

# 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

Pedley Elementary School, Nancy Galvez, Principal  
Phone: (951) 360-2793

## 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:

Pedley 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:

<b>CS Overarching Values</b>	<b>Developmental Plans</b>
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**1) Racially-just, relationship-centered spaces:**

Pedley continues to focus on being asset-driven and strengths-based. We currently have 736 students enrolled on our campus. 76.5% of our students fall under the category of socioeconomically disadvantaged. 37.8% of our students are English Language Learners. Our Foster Youth currently makes up 0.7% of our student population. At Pedley Elementary, we recognize that the voices, ideas, and needs of all stakeholders—students, families, staff, and community members—are essential in shaping programs, services, and events that truly reflect and serve our community. We value the unique backgrounds and experiences of our school community and are committed to building and sustaining strong partnerships with parents, teachers, families, local businesses, community organizations, and the district to support the success and well-being of every student. Pedley is proud to support our students through the Dual Immersion Program, serving bilingual students. Our instructional practices promote language development, academic success, and cultural appreciation. Additionally, Pedley Elementary is committed to providing specialized support for students enrolled in our TK-6th grade Functional Skills, Special Education program, and promoting inclusive practices on campus.

**Enhanced Relationship Focus:** Pedley Elementary remains committed to cultivating strong, trusting relationships with all educational partners. We recognize and value the diverse strengths, experiences, and contributions of our families, community members, local businesses, and district/community partners. Through intentional outreach and collaboration, we will continue to strengthen sustainable partnerships that enhance student success and foster a shared sense of responsibility for our school community. Pedley Elementary actively encourages parents and community members to share their talents, perspectives, and resources to help build a welcoming and connected school environment. Engagement opportunities such as Community Input Meetings, Community Schools Council, Helping Hands, and other collaborative events promote meaningful participation and ensure that stakeholder voices help guide our ongoing improvement efforts. Programs and events including intramural sports, community gatherings such as the Family Picnic, and Family Nights focused on math, literacy, and STEAM provide additional opportunities to deepen relationships, expand learning, and promote inclusion. Additionally, community resource booths offered during schoolwide events such as Back-to-School Night and Family Workshops connect families with valuable services, resources, and supports, further strengthening partnerships across our school, district, and broader community.

<p><b>2) Shared power:</b> Pedley Elementary is proud to be a diverse and inclusive school community that supports the unique strengths and needs of all learners through our Dual Immersion program and comprehensive Special Education services. We promote shared decision-making through our many committees (e.g., SSC, PTO, 6th Grade Booster Club, Community Schools Council) and other collaborative forums. We empower educational partners — students, families, educators, and community members — to actively participate in shaping our Community School, including the development of programs and initiatives that reflect our multilingual environment and commitment to inclusive practices. This collective approach ensures that decisions are guided by diverse perspectives and aligned with the evolving needs of our entire school community.</p>	<p><b>Promotion of Shared Power:</b> Pedley Elementary is committed to continuous improvement by expanding engagement opportunities for all educational partners and ensuring diverse perspectives inform schoolwide decision-making. The school will intentionally gather and analyze input from students, families, staff, and community partners throughout the year (Needs &amp; Assets, Panorama, LCAP) to guide the development, implementation, and refinement of programs, services, and events that respond to Pedley's identified needs. The CS-TSA will work to create ongoing opportunities to listen to community feedback, questions, and ideas. This includes one on one interviews and focus groups.</p> <p>To improve family participation in district and school surveys, Pedley Elementary will implement targeted strategies designed to reduce barriers and increase access. These strategies include providing ongoing assistance with electronic survey completion and providing paper copies as needed, offering support during school events, and ensuring families have access to necessary technology. Technology workshops will be offered to assist families with improving their understanding of online skills. Survey participation data will be monitored regularly to evaluate effectiveness and adjust outreach efforts as needed.</p>

