to educate parents on the community schools model, gather feedback on school priorities, and discuss ways to support student learning at home.
- **Multilingual Communication:** Provide interpretation and translating services for surveys and parent workshops to ensure all families can participate effectively.
- **Parent Participation in School Leadership Groups:** Provide opportunity for discussion and valuable feedback regarding their concerns and/or suggestions regarding topics such as school safety, parent needs, technology needs, etc. The data and information gathered within those groups help to inform the development of the SPSA and Community Schools Implementation Plan.
- **Examples:** School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE), Community Schools Committee, and Booster Club

5. **Community Members and Partners:**
   - **Partnership Opportunities:** Invite community partners to various events to have Community Resource Booths. Community Resource booths are an additional opportunity for resource awareness. Several community partnerships have set up tables during school events to inform the community about valuable and free resources.
   - **Examples:**
     i. **Neighborhood Healthcare**: Glen Avon has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school-based dental services using a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site.

Engagement of Historically Marginalized Student and Family Groups: To ensure meaningful engagement of historically marginalized groups, such as EL students and their families, Glen Avon Elementary will:

- **Dedicated Outreach:** Specifically reach out to these groups through targeted communication channels, including culturally and linguistically appropriate materials.
- **Community Liaisons:** Utilize our Newcomer Liaison, along with translators, to facilitate discussions, gather input, and provide support during engagement activities.
- **Focus on Accessibility:** Ensure all engagement activities, whether surveys, meetings, or engagement events, are accessible and welcoming, addressing any barriers that might hinder participation.
- **Host a Newcomers Extended Learning Class:** The Newcomers Extended Learning class was created to offer extra support and an opportunity to learn basic interpersonal English skills to recently arrived immigrants to our school community before/after school as an ELO opportunity, taught by Glen Avon teachers. Per the CA State Dashboard, our English Learners are scoring in the orange (low) within the percentage of English Learners who are making progress toward English Proficiency on the ELPAC. We currently have 28 Newcomer students, who have been in the United States for less than 3 years, which makes up 18% of our English Learner population.

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
Multi-Tiered Systems of Supports (MTSS): Attendance and Behavior	- Improve attendance by monitoring it monthly and improve chronic absenteeism. - Per the California State Dashboard, Glen Avon was in the orange (high) category for Chronic Absenteeism at 21.7%, in the subgroup of Students with Disabilities. The goal, per our SPSA, is 20% for the 2025-2026 school year. As a result, we will closely monitor students with disabilities and their attendance in order to work to eliminate barriers keeping them from attending school daily. We will also focus on effective methods/strategies to increase a positive school culture/climate, such as the CS TSA providing professional development to all certificated staff on Restorative Practices. We will also implement PBIS strategies to improve the attendance rate. - Provide additional counseling services for students who continue to struggle with behavior goals with the support of PICO services. - To help support behavior management, we will implement Check-In, Check-Out (CICO) which is a tier 2 PBIS strategy. Our goal is to launch CICO for a targeted cohort of 10-15 tier 2 students by the end of the 2025-2026 school year. - Provide presentations and Professional Development opportunities (both on and off campus and attend conferences) to staff, both certificated and classified, to address behavior supports within the classroom.

Parent Learning Opportunity	- Provide parent support and training opportunities to support their students (possibilities could include, but are not limited to: book clubs, parenting workshops, English classes, Parent Academy classes, assisting with parent understanding of IEPs, behavioral health workshops, college/career events, etc.) - Per our 2024-2025 CS Family Needs Assessment, 47.7% of families stated that "programs to help parents help their children" would help their child(ren) have greater success in school. In addition, 37% stated that behavior management programs would help their child(ren) have greater success in school. - Provide site-based parent training and parent opportunities including a variety of engagement opportunities (possibilities could include, but are not limited to: Math Night, Literacy Night, Sports Night, STEAM Night) - Per our 2024-2025 CS Family Needs Assessment, having family events is extremely important to our parents. Parents expressed their opinions about continuing the family night/activities and how much they appreciated being included in their child's education.

Expanded and Enriched Learning Time and Opportunities	- Offer an Extended Learning Opportunity for our English Learners, including Newcomers (English Learners who have been in the United States for less than 5 years). - Per our SPSA, only 51.1% of our English Learners are making progress toward English proficiency. On the CA State Dashboard, we are in the orange range. Our goal, based on our SPSA for next school year, is for 60% of English Learners to be making progress toward English proficiency. - Offer Extended Learning Opportunities that empower students through creative arts, gardening, nutrition, and hands-on learning. This engaging program allows students to explore self-expression, develop healthy habits, and build real-world skills by connecting creativity with nature and wellness. Opportunities may include, but are not limited to: Garden Club, Wellness Wednesday, Art Classes, Cooking Classes, Nutrition Classes, etc. - Per our 2024-2025 CS Student Needs Assessment, 30.2% of students are interested in Creative Arts as an after school activity to be offered. - Offer Extended Learning Opportunities for students to participate in sports. Opportunities may include, but are not limited to: Soccer, Basketball, Flag Football, Intramural Sports, Softball, etc. - Per our 2024-2025 CS Student Needs Assessment, 37.2% of students are interested in sports as an after school activity to be offered. - Per our 2024-2025 CS Family Needs Assessment, 21 families reported that they would like to see sports programs offered as an after-school option for their child(ren).

