CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a "whole-child" approach, with an integrated focus on academics, health and social services, youth and

community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient, and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

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

The Developmental Rubric can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Pedley Elementary, 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 Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

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

Pedley Elementary School is committed to supporting the 4 main pillars of practice of the California Community School Partnership Program (CCSPP).

Pedley continues to focus on being asset-driven and strengths-based. We currently have 741 students enrolled on our campus. 77.1% of our students fall under the category of socioeconomically disadvantaged. 42.8% of our students are English Language Learners. Our Foster Youth currently makes up 0.8% 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.

To increase parent and family participation in district/school surveys, Pedley will offer ongoing support opportunities for completing electronic surveys throughout the school year. This includes providing assistance at school events and ensuring access to interpretation, translation, and technology for those who need it. Additionally, with the support of the Parent and Teachers Organization (PTO), Pedley has recruited parents and community members to share their talents, support their businesses, and assist in building a stronger sense of community. Through understanding community-expressed needs, Pedley intends to continue to offer programs like Family Literacy & Math Trainings, Focused Monthly Meetings with the Principal (academic support,testing questions, at-home strategies, behavior), Family Engagement Opportunities, Parent Trainings, PTO, and 6th Grade Booster Club. Pedley will continue to build upon leadership development opportunities for students, educators, families, and community members that are inclusive and assist with growing their capacity within a leadership role on campus.

Pedley teachers are working towards having all staff trained in Restorative Practices to support the school site with this practice. Restorative practices are needed to support racially just, culturally responsive, and relationship-centered school climates. We are evolving in this practice. In addition to the already district-mandated two-day restorative practices certification training for all administrators, Pedley will encourage classified staff and teachers to attend Restorative Practices training to help continue fostering a culture of welcome, belonging, and understanding at school. The goal is to focus on restorative approaches to building relationships and discipline to create positive school environments.

Additionally, teachers will continue to receive targeted training on addressing the needs of marginalized student groups (i.e., English Language Learners, restorative practices, trauma-informed learning, social/emotional learning, behavior support, students with disabilities). Furthermore, with the support from the district, Pedley has identified the need for affinity groups to address the specific needs of students (i.e., African American students, Students with Disabilities, and Newcomers). The goal is to create safe spaces for various student groups and their families to feel seen and heard. According to the results of the parent LCAP survey, 11.6% of parents feel that their child does not feel safe at school.

PBIS/Attendance Team **-** Chronic Absenteeism is an identified area of need at our school site. At Pedley Elementary, the Community Schools TSA (Teacher on Special Assignment) plays an active and collaborative role on the PBIS/Attendance Team, working alongside site administrators, teachers, classified staff, parents,community partners, and the district MTSS team. Together, we are focused on removing barriers to learning, addressing chronic absenteeism, and fostering a positive, inclusive school culture where every student feels a strong sense of belonging. The TSA helps coordinate efforts that strengthen attendance through family engagement, support services, and community partnerships. This includes parent training to address barriers that may contribute to low attendance, and assisting with finding resources as needed to support families with increased attendance.The TSA and certificated/classified staff will attend trainings/conferences that are aligned with efforts to reduce chronic absenteeism. In addition, opportunities

for expanded learning opportunities will be provided at Saturday School to increase student participation and make up for absences where students have missed out on learning time.

In addition, as a SEL coordinator/member of the PBIS team, the Community Schools TSA helps lead the development and implementation of strategies aligned with Social Emotional Learning (SEL), PBIS, and restorative practices. These systems are designed to support Multi-Tiered System of Support (MTSS), ensuring that all students receive the tools and care they need to thrive. This includes acting in the role of facilitator for Tier 2 interventions, such as CICO (Check In/Check Out), facilitating community/restorative circles, and providing opportunities for staff professional development in the area of behavior support and SEL practices. This work also includes organizing parent training opportunities to deepen understanding of student needs, improve campus-wide attendance and behavior, and strengthen the connection between home and school. Year 2 goals include modeling and facilitating community circles in 75% of the classrooms on campus, with a goal of increasing the number of teachers and students utilizing the community and restorative circles. The TSA also supports hands-on initiatives like the STAR Store, attendance incentive programs, and school-wide events that promote a culture of celebration, care, and community. The TSA will also facilitate Wellness Wednesdays and Feel Good Fridays, incorporating SEL lessons into schoolwide routines. Parent workshops in the areas of SEL and Mental Health will be organized in collaboration with community partners.

