

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.

CCSP: 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:

CS Overarching Values	Developmental Plans
<p>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.</p>	<p>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/Family Books Clubs, and other events, Glen Avon intends to continue to promote community involvement and connections.</p>

	<p>Community Events, Morning Greeting Tabling, 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 (e.g., Back to School Night) to further bolster connections within our site, district, and community. Spring 2026 Needs Assessment data from students, families, and staff highlights the importance of building strong relationships and increasing student belonging. Student responses emphasized a desire for engaging activities and opportunities to feel connected, while families and staff identified the importance of supportive relationships and inclusive school experiences. These findings reinforce the school's focus on relationship-centered practices and creating an environment where all students feel valued and supported.</p>
<p>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.</p>	<p>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.</p>

	<p>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.</p> <p>Needs assessment data from families, students, and staff demonstrates a strong interest in having a voice in school programs and priorities. Increasing participation in surveys and engagement opportunities remains a key focus. While 56.5% of families participated in the Spring 2026 Family Needs Assessment, Glen Avon will continue to expand inclusive participation with a goal of reaching 75% participation in the 2026–2027 school year. Glen Avon will continue to build systems that elevate diverse perspectives and ensure that decision-making reflects the needs and priorities of the entire school community.</p>
<p>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.</p>	<p>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.</p>

	<p>Survey data across all stakeholder groups identified a strong interest in expanded learning opportunities, including sports, clubs, and hands-on enrichment activities. These findings support the need to strengthen partnerships and provide real-world, engaging learning experiences that connect classroom learning to student interests and community resources.</p>
<p>4. A focus on continuous improvement and possibility thinking: Glen Avon Elementary is committed to an ongoing cycle of reflection, analysis, and action to continuously improve student learning conditions, well-being, and outcomes. We embrace a culture of possibility thinking that encourages innovation, challenges traditional approaches, and promotes creative problem-solving. Through the use of data, stakeholder feedback, and shared learning, we adapt and refine our practices to meet the evolving needs of our diverse students, families, and community. This continuous improvement process ensures that all voices are valued and that our efforts remain responsive, inclusive, and impactful.</p>	<p>Embracing Continuous Improvement: Glen Avon Elementary will implement a continuous improvement cycle grounded in reflection, analysis, shared learning, and responsive action. The school will utilize multiple data sources—including student, family, and staff needs assessment data, academic data, and school climate data—to regularly assess program effectiveness and student outcomes. This data will be accessible and used as a tool for growth and reflection, ensuring it serves as a “flashlight, not a hammer.”</p>

To support this work, administrators, the Community Schools TSA, and staff will engage in ongoing professional learning focused on restorative practices, trauma-informed care, and culturally responsive strategies. These practices will foster a racially just, inclusive, and relationship-centered school climate where students feel safe, valued, and connected. Restorative approaches will remain central to building strong relationships and addressing conflict in ways that are healing rather than punitive. Staff will continue to receive training and coaching to implement proactive and restorative strategies in classrooms and across the school community. Additionally, targeted support will be strengthened to address the needs of marginalized student groups, including English Language Learners, through differentiated instruction, small group opportunities, and culturally responsive practices. Through this continuous cycle of improvement, Glen Avon will ensure that systems, structures, and supports evolve to meet the needs of all students while promoting equity, belonging, and academic success.

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.

Analysis of needs assessment data from students, families, and staff identified several key priority areas, including increasing student engagement through enrichment opportunities, strengthening academic support, and expanding social-emotional and behavioral supports. Families also expressed a desire for flexible engagement opportunities and resources to support learning at home, while staff responses highlighted the need for structured systems, collaboration, and resources to effectively meet student needs. These findings will guide ongoing engagement efforts and the refinement of community school priorities.

To deepen the needs 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 the administrator to discuss overarching goals and strategies. The administrator 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 the administrator 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 staff at least once yearly to determine what the areas of need are at Glen Avon.