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
Ensure Glen Avon Elementary staff is culturally relevant	• Provide Professional Development and encourage attendance to conferences/trainings(for both certificated and classified staff) centered around various culturally relevant practices, including but not limited to Restorative Practices training by CS TSA or JUSD, BIAS training by CS TSA/JUSD/outside organizations, Trauma-Informed Practices training by JUSD or an outside organization, Educational Equity from JUSD or outside organizations, etc. in order to eliminate barriers that impact our students and their families. • Per our Panorama Student Survey, 52% of students feel they are valued members of the school community. Per our SPSA, our goal for the 2025-2026 school year is that 55% of students feel they are valued members of the school community.

Ensure staff is knowledgeable regarding mental health topics and behavior topics	- Provide presentations and Professional Development opportunities (both on and off campus and attend conferences) to staff, both certificated and classified to address mental health stigma, various mental health topics, as well as behavior. - Per our Staff Needs Assessment, 55.6% of responses said that one of the challenges that students face in our community that makes success in school difficult is Mental Health (anxiety, depression, etc.). - Per our Panorama Survey Data for students in grades 3-6 in the "Challenging Feelings" questions, 52% of students had a favorable response meaning that 48% of students are struggling with "Challenging Feelings". It is crucial that staff is trained in mental health topics to be able to assist when needed.

Community-Based Curriculum, Pedagogy and Projects	- Glen Avon Elementary school will participate in the PAL program for grades 4-6. We will recruit 4th grade students in the middle of the year (January) to continue our supportive role within our school community. The TSA-Community Schools will be the lead for the PAL program.
	    - Per our Student Needs Assessment, 6.5% of students said they would like to see leadership or community service groups as an after school program. In order to mitigate the challenges for students and their families if they cannot attend after school, we are having our PAL meetings during the day, while students are already at school. We sent out the PAL applications in April 2024 and have 24 students participating in grades 4 and 5 (who will be 5th and 6th graders next year).
	    - The PAL program will give students an opportunity to be leaders on campus. They will be able to participate by (these are just some examples of possible helping projects): supporting with lunchtime activities, peer-to-peer individual support, cross-age mentoring, welcoming new students, presentations/skits (PBIS, behavior expectations, etc.), school-wide service projects.

Increase student engagement and create a sense of belonging	- Glen Avon Elementary School will increase student engagement and create a sense of belonging. - According to our Panorama survey data for Winter 2025 (administered in February 2025), 57% of students responded favorably to the question "when you are at school, how much do you feel like you belong?" - In order to address this, the Community Schools TSA will be greeting students on the playground throughout the week. The CS-TSA will also be visible during the day (at recess and lunch) and be available to speak with students during that time. The CS-TSA will also begin hosting structured Wellness Days, with activities focused on wellness and mindfulness weekly in the community room to create a sense of belonging for all students on campus. - Our goal for our Winter 2026 Panorama survey is for 60% of students to respond favorably to that question.

To ensure that educators' are able to learn and appreciate students, families, and the community and the wealth of knowledge that informs their instructional goals, our Community School will create time for and encourage professional learning that is focused on strengthening all educators' implementation of learning strategies that create an inclusive and trusting bridge between the classroom, school, and the community. We will allow for professional development opportunities to allow educators to create supportive, student-centered learning environments. Professional development opportunities that would support this could include, but are not limited to: restorative practices, positive behavior practices, social emotional learning, bias, and culturally-appropriate pedagogical practices (e.g. specific instruction for English Learners, etc.). This will allow our educators to serve the whole-child and to maintain cultural relevance. We will also encourage professional development opportunities in the area of family engagement in order to learn practices to deepen trust and build more effective home-school partnerships.

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
Continue to meet with all parent advisory groups	- Participate in regularly scheduled meetings throughout the year with the various parent advisory groups at Glen Avon (including but not limited to Booster Club, School Site Council, etc.) - Share information with parent advisory groups
Continue to meet with Community Schools Committee	- Hold meetings four times per year with Community Schools Committee (CSC) - Share school data with parents and receive their input and feedback - Currently, we have about 9 attendees for our CSC meetings. Our goal for next year is to increase that number to 12 attendees. In order to increase participation, we will inform all educational partners in a variety of ways about the meetings and we will allow for input for times of the meetings. We will continually monitor attendance at meetings to track our progress.
Complete mapping of current teams and decision-making entities within the school site	- Meet with site principal to discuss all teams/decision-making entities within our school site - Attend team/decision-making entities to collect data on what they are working on currently - Utilize that data to create a coordination and communication structure to streamline communication and decision making across teams.

