

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Instructions:

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

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

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

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

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

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

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

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

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

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

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

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

Capacity-Building Strategies Overview

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

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Sunnyslope Elementary School, Marie Araux, Principal, Phone: (951) 360-2781

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:

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

CS Overarching Values	Developmental Plans

<p>1. Racially-just, relationship-centered spaces: Sunnyslope Elementary prioritizes creating an environment where relationships are foundational. By nurturing strong connections among students, families, staff, and the community, we cultivate a sense of belonging and support crucial for academic and personal growth.</p>	<p>Enhanced Relationship Focus: Sunnyslope Elementary will continue to prioritize building strong, trusting relationships among all educational partners. We value the talents and experiences of our community members and we are working toward strengthening sustainable relationships with local businesses, community partners, and the district. Sunnyslope will also continue to recruit parents and community members to share their talents and resources to assist in building a stronger sense of community. Through gatherings such as Coffee with the Community, Community Schools Council, Parent Books Clubs, and other events, Sunnyslope intends to continue to promote community involvement and connections. Dino School, Community Events, and Family Learning Opportunities (Math, Literacy, Sports, STEAM, etc.) will further strengthen relationships, support, and inclusion at Sunnyslope. We also provide access to community resource booths at school site events (Back to School Night) to further bolster connections within our site, district, and community.</p>
<p>2. Shared power: Sunnyslope Elementary promotes shared decision-making through its many committees and councils (eg., SSC, Booster Club, Community Schools Advisory Council, ELAC) and other forums. We empower educational partners - students, families, educators, and community members - to collaborate in shaping our Community School including the programs and initiatives offered. This ensures that decisions are informed by diverse perspectives and aligned with the community's needs.</p>	<p>Promotion of Shared Power: Sunnyslope Elementary will expand opportunities for educational partners' engagement, ensuring diverse voices are heard in decision-making processes. We will continue to focus on being asset-driven and strengths-based. There is an understanding that all educational partners' opinions, ideas, and needs are necessary to drive the development of programs, services, and events curated for the community.</p>

	<p>To increase parent and family participation in district/school surveys, Sunnyslope will offer ongoing support opportunities for completing electronic surveys throughout the school year. This includes providing assistance at school events and ensuring access to technology for those who need it. The goal is to create safe spaces for various student groups and their families to feel seen, heard and part of the community. For the 25-26 school year, we had 81 families complete the Family Needs and Assets Assessment surveys. Our goal for the 2026-2027 school year is for at least 30% of families to complete the Family Needs and Assets Assessment survey.</p> <p>In addition to the Panorama Survey of school climate, 3rd-6th graders completed the CS Needs and Assets Student Survey to provide feedback. Staff also shared their input through the Staff Needs and Assets survey as well. The shared feedback and input helps drive Community Schools planning as we respond to the unique and diverse needs of our school.</p>
<p>3. Classroom-community connections: Sunnyslope Elementary recognizes the vital role of community partnerships in enriching educational experiences. By integrating community resources, expertise, and support into our school and activities, we enhance learning opportunities and broaden students' horizons beyond the traditional classroom.</p>	<p>Strengthening Classroom-Community Connections: Sunnyslope Elementary will work to forge new partnerships and deepen existing ones to provide students with real-world learning experiences aligned with academic-goals. This includes guest speakers, the Peer Assistance Leadership (PAL) program, among other opportunities. Survey data across all stakeholder groups identified a strong interest in expanded learning opportunities, including sports, clubs, and hands-on enrichment activities. These findings support the need to strengthen partnerships and provide real-world, engaging learning experiences that connect classroom learning to student interests and community resources.</p>

<p>4. A focus on continuous improvement and possibility thinking: Sunnyslope Elementary embraces a culture of continuous growth and innovation. Through the use of data, stakeholder feedback, and shared learning, we adapt and refine our practices as we encourage forward-thinking and reflective approaches that seek creative solutions to educational challenges. Through this ongoing reflection and adaptation, we strive to meet the evolving needs of our students, their families, and the community effectively.</p>	<p>Embracing Continuous Improvement: Sunnyslope Elementary implements data-informed practices to assess program effectiveness and student outcomes regularly. We use feedback from educational partners, surveys, and academic data to identify areas for growth and innovation, ensuring that our efforts continually evolve to meet the needs of our large and diverse student body.</p> <p>As part of supporting this work, Sunnyslope's Administrators, Community Schools TSA and staff will engage in ongoing professional learning focused on restorative practices, trauma-informed care, and culturally responsive strategies. These practices will foster a racially just, inclusive, and relationship-centered school climate where students feel safe, valued, and connected. Restorative approaches will remain central to building strong relationships and addressing conflict in ways that are healing rather than punitive. Additionally, targeted support will be strengthened to address the needs of marginalized student groups, including English Language Learners, through supports such as differentiated instruction, small group opportunities, and culturally responsive practices. Through this continuous cycle of improvement and reflection, Sunnyslope will ensure that systems, structures, and supports evolve to meet the needs of all students while promoting equity, belonging, and academic success.</p> <p>Additionally, teachers will continue to receive targeted training on addressing the needs of marginalized student groups (i.e., English Language Learners, chronically absent, and foster youth).</p>
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Sunnyslope has established a Community Schools Council and provides bylaws. The meetings occur four times yearly, and the council provides feedback on the Implementation Plan.