1. Staff needs assessment data highlights the need for increased academic and behavioral supports for students, as well as structured systems and resources to effectively implement these supports. These findings highlight the need for structured Tier 2 interventions, such as Check-In/Check-Out (CICO), to provide targeted behavioral support for students. Staff responses also emphasize the importance of collaboration, professional learning, and coordinated efforts to meet student needs.
 - **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 staff 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, Positive Behavior Intervention and Supports Team (PBIS), Attendance Team, and School Site Leadership Team
 - Building staff capacity will be essential to successfully implement identified priorities, including expanded learning opportunities, academic supports, and social-emotional interventions. This includes providing professional learning, dedicated collaboration time, and clear systems to support the implementation of expanded learning opportunities, targeted academic interventions, and social-emotional supports.
- 3. Students:**
- **Surveys and Small/Focus Group Discussions:** Administer surveys and facilitate small/focus group discussions to understand student needs, barriers, and aspirations.
 - **Examples:**
 - i. **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 supports and environment and student competency and well-being. The data is utilized to guide programming and support students.

- 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.
- o **Data:** Per Panorama School Climate Survey: School Connectedness data (2026-2027 school year, Fall 2026), 48% of students feel they are valued members of the school community. Per our SPSA, our goal for the 2026-2027 school year is 50% of students feel they are valued members of the school community. In addition, student needs assessment data indicates a strong interest in extracurricular activities such as sports and creative arts, as well as a desire for increased opportunities to feel connected and engaged at school. These findings highlight the importance of expanding enrichment opportunities and strengthening systems that promote student belonging.
- o These findings highlight the importance of expanding enrichment opportunities and strengthening systems that promote student belonging and engagement.

4. Family Members:

- o **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 families at least once yearly to determine what the areas of need are at Glen Avon.
 - 1. Family needs assessment data indicates a strong interest in programs that support student success, including academic support, enrichment opportunities, and resources for families. Families also expressed a preference for flexible engagement opportunities, such as recorded informational videos and in-person events, as well as a desire for continued family engagement activities.
- o **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.

Data will be shared with educational partners to promote transparency and collective ownership of school goals. This transparency will support shared decision-making and strengthen collective ownership of school goals and priorities.

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 an English Learner Extended Learning Class:** The English Learner Extended Learning Class is designed for both students and their families to learn tools to help with their students learning. Per the CA State Dashboard, our English Learners are scoring in the red (very low) performance indicator at 29% of English Learners making progress toward English Proficiency.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Multi-Tiered Systems of Supports (MTSS): Attendance and Behavior</p>	<p>Needs assessment data from students, families, and staff, along with California School Dashboard data, indicates a need to strengthen student engagement, attendance, and social-emotional supports. Chronic absenteeism remains an area of concern, with Glen Avon currently in the red (very high) category at 22.6%, including higher rates among student subgroups such as Students with Disabilities (34%), English Learners (24.2%), and Socioeconomically Disadvantaged students (25.9%).</p> <p>In addition, student and family responses highlight the importance of engaging and supportive school environments that promote belonging and connection, while staff responses emphasize the need for consistent systems and supports to address behavior and student needs.</p> <p>In response, Glen Avon will strengthen MTSS systems by:</p> <ul style="list-style-type: none"> ● Monitoring attendance data monthly and implementing targeted interventions for at-risk students ● Expanding Tier 2 supports, including Check-In/Check-Out (CICO) for identified students ● Providing additional counseling and mentoring services through partnerships such as PICO ● Continuing implementation of PBIS and restorative practices to improve school climate and student engagement ● Providing professional development for certificated and classified staff to support behavior and social-emotional needs <p>These actions aim to improve attendance, reduce chronic absenteeism, and strengthen a positive, supportive school climate.</p>
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<p>Parent Learning Opportunity</p>	<p>Family needs assessment data indicates a strong interest in programs that support student success, with 47.7% of families identifying programs to help them support their children and 37% identifying behavior support programs as key needs. Families also expressed a preference for flexible engagement opportunities, including recorded informational videos and in-person events.</p> <p>In addition, feedback from the LCAP Parent Survey highlights the need for accessible scheduling, including evening events and advance notice to support increased participation. Families also expressed the importance of continuing opportunities to be involved in their child’s education through school events and activities.</p> <p>In response, Glen Avon will:</p> <ul style="list-style-type: none"> ● Provide parent workshops and learning opportunities focused on academic support, behavior strategies, and understanding school systems (e.g., IEPs, academic expectations) ● Offer a combination of in-person and recorded learning opportunities to increase accessibility for all families ● Expand family engagement events (e.g., Math Night, Literacy Night, STEAM Night, Sports Night) aligned to student learning and engagement goals ● Provide advanced notice and varied scheduling options for events to increase participation ● Strengthen communication systems to ensure families are informed, connected, and able to access available resources <p>These efforts aim to build family capacity to support student learning and strengthen school-home partnerships.</p>
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Expanded and Enriched Learning Time and Opportunities