	<p>Pedley Elementary will continue to cultivate safe, inclusive environments where all students and families feel valued, heard, and connected to the school community. During the 2025-26 school year, 221 families completed the Family Needs Assessment, which is 39.05% of our Pedley families. As part of our continuous improvement efforts, the school has established a measurable goal of increasing participation in the needs assessment to at least 45% during the 2026–2027 school year. Progress toward this goal will be reviewed through ongoing data analysis to strengthen representation, inform planning, and ensure responsive support systems that promote equitable outcomes for all students.</p>
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Pedley will focus on promoting shared power through opportunities for students and families to share their strengths with the site. This includes parent-led clubs and expanded learning opportunities, as well as increasing the role of student leadership on campus through Student Council and PALs. Additional certificated staff will receive PALs training to promote sustainability of the program.

Pedley will continue to work towards educating stakeholders on Capacity Building Strategies and the goal of sustainability on campus.

Pedley will bring a team of staff and family members to the EMPOWER Summit. This conference brings together families, educators, and community partners from across California to share best practices aligned with the California Community Schools Partnership Program (CCSPP). By including families as active participants in this statewide learning experience, we are directly investing in collaborative leadership and elevating family voice—key components of effective Community Schools. Families who attend will gain knowledge, tools, and strategies to support student success in areas such as literacy, attendance, and social-emotional well-being, all of which are priority focus areas in our site plan. Exposure to innovative practices from other districts will empower families to take on leadership roles within our school community, helping to co-design programs, support peer engagement, and contribute to improved outcomes in attendance, academic achievement, and school climate.

**3) Classroom-community connections:**

Pedley Elementary recognizes the important role that community partnerships play in supporting student success at our Title I school. By connecting students and families with valuable community resources, services, and enrichment opportunities, we help remove barriers to learning and create greater access to academic, social, and emotional support. These partnerships expand opportunities beyond the classroom, ensuring every student has the tools, experiences, and encouragement needed to thrive.

**Strengthening Classroom-Community**

**Connections:** Pedley Elementary will strengthen existing partnerships and cultivate new collaborations to expand real-world learning opportunities that align with schoolwide academic goals and support student achievement. Through initiatives such as guest speakers(Career Day, Adopt-a-Pilot, etc.), the Peer Assistance Leadership (PAL) program, and other enrichment experiences, students will engage in meaningful learning that connects classroom instruction to practical application. These efforts are designed to enhance college and career awareness, promote leadership development, and support continuous improvement in student outcomes.

Pedley Elementary will also support Expanded Learning Opportunities that are academically connected through Community Based Learning Projects, which includes providing materials, supplies, and coordination of projects that incorporate literacy, STEAM, and culturally relevant learning experiences, as well as to bringing in community partners, guest speakers, and enrichment providers, and providing field trip opportunities. These experiences will strengthen connections between classroom learning and real-world applications, while also expanding access to high-quality opportunities for all student groups, including English learners, Socioeconomically Disadvantaged students, and Students with Disabilities

	<p>Pedley will work to provide families with “Open Library” and makerspace times after school. This includes professional learning opportunities for staff that strengthen the implementation of classroom-community connections through modified instructional resources and curriculum. The site will coordinate Expanded Learning Opportunities, including structured partnerships with after-school providers, to increase student engagement and reinforce behavioral and academic expectations. The site administration and TSA will provide home visits as needed to build effective home-school connections.</p>
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**4) A focus on continuous improvement and possibility thinking:**

Pedley Elementary is committed to continuous improvement through a data- and needs-driven approach to teaching and learning. We regularly analyze student outcomes, family feedback, and schoolwide data to identify priorities, guide decision-making, and refine our practices. Through ongoing reflection, collaboration, and strategic action, we respond to the evolving needs of our students, families, and community. This commitment ensures we provide equitable opportunities, strengthen student achievement, and support the success of every learner.