Pedley Elementary demonstrates a commitment towards our school and district vision through programs such as:

Extended Learning Opportunities (ELO) - After school programs to provide instruction in the areas of homework support and/or academic support to students. Classroom teachers and/or community partners will offer extended learning opportunities to support students who would benefit from support in these areas. The TSA will work to coordinate and expand structured student engagement during unstructured times on campus (e.g., recess/lunch) based on site needs.

Expanded and Enriched Learning Opportunities - At Pedley Elementary, we are committed to expanding student learning beyond the traditional classroom through meaningful enrichment opportunities that spark curiosity, build real-world skills, and nurture a sense of belonging. These experiences are thoughtfully designed to deepen student engagement and expose them to diverse pathways of learning. Our enrichment offerings include, but are not limited to, STEAM (Science, Technology, Engineering, Art, and Math), social-emotional learning, visual and performing arts, arts and crafts, intramural sports, and the Elevo Sports program during recess, lunch, PE, and structured play. These opportunities come to life through engaging classes, clubs, hands-on activities, and interactive presentations. Certificated staff, classified staff, and community partners would assist with the planning and implementation of these expanded learning opportunities. In addition, the TSA would work to support increasing awareness of self-regulation and coping strategies, reinforce area expectations, and reduce disciplinary referrals through restorative practices.

Student Peer Leadership/PAL - The Peer Assistance Leadership (PAL) program is a student-driven, school-based initiative designed to empower youth in grades 4–12 to support one another through leadership, connection, and compassion. Rooted in the belief that students can be powerful agents of change, PAL cultivates peer-to-peer mentorship and fosters a school culture that is caring, inclusive, and safe for all. At Pedley Elementary, the Community Schools TSA will work to actively support and fund leadership training opportunities for participating student leaders, including transportation to off-site training events. In addition, Community Schools is committed to building long-term sustainability for the PAL program by offering leadership development for school staff—ensuring a strong foundation for this impactful work to continue and grow. Additional leadership opportunities will be developed to support student engagement and school improvement.

Wellness Wednesdays & Feel Good Fridays - Pedley Elementary will host Wellness Days to provide students with meaningful opportunities to explore Social Emotional Learning (SEL) in supportive, engaging

ways. During these open sessions, students will participate in activities designed to nurture both mind and body, strengthen positive coping strategies, and build trusting relationships with peers and adults.Wellness Days will be facilitated by the Community Schools TSA, with a focus on implementing SEL lessons/strategies and creating a sense of belonging within the school setting. Through hands-on experiences, calming spaces, and intentional practices, students will develop tools to manage emotions, reduce stress, and feel more connected to their school community. To enhance these experiences, materials and supplies will be provided to promote high engagement and cultivate a positive, school-wide culture that embraces wellness and emotional growth. 29.8% of our parents indicated that family stress is a concern. 21.9% of our parents surveyed feel that anxiety and mental health of students are a factor that makes school success difficult for their child.

Family Nights - Pedley Elementary is committed to fostering strong family and community partnerships through engaging events such as Family Math Night, Family Literacy Night, Game Nights, Library Events, and Family STEAM Nights. These after-school events are designed to strengthen connections between home and school, increase access to curriculum, and support student learning through hands-on, interactive experiences. Parents, families, and community partners are invited to participate in either whole school or grade-level lessons/activities led by teachers or classified staff in areas such as math, English Language Arts, science, technology, engineering, arts, and crafts. These events provide opportunities for collaborative leadership among educators and administrators, extended learning time for students, and an opportunity for families to engage directly in their children's education on the Pedley campus. In addition, it helps to build relationships among all school partners. To ensure meaningful participation, supplies are purchased and provided, and certificated and/or classified staff support implementation by assisting in classrooms, supervising activities, translating, and assistance as needed—all with the goal of creating welcoming, inclusive spaces that promote student success and community connection.

All initiatives are driven by our SPSA data and are intentionally designed to close achievement gaps, with a focus on supporting Students with Disabilities, English Learners, Socioeconomically Disadvantaged Students and other identified groups with demonstrated needs.

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

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

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

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Jurupa Unified School District (JUSD) and Pedley Elementary utilize various general and specific tools to collect data at the site level and identify needs.