Needs assessment data from students and families identified a strong interest in expanded learning opportunities, particularly in sports, creative arts, and hands-on enrichment activities. Student responses indicate that 37.2% are interested in sports and 30.2% in creative arts, while families also expressed interest in after-school enrichment programs. These findings highlight the importance of increasing student engagement and providing opportunities that support both academic and social-emotional development.

In addition, academic data indicates a need to support specific student groups, including English Learners, with only 29% currently making progress toward English proficiency.

In response, Glen Avon will:

- Offer targeted Extended Learning Opportunities (ELOs) for English Learners to support language development
- Expand enrichment programs, including sports, creative arts, gardening, nutrition, and hands-on learning opportunities
- Design ELOs that integrate academic support, student engagement, and social-emotional development
- Ensure programs are accessible, inclusive, and aligned to student interests and needs

These efforts aim to increase student engagement, support academic growth, and improve overall school connectedness.

Strategy 2: Centering Community-Based Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Ensure Glen Avon Elementary staff implement culturally relevant and participate in responsive practices</p>	<ul style="list-style-type: none"> ● Provide professional development and encourage participation in conferences and training (for both certificated and classified staff) focused on culturally relevant practices, including but not limited to restorative practices, bias training, trauma-informed practices, and educational equity. These efforts will support staff in recognizing and addressing barriers that impact students and their families. ● Per our Panorama Student Survey, 48% of students feel they are valued members of the school community. Per our SPSA, our goal for the 2026-2027 school year is that 50% of students feel they are valued members of the school community. ● These efforts will support the development of inclusive, relationship-centered classrooms that reflect students' identities, experiences, and cultural backgrounds, while increasing students' sense of belonging and connection to school.

<p>Ensure staff are knowledgeable regarding mental health and behavior topics</p>	<ul style="list-style-type: none"> ● Provide presentations and professional development opportunities (both on and off campus and through conferences/trainings) for certificated and classified staff focused on student mental health, behavior support, de-escalation strategies, social-emotional learning, and practical classroom support. ● Based on the current Staff Needs Assessment, 65.4% of staff identified social-emotional or mental health needs as a challenge that makes it harder for students to succeed in school. Staff also identified behavior management programs (80.8%), social skills groups (76.9%), and mental health services (61.5%) as programs and services that would help students have greater success in school. ● Current Student Needs Assessment data also shows that students need support in these areas. 43.5% of students reported feeling stressed or worried, 26.4% reported feeling sad, anxious, or overwhelmed, and 22.2% reported problems with other students. In addition, when asked what kind of help would make things easier, 45.4% selected a quiet or calm space to take a break, 33.3% selected help staying focused or on task, and 32.5% selected help solving problems with other students. ● Family Needs Assessment data also supports this priority. 31.0% of families identified social-emotional learning and mental health support as an area that would help their child succeed, and 27.8% identified support with student behavior. When asked what the school should prioritize next year, 23.7% of families selected mental health services and 22.6% selected behavior support programs.
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In response, Glen Avon will strengthen staff capacity to support students through training, collaboration, and coordinated systems of support. This may include professional learning on de-escalation, behavior strategies, trauma-informed practices, and social-emotional supports, as well as continued implementation of student supports such as wellness services, small groups, behavior interventions, and calm-space or break options during the school day.

These efforts will help staff respond more effectively to student mental health and behavior needs, strengthen school-wide supports, and create safer, more supportive learning environments where students are better able to regulate, connect, and succeed.