**Embracing Continuous Improvement:**

Pedley Elementary is committed to a cycle of continuous improvement by implementing data-informed practices to regularly assess program effectiveness and student outcomes. Through the ongoing analysis of academic data, educational partner feedback, and survey results, the school will identify opportunities for growth, refinement, and innovation. This continuous improvement process positions Pedley Elementary to respond proactively to emerging needs while exploring new possibilities that enhance teaching, learning, and student support. Staff and families will attend conferences and trainings that support identified areas of need in SEL, academics, behavior, and student support. By remaining responsive and focused on district academic goals, we ensure our programs and practices evolve to effectively serve our diverse student population and promote equitable access to success for every learner.

We will coordinate staff and community partners to deliver school-based presentations and workshops for staff, students, and families that align with academic goals and identified areas of need on campus. Community Schools will align family literacy, math, and STEAM workshops, to site reading and math benchmarks to accelerate progress for English Learners and Students with Disabilities.

Pedley Elementary's Assistant Principal and Community Schools Teacher on Special Assignment (TSA) attended Restorative Practices training to strengthen the school's capacity to support students through relationship-centered approaches. Racially just and restorative school climates are essential to creating a safe, inclusive, and supportive learning environment for all students. This work centers on promoting equity, fostering belonging, and strengthening positive interactions across the school community.

In alignment with this vision, Pedley Elementary continues to expand its implementation of Positive Behavioral Interventions and Supports (PBIS) by emphasizing proactive strategies that teach, model, and reinforce positive behavior. As part of this effort, Check In/Check Out & Calming Corner training opportunities are available as needed to certificated & classified staff, to ensure classrooms are equipped with supportive spaces where students can practice self-regulation, manage emotions, and return to learning ready to succeed. These spaces empower students with lifelong coping skills while reducing disruptions and supporting overall wellness. The Community Schools TSA will also help model and facilitate staff training focused on integrating restorative practices, PBIS, and calming corner strategies. Together, these approaches prioritize proactive support, relationship-building, and skill development over punitive responses.

	<p>The goal is to create a positive school environment where every student feels valued, supported, and ready to learn. Pedley Elementary will expand Tier 1 and Tier 2 social-emotional and restorative practices, including Check In/Check Out, community circles, and structured student engagement during recess and lunch to improve self-regulation strategies.</p> <p>Additionally, teachers will be given opportunities to continue to attend SELworkshops/trainings offered by district and RCOE, as well as receive targeted training on addressing the needs of marginalized student groups (i.e., English Language Learners, Students with Disabilities).</p>
<p>Pedley Elementary has established a Community Schools Council and provides bylaws. The meetings occur four times yearly, and the council provides feedback on the Implementation Plan.</p>	

**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.

Through the needs and assets survey data from families, students, and staff, several priority areas were identified. This includes additional opportunities for family engagement, the need for more trauma informed/SEL practices, and staff capacity building to address attendance and behavior needs. To build upon the information shared through the needs and assets survey process and engage the entire community in identifying focus areas for community school priorities and vision, Pedley 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 core 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 staff and 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 families, staff, and/or students at least once yearly to determine what the areas of need are at Pedley Elementary.
- **One-on-One Interviews:** Conduct informal interviews with staff to dive 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 Council, ELAC, PTO, Positive Behavior Intervention and Supports Team (PBIS), Attendance Team, and School Site Leadership Team

**Data:** The staff needs assessment demonstrated the need for increased training in SEL/Behavior Supports, with 70% of staff highlighting this area as a requested need. In addition, 90% of staff identified SEL/Mental Health as a top student area of concern.