Surveys:

Local Control Accountability Plan (LCAP) - This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA). LCAP surveys are administered annually. The Pedley Elementary Community Schools TSA actively supported LCAP survey administration through visibility to families before and after school, and through booths set up at on-site community events.

Panorama Education - Pedley 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, support students, and build a positive school culture. In addition, the Panorama platform links student attendance data, school performance, behavior, ELL classification, and SEL data to provide multi-tiered data results to guide site goals and identify areas of need.

The California Healthy Kids Survey (CHKS) - This anonymous and confidential survey collects data regarding school climate, safety, student wellness, and youth resiliency. It is administered to students in 6th grade. It enables our school to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Community Schools Needs Assessment - This needs assessment is administered to Staff, Families, & Students. This survey provided valuable feedback to identify the needs of our Pedley school community. Parent, Student, and Staff input helped to guide programs, supports, resources, and training for our school community to meet identified areas of need. Student input assisted with guiding expanded learning opportunities on campus.

Additionally, Community Schools Cohort 3 has conducted opportunities to facilitate open-ended conversations within community conversations and forums to further guide understanding of the needs within our community school. Based on the needs identified in the surveys, in addition to feedback from all community stakeholders, Pedley Elementary will work towards supporting the shared vision of our school, through implementing programs, site activities, parent and staff training, and opportunities for community and family engagement on campus.

Site Committees/Community Forums: School Site Council (SSC), English Language Advisory Council (ELAC), Special Education Parent Advisory Committee (SEPAC), Gifted and Talented Education (GATE), Community Schools Council (CSC,) and the School Site Leadership Team, provide administration and the Community Schools TSA with valuable information and feedback regarding their concerns and/or suggestions regarding topics such as school safety, teacher preparedness, parent needs, technology needs, etc. The data and information gathered within those groups help inform the development of the SPSA.

Committees that assist in providing input on student and community needs:

Community Schools Cohort 3 Committee: C.S. Cohort 3 will continue to meet monthly, in person, to collaborate across sites, develop Action Plans, and review and analyze needs assessment results with the understanding that data drives future planning. The group serves as an opportunity to collaborate across sites, share best practices, and ensure that each community school is equipped to meet the unique needs of its students and families.

Community Schools of Practice: Community Schools of Practice will meet monthly to collaborate with the Coordinator, TSA's, and Principals to review data and make course pathways regularly.

Attendance Team: Pedley Attendance Team members' goal is to engage and support the community members in removing barriers and addressing needs to support student attendance and decrease chronic absenteeism. The team comprises classified staff, teachers, MTSS, administrators, and parents.The California Dashboard shows our site Chronic Absenteeism currently falls in the Yellow for all students on campus.

Positive Behavior Intervention and Supports (PBIS) Team: Pedley has established a PBIS team to develop and implement systems of support that will assist in creating a culture of welcome for students and staff. The goal of this team will be to create a strong-tiered system of support that will address the behavioral, social, and emotional needs of Pedley students.

The Attendance/PBIS Team will meet together to collaborate and identify shared areas of support. This is part of a MTSS area of practice to target identified areas of need and reduce barriers that contribute to chronic absenteeism.This team meets regularly throughout the year to review student needs, identify barriers, and coordinate intervention supports & services. According to the LCAP parent survey results, 20.7% of parents felt that they were not aware of resources and support services available to their students at school.

Site Leadership Team: The leadership team at Pedley Elementary plays an important role in supporting

school-wide goals and opportunities for collaboration among staff members. According to the Staff results of the LCAP Survey, 81.1% of staff felt that the site principal kept them informed about their site/department and aware of information that impacts their work. The site leadership team is made up of a representative from each grade level, as well as site administration and the Community Schools TSA. The team meets regularly to discuss curriculum, student needs, and plans for school improvement. These team members serve as liaisons for their grade level teams and administration. In addition, these representatives share best practices, and ensure that all staff are aware of important information on campus.

Additional Supports: Based on the identified school needs, Family Literacy Meetings/Parent Trainings will be provided each month. The goal is to establish and support a family reading routine. This will include offering hands-on training and support for families provided by site administration and/or certificated staff. This will also include providing materials that the families can use at home to support literacy growth and development, such as books, handouts, and access to online programs to support reading skills at home. The program is designed to be an educational process that encourages critical reflection and dialogue through literacy and strengthens parent-child interactions.