<p>Community-Based Curriculum, Pedagogy and Projects</p>	<p>Needs assessment and school climate data indicate a need to increase the relevance of learning and provide students with meaningful, engaging opportunities that connect to their interests and real-life experiences. According to Winter 2026 Panorama survey data, only 33% of students in grades 3–6 believe that what they are learning in school will be useful to them in the future, highlighting the need to strengthen connections between classroom learning and real-world application.</p> <p>In addition, Student Needs Assessment data indicates interest in leadership and participation opportunities, with 6.5% of students identifying leadership or community service groups as a desired program. While this percentage is smaller compared to other interests, it reflects a need to provide accessible leadership opportunities during the school day.</p> <p>In response, Glen Avon Elementary will:</p> <ul style="list-style-type: none"> ● Continue implementation and expansion of the Peer Assistance Leadership (PAL) program for grades 4–6, providing structured opportunities for student leadership, peer mentoring, and school-wide engagement ● Ensure leadership opportunities are accessible to all students by offering participation during the school day ● Expand community-based learning practices by connecting instruction to real-world applications, student interests, and community resources ● Provide professional development for staff on community-based learning strategies, including project-based learning, culturally relevant pedagogy, and real-world application of academic content ● Incorporate opportunities for students to engage in service-learning, leadership activities, and projects that connect classroom learning to their community
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- Incorporate hands-on learning opportunities, including STEM-based activities such as building and problem-solving using materials like Legos, to promote critical thinking, collaboration, and engagement through real-world application of academic concepts.

These efforts aim to increase the relevance of instruction, strengthen student engagement, and promote student voice, leadership, and ownership of learning.

<p>Increase student engagement and create a sense of belonging</p>	<p>Needs assessment and school climate data indicate a continued need to strengthen student engagement and sense of belonging. According to Winter 2026 Panorama survey data, 53% of students responded favorably to the question “When you are at school, how much do you feel like you belong?”, indicating that nearly half of students may not consistently feel connected to the school community.</p> <p>Additional Student Needs Assessment data further supports this need, as students identified challenges related to stress, peer relationships, and the need for support with focus and problem-solving. These findings highlight the importance of creating supportive, relationship-centered environments where students feel seen, valued, and connected.</p> <p>In response, Glen Avon Elementary will:</p> <ul style="list-style-type: none"> ● Increase staff visibility and relationship-building opportunities during the school day, including structured support during recess and lunch ● Implement regular Wellness Days focused on mindfulness, social-emotional learning, and student connection ● Expand opportunities for student voice and participation through leadership programs, classroom engagement strategies, and school-wide activities ● Strengthen implementation of relationship-centered practices, including restorative practices and social-emotional supports ● Align engagement strategies with expanded learning opportunities (e.g., clubs, sports, enrichment programs) to increase student participation and connection to school <p>The school’s goal is to increase favorable responses on the Panorama belonging question from 53% to 55%, reflecting growth in student connectedness and overall school climate.</p>
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These efforts aim to create a more inclusive, engaging, and supportive school environment where all students feel a sense of belonging and connection to their school community.

To ensure educators are able to learn from and build on the strengths of students, families, and the community, Glen Avon Elementary will prioritize ongoing professional learning that strengthens the implementation of community-based learning strategies. These efforts will focus on creating inclusive, student-centered environments that build meaningful connections between the classroom, school, and community.

Professional learning opportunities will include, but are not limited to, restorative practices, positive behavior supports, social-emotional learning, culturally responsive teaching, and instructional strategies to support English Learners. In addition, staff will engage in professional learning focused on family engagement practices to strengthen relationships, build trust, and support effective home-school partnerships.

These efforts will support educators in creating relevant, engaging learning experiences that reflect students' identities, promote belonging, and support the whole child.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Continue to engage and collaborate with parent advisory groups</p>	<ul style="list-style-type: none"> ● Participate in regularly scheduled meetings throughout the year with parent advisory groups at Glen Avon (including, but not limited to, Booster Club, School Site Council, ELAC, and other site-based committees) ● Share relevant school data, including needs assessment results, school climate data, and program updates, to ensure families are informed and able to provide meaningful input ● Create opportunities for two-way communication by gathering feedback from families and incorporating their input into school planning and decision-making processes