### 3. Students:

- o **Surveys and Small Group Discussions:** Administer surveys and facilitate 1:1 and/or small group discussions to understand student needs and aspirations.
- o **Examples:**
  - i. **Panorama Survey:** Pedley Elementary 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.
  - ii. **Community Schools Needs Assessment:** This survey is administered to families, staff, and/or students at least once yearly to determine what the areas of need are at Pedley Elementary.
- o **Data:** Per Fall Needs & Assets Survey: School Connectedness data (Fall 2025), 62.2% of families who responded feel they are well connected to the school community. Survey data from Winter 2026 indicates students in Grades 3-6 show 58% favorable responses on Valuing of School. Per the Spring Needs and Assets survey for students, 60% of students gave a favorable response when asked how they feel about coming to school.

### 4. Family Members:

- o **Surveys and Small Group Discussions:** Administer surveys to understand family needs and vision.
  - 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 Pedley Elementary.

- **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), Community Schools Council, and PTO.

**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.
- **Examples:**
  - i. **Neighborhood Healthcare:** Pedley Elementary 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.
  - ii. Attend Monthly Meetings with Community Partners, such as **Reach Out** in Jurupa Valley.

**Engagement of Historically Marginalized Student and Family Groups:** To ensure meaningful engagement of historically marginalized groups, such as EL & SWD students and their families, Pedley 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.
- **Expand Target Strategies:** Use of site Wellness Coach to expand goal-setting tools for students, workshops, home visits, focus groups. Emphasize family partnerships and wraparound services as needed. Provide new students with CICO to promote positive interactions with trusted staff and a sense of belonging on campus.

**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**

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Multi-Tiered Systems of Supports (MTSS):  
 Attendance and Behavior  
 Goal: Reduce Chronic Absenteeism by 3% (from 25% to 22%) by the end of the school year, with a focus on Socioeconomically Disadvantaged and Students with Disabilities, while maintaining progress for all groups.

- Improve attendance by monitoring it monthly and address chronic absenteeism. Pedley Elementary will expand targeted attendance interventions, including family outreach, peer connection strategies, and restorative attendance supports, to reduce chronic absenteeism among high-need student groups.
  - Per the California State Dashboard, Pedley Elementary was in the red (high) category for Chronic Absenteeism with 27.5% of students identified as chronically absent in 2025. The CA Dashboard reported 25.5% of students in the subgroup of English Learners were identified as chronically absent. Our site goal for EL per SPSA for the 2025-26 school year was to reduce Chronic Absenteeism from 22.2% to 19%.. Pedley was also in the red (high)category for Chronic Absenteeism in the subgroup of Students with Disabilities at 39.6%, The goal, per our SPSA, is 32.3% for the 2025-2026 school year. This reflects an increase in Chronic Absenteeism in both subgroups. As a result, we will closely monitor students with disabilities and EL subgroups 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 mentoring and/or counseling services for students who continue to struggle with attendance and/or behavior goals with the support of PICO services.

- To help support attendance, academics, and behavior management, we will implement Check-In, Check-Out (CICO) which is a tier 2 PBIS strategy. Our goal is to continue to expand CICO for a targeted cohort of 35-40 tier 2 students by the end of the 2026-2027 school year.
- The Community School budget will be used to partially fund salary and benefits for a 6 hour Wellness Coach. A full 6-hour Wellness Coach will provide consistent, daily support to expand Tier 1 and Tier 2 social-emotional interventions, including Check-In/Check-Out (CICO), social skills, and mentoring. Increased staffing capacity allows for proactive support during high-need times such as recess and lunch, where structured engagement and self-regulation strategies are critical to reducing behavioral referrals and improving school climate
- Provide Parenting classes/workshops to address barriers such as mental health, nutrition, behavior, or other identified areas of need that may adversely impact attendance.
- Provide presentations and Professional Development opportunities (both on and off campus, conferences that align with CS priorities) to staff, both certificated and classified, to address behavior supports within the classroom.
- Through the Community Schools model, Pedley will continue to partner with Community Providers and PICO resources to remove barriers and increase family capacity to support student learning and attendance.
- Attend IEPs as needed to provide families with wraparound supports, family outreach, and connect families of SWD to resources through PICO and community resources.
- Expand Check In/Check Out for identified chronically absent or at risk students.