PAL: The Community School TSA was trained in the PAL program in Spring 2025. The TSA will work to implement this program on the Pedley Elementary campus. The PAL Peer Assistance Leadership Program is a school-based, peer-to-peer youth development program for students in grades 4-12 built upon a philosophy of students helping students. PAL peer leaders help build a positive school climate through youth leadership, mentoring, conflict resolution, cross-age teaching, peer helping, service learning, and prevention activities. This program will integrate a Peer Mediator program to encourage and empower students with the skills and strategies for dealing with conflict. It will also help students develop communication and decision-making tools that influence choices in the future and increase leadership potential.

Student Council: Student council plays a role in our school community by encouraging student leadership, promoting student voice and opinion, and facilitating active participation in school decision-making. Student Council helps to support a sense of belonging within the school setting, and identifies student needs on campus. According to the CS Student Needs Assessment (Spring 2025), only 12.8% of students feel that their opinions and ideas are heard on campus. The Community School TSA will support student leadership through community partnerships and expanded learning opportunities, such as field trips and training for staff & students involved. Opportunities for development/training in the area of student leadership will be provided for staff involved with running Student Council as needed.

Parent Involvement: Pedley is committed to increasing family engagement through parent involvement functions such as Family Nights, including but not limited to Math Nights to support understanding of math strategies and concepts, Literacy Night for Parents to support parent reading instruction and understanding of literacy support strategies, Family Game Nights, Open Library times, Family Picnics, 100 miles club family runs, Performing Arts performances, Winter Concerts, and School Carnivals. In addition, Parent Trainings will be offered and will cover a variety of topics, such as technology, internet safety/social media awareness, mental health, academic supports, behavior supports, and mental health. The Community Schools TSA will continue to provide support, training, and resources for teachers, parents and students as identified through surveys and family requests.

The ELO Extended Learning Opportunities program was established to support our families whose children need help with reading and math skills.

W.A.T.C.H D.O.G.S: Curriculum has been ordered/purchased and will begin to be implemented in the 25/26 school year. This is a program to encourage more families to participate in their children's education. This program will allow family members to serve as role models for Pedley students,

demonstrating with their presence that education is important.

Neighborhood Healthcare: Pedley 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.

The Newcomers Extended Learning class will offer extra support and an opportunity to learn basic interpersonal English skills to recently arrived immigrants to our school community before/after school.

Community Partner Engagement: The TSA will support Community Partner engagement on a regular basis as part of building Strategic Community Partnerships. This includes working in collaboration with Riverside County Office of Education (RCOE) and other surrounding school districts that have a shared understanding and commitment towards building up community schools. The TSA will work to form shared community partnerships as needs are identified through surveys or conversations with shareholders.This includes attending meetings held at Reach Out to build on future partnerships, attending the Family Engagement Network(FEN) meetings at RCOE, attending community school workshops/conferences, and developing new areas of collaboration within the surrounding community.

Community Events with 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.

Restorative Practices: Pedley Administrators and Teachers have been trained in Restorative Practices and have implemented Restorative Circles to build community and enhance conversation in focus groups amongst students to navigate conflict or disagreements. The Pedley Community Schools TSA will continue to support Community Circles and Restorative Practices through modeling and training of additional staff members. Additionally, the AP and Principal has been trained in trauma-informed for marginalized students and families to help support homeless, newcomer, and foster children in the classrooms.

Applied Suicide Intervention Skills Training (ASIST): ASIST is a two-day, two-trainer workshop that emphasizes teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up and become involved in suicide-safer community networks. Pedley now has 2 ASIST trained employees who could provide an immediate risk assessment if needed.

This ongoing community engagement supports the development of new relationships providing services at Pedley. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide available to all sites. (https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx).

[ ]