Facilitate PAL Program	• Glen Avon Elementary will participate in the PAL program. At the end of the 24-25 school year, we had 24 students enrolled in the PAL program. In order to continue the program, we will recruit 4th graders in January of 2026. • Students who participate in the PAL program will encourage other students to participate in various Community Schools activities and will be able to share their opinions about Community Schools.
Administer Needs Assessment	• In order to have all voices heard, we will administer the Needs Assessment to families, students, and staff during the 25-26 school year. This will be done in the Spring. We will then interpret the data and share the findings to all parent advisory groups. • For the 24-25 school year, we had 40.8% of families participate in the Family Needs Assessment survey. Our goal for the 25-26 school year is for 45% of families to participate in the Family Needs Assessment.

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):

The Community Schools Advisory Committee at Glen Avon consists of teachers from the school site, parents/family members, Teacher on Special Assignment - Community Schools, and administrator. Glen Avon's Community Schools Advisory Committee engages the community through the lens of the community school pillars to support alignment with the community school's implementation plan and the site Single Plan for Student Achievement (SPSA). The Community Schools Advisory Committee meetings are open to all the parents/families from our school community. The Teacher on Special Assignment - Community Schools will conduct an annual needs assessment for students, parents/families, and staff and will present the data to the Community Schools Advisory Committee meetings scheduled throughout the school year. The Teacher on Special Assignment - Community Schools will ask parents/families and staff for their feedback on the Implementation Plan which will be updated yearly, and posted on the school website.

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
Maintain Appropriate Behavioral Health Staffing	● Ensure one part-time Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP). ● Continue increasing capacity to add graduate-level support Mental Health services and case management.
Maintain Teacher on Special Assignment Community Schools role	● For the duration of the CCSPP grant, maintain the role of the Teacher on Special Assignment, Community Schools at Glen Avon Elementary.
Provide Translation for Families at Meetings and Events	● We will utilize translators for our family and community events. Currently, we have two main needs for translation (Spanish and Punjabi). ● In order to meet the needs of all families, we will utilize classified staff and/or district provided translators for our events to ensure an inclusive environment.

Key Staff/Personnel

Cara Woolweaver	School Site Principal
John Taylor	Teacher on Special Assignment, Admin Support
Courtney Siegel	Teacher on Special Assignment, Community Schools
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Adriana Alvarado	Behavioral Health Therapist/Associate

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

Jurupa Unified School District (JUSD) is working on the sustainability of integrated services through various funding sources and partnerships. These include:

- Riverside University Health System - Behavioral Health
- Reimbursement through Medi-Cal and other funding sources

At Glen Avon Elementary, we are utilizing the braiding of funding and action steps with CCSPP and SPSA in order to effectively maintain and sustain the services provided to students, families, and staff.

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
Work with Think Together at the school site to create a supportive plan to integrate their programming into our CS ELO opportunities (i.e. Garden Club and Cooking Class)	• Meet and discuss CS ELO plans with Think Together staff • Determine overlap of programming and integrate programs in order to serve a larger population of students
Continue building additional community partnership	• Reach out to additional community partners to build more partnerships that will benefit Glen Avon, our students, staff, and their families

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:

The following are partnerships that Jurupa Unified School District and/or Glen Avon Elementary has established:
- Riverside University Health System - Behavioral Health
- Riverside University Health System - Public Health
- Riverside Medical Clinic Charitable Foundation
- Riverside County District Attorney's Office
- Neighborhood Health
- Think Together
- Riverside County Library System (Glen Avon Branch and Robidoux Branch)
- Reach Out!
- National Theater for Children
- Wylie Center (Triple P Parenting)
- Set 4 School (Dino School/Incredible Years)
- Strengthening Families
- Healthy Jurupa Collaborative
- First 5 Riverside

We plan to establish the following partnerships:
- Think Together Family Engagement (possibly hosting financial literacy lessons)
  - Per our 24-25 Family Needs Assessment, 18.5% of families stated that financial planning/budgeting is a challenge that they face that make their child's success in school difficult.
- PIQE
  - PIQE offers courses for families to teach them how to work with their children in academic areas (literacy, STEM, and math), as well as family engagement and Social-Emotional Learning.
- Sikh Temple Riverside
  - Currently, we have numerous English Learners and students/families that attend this temple. We are working on creating a partnership to ensure all students/families/staff are comfortable and welcomed coming to school. We will also have the Newcomer ELO class for students who have been in the United States for less than 3 years. We may need more than one class to meet the needs of these students.

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