	<ul style="list-style-type: none"> <li>● Structured recess/lunch supports for targeted students (Wellness Wednesday, Friendship Friday, CHICKS, etc.).</li> <li>● Peer leadership roles(Student Council/PALs) tied to attendance campaigns.</li> <li>● Wellness Coach - goal setting and attendance small groups.</li> <li>● Social media/Class Dojo outreach, parent phone calls, home visits.</li> </ul>
<p>Ensure staff is knowledgeable regarding mental health topics and behavior topics</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

<p>Literacy Support/ELO Goal:          Participation in expanded learning opportunities will support measurable improvement in English Language Arts achievement, specifically English Learners will reduce their CAASPP ELA Academic Indicator gap from 84.7 points below standard to 81.7 points below standard.          Socioeconomically Disadvantaged students will reduce their gap from 69 points below standard to 64 points below standard.</p>	<ul style="list-style-type: none"> <li>● Provide parent support and training opportunities to support their students (possibilities could include, but are not limited to (academic support workshops, parenting workshops, English classes, technology, assisting with parent understanding of IEPs, behavioral health workshops, college/career events, etc.) or any barrier that is impacting progress made towards ELA academic improvement.             <ul style="list-style-type: none"> <li>○ Per our 2025-26 CS Family Needs Assessment, 13.1% of families mentioned that meetings, conferences, and workshops were a strength on campus.</li> <li>○ According to the CA Dashboard for 2025, English Learners scored 84.7 points below standard in ELA, which is an increase of 11 points.</li> <li>○ According to the CA Dashboard for 2025, Socioeconomically Disadvantaged students scored 69.2 points below standard in ELA.</li> <li>○ The community school budget will be used to hire a 3-hour classified staff position that will provide targeted SIPPS (literacy) and math intervention through small group instruction for students identified as needing additional academic support. This directly aligns with our goal to boost literacy outcomes, expand academically connected supports, and remove barriers for English Learners, students with disabilities, and socioeconomically disadvantaged students.</li> </ul> </li> </ul>
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Expanded and Enriched Learning Time and Opportunities.

- Offer Extended Learning Opportunities that engage students through creative arts, student interest (book club, math/STEM activities) and hands-on learning. These expanded learning opportunities would provide programs that allow students to explore self-expression, develop personal interests, and build real-world skills, as well as provide a sense of connection among peers and staff on campus. Opportunities may include, but are not limited to: Music, Wellness Wednesday, Art Classes, Math/STEM exploration.
  - Per our 2025-26 CS Student Needs Assessment, 55% of students are interested in student leadership groups, 70% are interested in creative arts opportunities, and 65% are interested in STEM.
  - According to the Spring needs assessment for students in 2026, 40% of students stated that they would like more opportunities for tutoring.
- Offer Extended Academic Learning opportunities through ELO after school program.
- Offer Extended Learning Opportunities for students to participate in Intramural Sports. Per our 25-26 Student Needs Assessment, 75% of students are interested in Sports activities on campus.
- Offer opportunities for family involvement with ELO opportunities, such as Watch Dog Dads or Parent-led clubs/activities.
- Structured recess/lunch activities.
- Create opportunities for families and staff to lead Expanded Learning Opportunities on campus, such as family or student led clubs, and provide materials/equipment to support these initiatives, promote self-regulation, and reduce behavior referrals.
- Per our 2025-26(Fall) CS Family Needs Assessment, 37% of families highlighted that family engagement events offer meaningful opportunities for connection on campus.