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

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

Draft Collective Priority	**Outcome/Indicators you aim to improve**

MTSS Multi-Tiered System of Supports: Attendance and Behavior Goal: Reduce chronic absenteeism by 3 percentage points (from 25% to 22% by the end of the school year, with a focus on Students with Disabilities and Socioeconomically Disadvantaged students, while maintaining progress for all groups.	- Improve attendance by 3% and decrease chronic absenteeism. Pedley School's chronic absenteeism rate for all students is 25%, placing the school in the Yellow performance level. Although there was a 6.5% improvement, chronic absenteeism remains a schoolwide concern. - White students have a 25.8% chronic absenteeism rate, a 4.8% increase, and are in the Red performance level, indicating a growing area of concern. - Students with Disabilities have the highest rate at 35.3%, placing them in the Orange performance level. Despite a 17.3% decrease, this group continues to be disproportionately impacted - This area of need will be supported through opportunities for parent training focused on health education and strategies to help families maintain their children's well-being. This may include presentations provided by community partners. Certificated or Classified staff will be paid hourly as needed to support in this area. - Review IEPs for attendance supports, attend IEPs as needed, connect families to resources and Family Academy workshops. Host attendance workshops or home visits for high-risk students and families. - Increase opportunities for parent engagement on campus to encourage parents to participate on campus and improve student attendance in the process. (Ex. Helping Hands Thursdays) - Partner with community resources to assist with removing barriers (clothing, food, healthcare, transportation). - Structured programs for students at recess and lunch to promote attendance. - Social Media/Class Dojo outreach, feeder pattern partnerships within Jurupa Unified. - Co-develop and monitor attendance goal-setting and site specific interventions.

	- Provide professional development for staff members/CS TSA, and encourage attendance to conferences/trainings that support ways to eliminate barriers that impact Chronic Absenteeism on campus. - Engage students in leadership roles such as Student Council and PAL (Peer Assistance Leadership) to help promote peer mediation, conflict resolution, and develop student leadership opportunities on campus. Students will serve as role models, mentors, and help students feel more connected to their school, increasing motivation, attendance, and self-esteem. - Purchase and order SEL/PBIS support materials that will contribute to establishing a welcoming environment for students, families, and staff, including books and resources to support cultural diversity. - Leadership opportunities on campus tied to attendance campaigns. - Enhance expanded learning opportunities during Saturday School to boost student participation and support attendance recovery. - The PBIS Team will meet to analyze site data and continue to adjust PBIS supports to increase positive behavior and create a safe and supportive climate for all students. This will include providing release days for the BSEL/PBIS/Attendance team to support SEL data analysis and a response plan.

Parent Learning Opportunity - Family Engagement	- Develop a series of themed monthly parent/family workshops (internet safety, technology use, homework support, positive behavior, bullying, SEL, self-regulation) and Parent Academy based on family needs identified in needs assessment. Meetings may be held virtually and/or in-person.Refreshments, interpreter, and childcare will be provided. According to our family needs survey, 25.3% of our parents state that the language they feel most comfortable with is Spanish. EL parents will be invited for additional training regarding ELD instruction, ELPAC testing, and primary language materials. - Provide opportunities for parent training/leadership and volunteer opportunities on site in the area of literacy and SIPPS. - Partner with community partners to expand learning opportunities for parents. Invite local organizations or experts to lead training on topics of interest, such as nutrition, mental health, financial literacy, social-emotional learning, anger management techniques, PBIS, self-regulation, parenting). Light refreshments will be served at parent training events. - Provide "Make & Take" Learning Opportunities to guide parents through instructional lessons and create hands-on activities that they can use to support their child at home. - Provide resource/informational booths at existing school events with resources to support learning and SEL at home. **Current Baseline:** According to the Parent Needs Assessment, 37.9% of families regularly participate in school-sponsored events or meetings. **Target Goal:** Increase family participation to 48% by the end of the academic year, as measured by parent needs assessment or other site surveys. - Offer flexible scheduling (AM & PM) for workshops and conferences. - Use outreach calls to personally invite underrepresented families.

Expanded and Enrichment Learning Opportunities Goal: By the end of the 2025-26 school year, after school expanded learning opportunities will support measurable improvement in English Language Arts achievement. Specifically, EL will reduce their CAASPP ELA Academic Indicator gap from 90 points below standard to 85 points below standard. Socioeconomically Disadvantaged students will reduce their gap from 69 points below standard to 64 points below standard.	• Develop an Extended Learning Opportunities program for grades TK-6 to provide intensive and enrichment opportunities for students after school based on data analysis. This would include providing Certificated and Classified hourly pay as needed. • Provide 3 days a week of small group ELA tutoring during ELO with credentialed teachers (BLTs under supervision of teachers) after-school. • Prioritize ELO enrollment for EL and Socioeconomically Disadvantaged students. • Additional ELO opportunities before school by credentialed teachers to provide additional small group literacy support. • Provide ongoing professional development to staff in the area of evidence based literacy and language development practices to support ELO. • Host bilingual family literacy workshops to equip parents with strategies to support reading at home. • Explore community organizations to provide extended learning time and opportunities (field trips, after-school enrichment) such as Saturday School, ELO, visual & performing arts, after-school clubs (visual arts, STEM, sports). • Enrichment Days - College/Career Day, Cultural Day, History Day, STEAM Day, Mental Health Awareness Week. • Sports Equipment to support expanded learning opportunities after school/Saturday school. • Recess Enrichment Stations - Set up optional stations during recess to promote social skills, sense of belonging, such as craft stations, STEM challenges, games. • Lunchtime Enrichment - Wellness Wednesdays & Feel Good Fridays.