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

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

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

1. Administrators and School Leaders:

- **Meetings and Forums:** Hold regular meetings with administrators to discuss overarching goals and strategies. Administrators will also attend our Community Schools Advisory Council Meetings to provide input and share data from the SPSA and LCAP survey.
- **LCAP/SPSA:** Engage in data analysis with administrators to align the Local Control Accountability Plan (LCAP) survey data and the Single School Plan for Student Achievement (SPSA) to our Implementation Plan and our Community School objectives.

2. Certificated and Classified Staff:

- **Surveys:** Conduct surveys to gather insights on classroom needs, operational improvements, student support systems and services, and instructional strategies.
- **Examples:**
 - i. **LCAP Survey for staff:** This survey is administered to school staff, to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

- ii. **Community Schools Needs and Assets Assessment:** This survey is administered to students, families, and staff at least once yearly to determine what the areas of need/strength are at Sunnyslope.
 1. Staff needs assessment data highlights the need for increased academic and behavioral supports for students, as well as structured systems and resources to effectively implement these supports. These findings underscore the need for structured Tier 2 interventions, such as Check-In/Check-Out (CICO), to provide targeted behavioral/social emotional support for students.
 2. Staff responses also emphasize the importance of collaboration, professional learning, and coordinated efforts to meet student needs.
 3. Increased support for families in the areas of behavior and academics was noted by staff as well.
- **One-on-One Interviews:** Conduct informal interviews with staff to delve deeper into specific concerns and ideas.
- **School Staff Participation in School Leadership Groups:** Provide opportunity for discussion and valuable feedback regarding their concerns and/or suggestions regarding topics such as school safety, staff needs, teacher preparedness, technology needs, etc. The data and information gathered within those groups help to inform the development of the SPSA and Community Schools Implementation Plan.
- Building staff capacity will be essential to successfully implement identified priorities, including expanded learning opportunities, academic supports, and social-emotional interventions. This includes providing professional learning, dedicated collaboration time, and clear systems to support the implementation of expanded learning opportunities, targeted academic interventions, and social-emotional supports.
- **Examples:**
 - i. School Site Council (SSC), Community Schools Advisory Council, Booster Club, Positive Behavior Intervention and Supports Team (PBIS), Attendance Team, English Learner Advisory Council (ELAC) and School Site Leadership Team

3. Students:

- **Surveys and Small Group Discussions:** Administer surveys and facilitate small group discussions to understand student needs and aspirations.
- **Examples:**
 - i. **LCAP Survey for students:** This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

- ii. **Panorama Survey:** Sunnyslope 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.
 1. **Data:** Per Panorama School Climate Survey: School Connectedness data (3-6th graders, 2025-2026 school year), 86% of students feel they have supportive relationships in and out of school. 51% feel a sense of belonging. Our goal for the 2026-2027 school year is for at least 55% of students to feel a sense of belonging by the Winter 2026 Panorama survey. Per Community Schools Needs and Assets Assessment, 63% of 3-6th grade students responded favorably to coming to school. We aim to increase that favorable response on the NAA to at least 67%.
- iii. **Community Schools Needs and Assets Assessment:** This survey is administered to students at least once yearly to determine what the areas of need/strength are at Sunnyslope.