## 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 Pedley Elementary staff engage in culturally relevant and responsive practices that honor and reflect the diverse backgrounds of our students and families.</p>	<ul style="list-style-type: none"> <li>• Provide ongoing professional development and actively encourage participation in workshops, trainings, and conferences for both certificated and classified staff, that is focused on culturally relevant and responsive practices. Restorative practices training facilitated by the Community Schools TSA, community partners or JUSD, such as BIAS and Equity training, Trauma-Informed Practices training, and professional learning centered on Educational Equity. The purpose of this professional learning is to build staff capacity and strengthen inclusive school culture, as well as eliminated instructional systemic barriers that impact students and families.</li> </ul>

<p>Community-Based Curriculum, Pedagogy and Projects</p>	<ul style="list-style-type: none"> <li>● Pedley Elementary school will participate in the PAL program for grades 4-6. The TSA-Community Schools will be the lead for the PAL program. Applications and Interview process will be held in the Fall each year. PAL will also attend joint meetings and participate in events with Student Council to promote inclusive student leadership opportunities.             <ul style="list-style-type: none"> <li>● The PAL program will provide students with leadership and training opportunities to support their school community. PALs will participate in events such as career days, spirit days, morning greetings, structured play at recess, promoting positive peer relationships.</li> </ul> </li> </ul>
<p>Increase student engagement and create a sense of belonging - Goal: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community. Pedley will increase the percentage from 60.5% to 70% of students who responded favorably to the question, "When you think about coming to school, how do you feel?"</p>	<ul style="list-style-type: none"> <li>● Pedley Elementary School will increase student engagement and create a sense of belonging.             <ul style="list-style-type: none"> <li>● Community Schools TSA will be greeting students at the front gate each morning. The CS-TSA will support spirit days, PBIS (star store, reward activities) and campus events that help to create a sense of belonging for all students on campus (wellness days, community circles, visibility on campus, social skills groups).</li> <li>● Expand peer leadership opportunities on campus.</li> <li>● Our goal for the 2025-2026 school year is that Pedley will increase the percentage of favorable responses from students who feel connected to their school community through engaging educational practices and partnerships from 60.5% to 70% when students are asked, "when you think about coming to school, how do you feel?"</li> </ul> </li> </ul>

To ensure educators are equipped to understand, value, and learn from the rich cultural assets of

our students, families, and broader community, our Community School will intentionally create time and structured opportunities for ongoing professional learning. This learning will focus on strengthening educators' capacity to implement inclusive, culturally responsive strategies that build trust and create meaningful connections between the classroom, school, and community.

Pedley Elementary will provide and actively promote professional development that supports the creation of safe, student-centered learning environments where all students feel seen, valued, and supported. Professional learning opportunities may include, but are not limited to, Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), Bias and Equity training, trauma-informed practices, and culturally and linguistically responsive instructional strategies (including targeted supports for English Learners and other student groups).

Through this continuous capacity-building, educators will be better prepared to serve the whole child—academically, socially, and emotionally—while maintaining cultural relevance and responsiveness in their instructional practices.

### **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 and engage with all parent advisory groups	<ul style="list-style-type: none"> <li>● Participate in regularly scheduled meetings throughout the year with the various parent advisory groups at Pedley Elementary (PTO, School Site Council)</li> <li>● Share relevant information with parent advisory groups</li> </ul>
Continue to meet with Community Schools Committee and create a strong and sustainable committee.	<ul style="list-style-type: none"> <li>● Hold meetings four times per year with Community Schools Committee (CSC)</li> <li>● Share school data with parents and receive their input and feedback</li> <li>● Promote inclusive and diverse representation among members of the CSC.</li> </ul>
Facilitate PAL Program	<ul style="list-style-type: none"> <li>● Pedley Elementary will continue to participate in the PAL program.</li> <li>● New students will be recruited in the Fall through an application/interview process.</li> <li>● Students will collaborate and meet with Student Council to promote inclusive leadership.</li> <li>● Expand student voice and opportunities for input.</li> <li>● Strengthen opportunities for student leadership and engagement on campus.</li> </ul>
Needs & Assets Assessment	<ul style="list-style-type: none"> <li>● Needs &amp; Assets Assessment will be given to families, students, and staff during the 26-27 school year (At least 1x annually). Data will be shared out during CS Council Meetings and will be used to shape site implementation plan and goals.</li> </ul>