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
Site Administration and Community Schools TSA will continue to meet with parent advisory groups.This will include review of needs assessment, collaboration, and feedback on the site Implementation Plan.	- Schedule regular meetings by the start of the school year for the upcoming year. - Communicate with parents and other committee members to facilitate the needs assessment feedback.Utilize a variety of platforms such as ClassDojo, Instagram, Facebook, and Parent Square to share information and opportunities for parent involvement on campus. - Invite/ Re-invite a variety of community partners.
Continue meeting with the Community Schools Advisory Committee	- Schedule meetings and continue to meet with the Community Schools Council (minimum of 4 times/annually). - Utilize district sample bylaws to conduct meetings. - Schedule for the CS Council to present updates/information with the School Site Council annually.
Parent Learning Opportunities Goal: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community. The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child."" will increase from 86.6% to 96.0% as measured by the LCAP Winter Survey.	- Provide trainings based on identified areas of parent need, such as behavior support, mental health, college/career readiness. 29.8% of our families surveyed feel that family stress impacts student success in school. 21.9% of our families feel that mental health is a challenge that makes success in school difficult for their child. Our goal is to see a reduction of 1.9% in families that feel mental health is a challenge, to 20.0%. - ESL classes as needed.Parent survey results demonstrated that 19.5% of our families feel that a language barrier makes success in school difficult for their child. 25.3% of parents feel more comfortable using Spanish as their primary language. - Provide interpreter and childcare at all community schools events to promote inclusion and reduce barriers. - Share Community & District Resources with parents on a regular basis throughout the year. - Provide Math and Literacy supports and trainings for parents
Community Partnerships	Partner with local Community Partners to offer workshops, cultural events, and wraparound services (e.g., health care, food assistance)on campus.
Collaborative Leadership Opportunities	Train team members in participatory decision-making and data interpretation, ensuring decisions reflect whole-child needs.

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

The Community Schools Advisory Council at Pedley consists of teachers from the school site, parents/family members, Assistant Principal and Principal. Pedley's Advisory Council engages the community through the lens of the community school pillars to support alignment with the community school's implementation plans and the site Single Plan for Student Achievement. The Community Schools committee meetings are open to all families and staff members within our school community. The Community Schools Teacher on Special Assignment at Pedley will hold a position on this council and will be responsible for scheduling council meetings, as well as facilitating opportunities for ongoing community and family engagement at the school site. The Community Schools TSA will also be responsible for helping to inform the development and sustainability of community schools. The National Education Association further supports our community school teams through Jurupa's participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site-based parent groups and site leadership to inform and support updating the implementation plan, which will be posted online.

Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Utilize all survey-applicable data to engage in focus groups from a community school lens to inform the development of the SPSA	- Timeline of implementing focus groups for presenting to SSC for SPSA input. - Set dates for surveys from parents, staff, and students twice a year. - Present the Needs Assessment findings to the staff, SSC, and Community Schools Council annually.
Post the community school implementation plan on the school website and review it throughout the year.	- Create a timeline to review and share data. - Identify focus groups to interview and gather as a group. - School-wide focus on Chronically absent students and supports will be addressed through parent/staff trainings, professional development, parent resources. - Based on information gathered, develop PDs and workshops for identified needs.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain appropriate staffing.	Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP). According to the LCAP parent survey, 33.0% of parents are unaware of counseling services available on campus. Increase capacity to add graduate-level interns to support Mental Health services and case management. Community schools TSA (site coordinator)- annual salary.

Key Staff/Personnel

Nancy Galvez	School Site Principal
Jodie Piper	Assistant Principal
Cynthia Hert	Community School Teacher
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Laura Rubio	Behavioral Health Therapist/Associate

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

Jurupa Unified School District - JUSD is currently working on the sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include:

   1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding. a. Medical services are now reimbursable for case management services.
   2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.