<p>Strengthen the effectiveness of the Community Schools Committee (CSC)</p>	<ul style="list-style-type: none"> ● Hold Community Schools Committee (CSC) meetings four times per year to review data, discuss priorities, and gather input from educational partners ● Share student, family, and staff data with committee members to support data-driven decision-making and continuous improvement ● 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 provide opportunities for input on meeting times. Attendance will be monitored to track progress toward this goal. ● Expand outreach efforts to ensure diverse representation of families, students, and community members in the CSC
<p>Develop a clear and coordinated system of shared leadership and decision-making</p>	<ul style="list-style-type: none"> ● Meet with the site principal and leadership teams to identify all existing teams and decision-making structures within the school site ● Attend and observe team meetings to better understand roles, responsibilities, and current areas of focus ● Use this information to map existing structures and identify opportunities to improve coordination, communication, and alignment across teams ● Develop a streamlined system for communication and decision-making to ensure that efforts are aligned to school-wide priorities and informed by stakeholder input ● Use data from needs assessments and school initiatives to guide decision-making across all teams

<p>Expand student voice and leadership through the PAL program</p>	<ul style="list-style-type: none"> ● Glen Avon Elementary will continue implementation of Assistance Leadership (PAL) program to provide student leadership opportunities ● Glen Avon Elementary will participate in the PAL program. At the end of the 25-26 school year, we had 25 students enrolled in the PAL program. There are 22 incoming PAL leaders for the 26-27 school year. For the 26-27 school year we anticipate having about 30 students participating in the PAL program at Glen Avon. In order to continue the program, we will recruit 4th graders in spring of 2027. ● Students participating in PAL will support school-wide initiatives, encourage participation in Community Schools activities, and provide student voice and feedback on school programs and priorities ● The PAL program will serve as a key structure for elevating student voice and strengthening student engagement in school decision-making processes
<p>Administer and utilize Needs Assessment data to inform decision-making</p>	<ul style="list-style-type: none"> ● Administer annual needs assessments to students, families, and staff during the spring to ensure all voices are heard ● Analyze and interpret data to identify trends, priorities, and areas of need across stakeholder groups ● Share findings with parent advisory groups, the Community Schools Committee, and staff to support transparency and collective understanding of school priorities ● Use needs assessment data to guide the development, refinement, and evaluation of the Community Schools Implementation Plan ● 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 or other graphic):

Glen Avon Elementary utilizes a shared governance structure that includes representation from staff, families, administration, and the Community Schools Teacher on Special Assignment (TSA). The Community Schools Advisory Committee serves as a central structure for collaborative leadership, aligning the work of the community school with the Implementation Plan and the Single Plan for Student Achievement (SPSA).

The committee includes teachers, parents/family members, the Community Schools TSA, and site administration, and meetings are open to all members of the school community. Through these meetings, educational partners review data, provide input on priorities, and contribute to decision-making processes.

The Community Schools TSA facilitates the administration of annual needs assessments for students, families, and staff, and shares findings with stakeholders to promote transparency and collective ownership of school goals. Feedback gathered from families and staff is used to refine and update the Implementation Plan annually.

This shared leadership structure ensures that decision-making is inclusive, data-driven, and reflective of the needs and priorities of the Glen Avon school community.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Maintain Appropriate Behavioral Health Staffing</p>	<ul style="list-style-type: none"> ● Ensure one part-time Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP) to provide targeted mental health services for students. ● Continue increasing capacity to provide mental health services and case management through partnerships and graduate-level support staff. ● Maintain and expand the use of Wellness Coaches to provide Tier 2 supports, including small group support, individual student check-ins, and proactive social-emotional interventions. Wellness Coaches will work collaboratively with staff to support student well-being and increase access to services during the school day. ● Strengthen coordination between Behavioral Health staff, Wellness Coaches, the Community Schools TSA, and school site teams (e.g., PBIS, MTSS) to ensure a comprehensive and aligned system of support for students. ● Utilize data from needs assessments and school climate surveys to monitor student needs and adjust behavioral health supports accordingly. ● Utilize a resident substitute teacher to provide additional support for students during the school day, including targeted academic support, social-emotional learning (SEL) lessons, and structured support during unstructured times such as recess and lunch. This role will help increase consistency of support for students and provide additional capacity to address student needs in real time. ● Provide training for certificated and classified staff on Check-In/Check-Out (CICO) systems through Riverside County Office of Education (RCOE) to strengthen Tier 2 behavioral supports and ensure consistent implementation across the school site.
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<p>Maintain Teacher on Special Assignment (TSA) – Community Schools Role</p>	<ul style="list-style-type: none"> ● For the duration of the CCSP grant, maintain the role of the Teacher on Special Assignment (TSA), Community Schools, to support coordination of programs, implementation of the Community Schools strategy, and alignment of services across the school site. ● The TSA will support data analysis, stakeholder engagement, program implementation, and collaboration across teams to ensure alignment with identified student, family, and staff needs.
<p>Provide Translation, Language Access, and Family Support for Participation</p>	<ul style="list-style-type: none"> ● Provide translation and interpretation services at family and community events to ensure accessibility and inclusive participation for all families. ● Currently, the primary language needs include Spanish and Punjabi. Glen Avon will utilize classified staff and/or district-provided translators to meet these needs. ● Ensure communication materials, surveys, and resources are accessible in families' home languages to support engagement and participation in school programs and decision-making. ● Provide childcare and babysitting support during family events and workshops to reduce barriers to participation and increase access for families.