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

The Community Schools Advisory Committee at Pedley Elementary consists of classified staff, teachers from the school site, parents/family members, Teacher on Special Assignment - Community Schools, and administrator. Pedley Elementary'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 Teacher on Special Assignment Community Schools role	<ul style="list-style-type: none"> <li>● For the duration of the CCSP grant, maintain the role of the Teacher on Special Assignment, Community Schools at Pedley Elementary.</li> <li>● The TSA will actively engage in collaborative partnerships with fellow Community Schools TSAs throughout the district, as well as site staff, to support effective program implementation.</li> </ul>
Provide Translation for Families at Meetings and Events	<ul style="list-style-type: none"> <li>● We will utilize translators for our family and community events.</li> <li>● 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.</li> </ul>

<p>Provide childcare for families at Meetings and Events</p>	<ul style="list-style-type: none"> <li>● In order to remove barriers for families with small children who would like to attend events, Pedley will utilize classified staff to provide childcare for our family workshops/meetings held during the school day.</li> </ul>
<p>Maintain Appropriate Behavioral Health Staffing</p>	<ul style="list-style-type: none"> <li>● Maintain and expand the use of one 6 hour/full time, Wellness Coach to provide Tier 2 supports, including classroom presentations to support SEL, small group social skills, individual student check-ins, and facilitate CICO.</li> <li>● Utilize data from Panorama and Needs Assessments to monitor student, family, and staff needs in the area of behavioral and mental health supports.</li> <li>● Provide training to certificated and classified staff in the area of Check In/Check Out (CICO) to support Tier 2 interventions on campus and ensure consistent implementation and monitoring.</li> </ul>

<p>Establish a designated wellness space for students on campus.</p>	<ul style="list-style-type: none"> <li>● While approximately 65% of students report positive or neutral feelings about school, a notable 35% report negative experiences, with many identifying barriers that impact both well-being and academic success. Specifically, 45% of students report stress and anxiety, 30% report not feeling like they belong, and 25% identify family-related challenges. In addition, 60% of students expressed a need for someone to talk to, and 45% specifically identified the need for a wellness space.</li> <li>● The California Community Schools Capacity-Building emphasize the importance of creating systems of supports that enable healthy development and remove barriers to learning . A designated Wellness Space directly operationalizes this by providing:             <ul style="list-style-type: none"> <li>- Structured opportunities for self-regulation and mental health support, responding to the 45% of students experiencing stress/ anxiety.</li> <li>- Integrated Student Supports: Centralizes services such as Check-In/Check-Out (CICO), mentoring, and SEL interventions to ensure coordinated and consistent support.</li> <li>- Strategic Partnerships: Establishes a hub for collaboration with wellness providers, counselors, and community partners to increase access to services.</li> </ul> </li> </ul>
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**Key Staff/Personnel**

<p>Nancy Galvez</p>	<p>School Site Principal - Pedley Elementary</p>
<p>Jodie Piper</p>	<p>Assistant Principal - Pedley Elementary</p>
<p>Cynthia Hert</p>	<p>Teacher on Special Assignment, Community Schools</p>
<p>Jose Campos</p>	<p>Director, Parent Involvement and Community Outreach</p>

Shayna Golbaf	Pupil Services Coordinator
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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 Pedley 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
Continue building additional community partnerships	<ul style="list-style-type: none"> <li>● Reach out to additional community partners to build more partnerships that will benefit Pedley Elementary, students, staff, and their families</li> </ul>

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The following are partnerships that Jurupa Unified School District and/or Pedley 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 (Pedley Elementary 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
- IEHP Health Navigators
- Jurupa Adopt-a-Family

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