Jurupa Unified plans to explore the following funding streams:

   3. Managed Care Plans. With Medical and mental health reform at the state level, there is momentum for school districts to become contract providers of managed care plans.
   4. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. Community school funding would accelerate this work by increasing the mental health workforce to meet current needs.
   5. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School-Based grant funding will support pathways to social work / mental health and provide paid internship opportunities. This aligns with the internally developed Student Support Services Action Plan

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships	Community School TSA to engage with local community groups listed.
Expand existing partnerships.	Engage with all Federally Qualified Health Center partners.
Establish collaborative relationships and ways to engage new partners.	List all collaborative groups, including elected officials for community school teachers on special assignment (coordinators) to engage with.

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:

Pedley has collaborated with RUHS Riverside University Health System, Healthy Jurupa Collaborative, The Riverside County Family Resource Network, Strengthening Families MFI Marriage and Family Institute, Reach Out, Community Health and Wellness, Staff leadership have sat on the County Behavioral Health, Commission, JARPD Jurupa Area Recreation and Park District, Wiley Center (Triple P), Training Occupational Development Educating Community, Seeking Strength, Neighborhood Healthcare Dental, Kaiser Theatre Student Wellness Foundation (Password), Set 4 School (Dino School/Incredible Years), and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations/contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites. (https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx)

- Riverside University Health System - Behavioral Health:
  - System of Care / EPSDT: Our current specialty mental health contract reimburses Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialists for Transitional Aged Youth (TAY).
  - Substance Abuse Prevention & Treatment (SAPT): We plan to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year, and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
  - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
  - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide These services are in our schools for grades 6-9.
- MFI - Marriage & Family Institute: is a mental health and substance treatment agency. We

provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
- Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through various programs. Vision Y Compromiso is a lead grassroots organization based out of Los Angeles that has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
- Cal Baptist University provides mental health graduate interns and is a lead partner of the School-Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to hire and retain mental health professionals.
- Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health supports.
- Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
- First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a Riverside County Family Resource Center member.
- Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school-based EPSDT mental health services.
- Wylie Center provides parenting classes
- America's Best Eyeglasses allows JUSD's PICO office to provide four monthly referrals for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students access by school staff.
https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
To increase all staff capacity in equitable culturally responsive practices, restorative practices,trauma-informed practices, and social-emotional learning through professional development and coaching to address inequitable student outcomes as measured by self-reporting,attendance, academics, and discipline data.	● Schedule Restorative Practices Training. Provide opportunities for certificated and classified staff to attend optional professional development training and workshops that support areas of SEL, equity in the classroom, classroom/behavior management, and Crisis Prevention & Intervention(CPI). Model/Facilitate Community Circles for staff and students. ● Schedule Trauma Informed training for school staff. ● Implement ongoing Positive Behavior Intervention Supports PBIS training/implementation for school sites. ● Train and monitor all staff in 2nd Step Social-Emotional learning curriculum Attend Learning Partnerships, Family Engagement Network, Community Engagement Trainings.
Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication, and developing a culture of exceptional customer service.	● Increase the availability and times for Parent/Family Engagement Opportunities based on family survey responses. ●Provide Parental Involvement Workshops (Family Literacy, Reading/Math Nights, Financial Literacy, College/Career Readiness, Technology, Behavior Support). ● Provide Childcare and Interpreter for parent meetings/workshops.This will include hourly pay for Classified staff. ● Schedule and provide Systems of Support training for all staff groups to increase awareness of support services available to students, families, and the community.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

24

Site Level Goals and Measures of Progress

Goals	Action Steps
To ensure we are culturally relevant in community schools.	Provide Professional Development on the importance of culturally relevant practices.
Provide in-class presentations to address school community needs.	Provide Professional Development such as Adverse Childhood Experiences, Trauma-informed and Restorative Practices/Restorative Circles.
Provide training to address mental health stigma.	Ensure key staff members are trained on Applied Suicide Intervention Skill training. Provide presentations on mental health topics to staff and students.
Provide student assemblies and workshops to address mental health and improve student's sense of belonging and peer relationships.	Provide student assemblies and workshops on SEL, effective decision making, anger management, bullying, PBIS. Partner with professional consulting services and/or community partners to provide assemblies.

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to solicit feedback continually.	Meeting agendas Meeting notes
Coordinate and schedule a survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results in Survey completion percentage

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.