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

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

Jurupa Unified School District (JUSD) is actively working to sustain integrated student supports through a combination of funding sources and partnerships. These include Riverside University Health System – Behavioral Health, as well as reimbursement through Medi-Cal and other funding streams.

At Glen Avon Elementary, sustainability will be supported through the strategic braiding of funding sources, including CCSP and SPSA, to maintain key staffing positions and services such as the Community Schools TSA, Behavioral Health Clinician, and Wellness Coaches.

The school will continue to align programs and resources to identified needs through ongoing data analysis, ensuring that services remain responsive, effective, and sustainable beyond the duration of the implementation grant.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen community partnerships to support student engagement and real-world learning</p>	<ul style="list-style-type: none"> ● Establish and maintain partnerships with community representatives (e.g., temple community representative) to support culturally responsive engagement and connection to the broader community ● Collaborate with feeder high schools to create opportunities for student mentorship, leadership, and exposure to future pathways ● Provide opportunities for community members to participate in school-based activities, guest speaking, and student learning experiences ● Align partnership activities to student interests and needs identified in the needs assessment (e.g., enrichment, leadership, real-world learning)
<p>Increase family and community involvement as active contributors to student learning</p>	<ul style="list-style-type: none"> ● Create opportunities for parents and family members to share their expertise (e.g., financial literacy workshops, career talks, cultural contributions) ● Invite family members to participate in school events, workshops, and classroom-connected activities ● Provide support and outreach to ensure diverse family participation ● Align family engagement opportunities to needs assessment data (e.g., academic support, behavior support, flexible engagement)

<p>Expand enrichment and wellness partnerships to support student engagement and behavior</p>	<ul style="list-style-type: none"> ● Partner with organizations such as ELEVO to provide structured recess, physical education, and enrichment opportunities ● Integrate enrichment partners into the school day and/or extended learning programs ● Align enrichment opportunities with student interests (e.g., sports, arts, hands-on learning) identified in needs assessment data ● Collaborate with staff and partners to ensure consistency with PBIS and school-wide expectations
<p>Maintain and strengthen partnerships that support student wellness and access to resources</p>	<ul style="list-style-type: none"> ● Continue collaboration with community agencies to provide mental health, wellness, and resource supports ● Coordinate services between school staff, wellness supports, and community partners ● Provide access to community resources at school events (e.g., resource booths, outreach opportunities) ● Ensure partnerships are responsive to identified needs from student, family, and staff data

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:

Glen Avon Elementary will strengthen and expand community partnerships to support student engagement, learning, and well-being. These partnerships are aligned to needs assessment data from students, families, and staff, which identified a need for increased enrichment opportunities, stronger student engagement, and expanded social-emotional supports.

Key partnerships include collaboration with community representatives, such as a temple community representative, to support culturally responsive engagement and strengthen connections between the school and the broader community. Glen Avon will also partner with families as contributors by creating opportunities for parents and family members to share their expertise, such as leading workshops in areas like financial literacy, to support real-world learning experiences.

In addition, Glen Avon will collaborate with feeder high schools to provide mentorship opportunities, leadership development, and exposure to future pathways for students. The school is also exploring partnerships with organizations such as ELEVO to provide structured recess, physical education, and enrichment opportunities that promote student engagement, physical activity, and positive behavior.

Glen Avon will continue to maintain partnerships that support student wellness and access to resources, including coordination with community agencies and service providers. These partnerships will be regularly reviewed and refined based on ongoing data analysis and feedback to ensure they remain responsive to the evolving needs of the school community.

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