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4. Family Members:

- o **Surveys and Small Group Discussions:** Administer surveys to understand family needs and aspirations.
 - i. **LCAP Survey for Parents:** This survey is administered to parents to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).
 - ii. **Community Schools Needs Assessment:** This survey is administered to students at least once yearly to determine what the areas of need are at Sunnyslope. Two different Community Schools Needs and Assets Survey were shared with families during the 2025-2026 school year receiving a combined total of 81 responses (approximately 13% of families responded). Feedback themes included the following topics:
 1. Family needs assessment data indicates a strong interest in programs that support student success, including academic support, enrichment opportunities, and resources for families.
 2. Families also expressed a preference for flexible engagement opportunities, such as the possibility of recorded informational videos and in-person events, as well as a desire for continued family engagement activities.
- o **Parent Workshops:** Host workshops to educate parents on the community schools model, gather feedback on school priorities, and discuss ways to support student learning at home.
- o **Multilingual Communication:** Provide interpretation and translating services for surveys and parent workshops to ensure all families can participate effectively.
- o **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 Learner Advisory Council (ELAC), Gifted and Talented Education (GATE), Community Schools Advisory Council, and Booster Club

5. Community Members and Partners:

- **Partnership Opportunities:** Invite community partners to various events to share Community Resource Booths/Tables. Community Resource booths are an additional opportunity for resource awareness. We aim to enhance access and awareness of community partnerships and resources.
- **Examples:**
 - Neighborhood Healthcare:** Sunnyslope has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school-based dental services using a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site.

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

- **Dedicated Outreach:** Specifically reach out to these groups through targeted communication channels, including culturally and linguistically appropriate materials.
- **Community Liaisons:** Utilize our Newcomer Liaison, along with translators, to facilitate discussions, gather input, and provide support during engagement activities.
- **Focus on Accessibility:** Ensure all engagement activities, whether surveys, meetings, or engagement events, are accessible and welcoming, addressing any barriers that might hinder participation.
- **Host a Parent English Class:** Facilitate a parent English Class to help families improve their English skills and tools to not only develop their own English skills but also to help with their students' learning.

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

Safe, Orderly, and Inviting Learning Environment

- Needs assessment data from students, families, and staff, along with California School Dashboard data, indicates a need to strengthen student engagement, attendance, and social-emotional supports. Per the 2025 California School Dashboard data, we have shown improvement (reduction of CA students by 6.3%) in this area, however Chronic absenteeism remains a focus, with Sunnyslope currently in the yellow category at 19.1%, including higher rates among student subgroups such as Students with Disabilities (25.2%), and Socioeconomically Disadvantaged students (19.5%).
 - 22.8% of students shared that attendance celebrations and challenges were motivational and would help them be more successful at school.
- In addition, student and family responses highlight the importance of engaging and supportive school environments that promote belonging and connection, while staff responses emphasize the need for consistent systems and supports to address behavior and student needs.

In response, Sunnyslope will focus on maintaining a Safe, Orderly, and Inviting Learning Environment by:

- Monitoring attendance data at least monthly and implementing targeted interventions for at-risk students
 - We will focus on effective methods/strategies to increase a positive school culture/climate, such as Dino VIPs (a monthly structured lunchtime activity and goal setting) to support our chronically absent, foster/McKinney-Vento students, and/or targeted students who receive Special Education support.
- Continuing with a strong Tier 1 and Expanding Tier 2 supports, including Check-In/Check-Out (CICO) for identified students
 - Continuing implementation of PBIS and restorative practices to improve school climate and student engagement
 - Targeted and structured

	<p>recess/lunch activities such as Move it Mondays and other structured opportunities will be offered regularly to create a welcoming and engaging environment on campus, as well as to provide alternate spaces for students to play and practice pro social skills.</p> <ul style="list-style-type: none"> ○ 45.8% of students listed structured activities during recess and lunch as a way they would be more successful in school. ● SEL supports such as Wellness Wednesday, Community Circles, Calming Corners, etc. will be offered to help students develop and practice positive social skills. ● Provide additional support services for students who continue to struggle with behavior goals with the support of PICO services, PBIS team, MTSS TSA's/Peer Specialists, and Community School's TSA. ○ Providing additional mental health and behavioral support services through partnerships such as PICO <ul style="list-style-type: none"> ■ Structured SEL supports such as Dinosaur School were offered, and will be continued next year, to our TK classes to teach pro-social skills, self-regulation techniques, and positive behaviors to our youngest learners. ○ Engage students in leadership roles such as PAL (Peer Assistance Leadership) to support structured activities on campus, function as peer/cross-age role models, and positively impact school climate and culture. ○ Providing professional development opportunities for certificated and classified staff to support behavior and social-emotional needs <ul style="list-style-type: none"> ■ We will continue to support staff
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	<p>development on Restorative Practices such as Calming Corners and Community Circles to decrease student minor and major behavior incidents across campus and cultivate a safe and welcoming school climate.</p> <p>These actions aim to improve attendance, reduce chronic absenteeism, and strengthen a positive, supportive school climate.</p>
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<p>Parent and Family Engagement</p>	<p>Family needs assessment data indicates a strong interest in programs that support student success, with 46.8% of families identifying a need for programs that help improve behavior, and 68.1% identifying a need for programs to help families support their learners at home. Families also expressed a preference for flexible engagement opportunities, including recorded informational videos and in-person events.</p> <p>In addition, feedback from the Family Needs and Assets Assessment and LCAP Parent Survey highlights the need for accessible scheduling, including a variety of times for events and advance notice to support increased participation. Families also expressed the importance of continuing opportunities to be involved in their child's education through school events and activities.</p> <p>In response, Sunnyslope will:</p> <ul style="list-style-type: none"> ● Facilitate parent workshops and learning opportunities focused on academic support, behavior strategies, and understanding school systems (possibilities could include, but are not limited to: book clubs, parenting workshops, English classes, computer classes, parent academy classes, Family Learning Nights, etc.) ● Facilitate opportunities to increase parent involvement and volunteer opportunities by hosting events such as Helping Hands (schoolwide volunteers in the Community Classroom) and Mystery Readers (family members read aloud in their children's classroom) ● Continue to provide advanced notice and varied scheduling options for events to increase participation ● Enhance communication systems to ensure families are informed, connected, and able to access available resources <p>These efforts aim to build family capacity to support student learning and strengthen school-home partnerships.</p>
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<p>College and Career Ready</p>	<ul style="list-style-type: none"> ● Offer Extended Learning Opportunities that empower students through classes and clubs which may include, but are not limited to options such as: Garden Club, Wellness Wednesday, Creative Arts, STEAM, Folklorico, etc. ● These engaging programs allow students to explore self-expression, develop healthy habits, and build real-world skills by connecting creativity with nature and wellness. Per our 2025-2026 CS Student Needs Assessment, 31% of students feel that having meaningful activities that they can participate in would help them be more successful at school. 45.6% listed structured activities during recess and lunch, and 42.5% reported wanting more sports opportunities as ways they would be more successful at school. <ul style="list-style-type: none"> ○ Offer Extended Learning Opportunities for students to participate in culturally inclusive and relevant activities such as Ballet Folklorico <ul style="list-style-type: none"> ■ 47.5% noted activities such as creative arts as an area of interest. ○ Participate in sports through Intramural Sports. <ul style="list-style-type: none"> ■ Per our 2025-2026 CS Student Needs Assessment, 41.9% of students are interested in organized sports.
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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 Sunnyslope Elementary staff implement and participate in culturally relevant and responsive practices</p>	<ul style="list-style-type: none"> ● Provide for Professional Development opportunities and attendance to conferences/trainings for both certificated and classified staff centered around culturally relevant practices (including but not limited to Restorative Practices training by CS TSA or JUSD, BIAS training by CS TSA/JUSD/outside organizations, Trauma-Informed Practices training by JUSD or an outside organization, Educational Equity from JUSD or outside organizations, etc.) in order to eliminate barriers that impact our students and their families. <ul style="list-style-type: none"> ● Per our Community Schools Spring 2026 Student Survey, 61.2% of 3-6th grade students feel positively about coming to school. Our goal for the 2026-2027 school year is that at least 70%of students report favorable feelings about attending school in spring 2027.
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Ensure staff are knowledgeable and supportive regarding mental health and behavior topics

- Provide presentations and professional development opportunities (both on and off campus and through conferences/trainings) for certificated and classified staff focused on student mental health, behavior support, de-escalation strategies, social-emotional learning, and practical classroom supports.
 - Based on the current Staff Needs Assessment, 73.7% of staff identified social-emotional or mental health needs as a challenge that makes it harder for students to succeed in school. Staff also identified social skills groups (68.4%), and mental health services (68.4%) as programs and services that would help students have greater success in school.
- Current Student Needs Assessment data also shows that 29.1%(down from 43.5% in 2024-2025)of students reported feeling stressed, anxious or worried, 19.6% reported that they had a hard time controlling their emotions, and 16.5% reported that they didn't feel like they fit in at school. When asked what kind of help would make things easier, 31% selected having someone to talk to, 31% selected having activities to participate in, and 22.2% selected opportunities to join groups to make new friends.
- Family Needs Assessment data also supports this priority. 27.7 % (down from 31.0% in 2024-2025) of families identified mental health support as an area that would help their child succeed. 48.6% (up from 27.8% the prior year) identified wanting support with student behavior.

In response, Sunnyslope will strengthen staff capacity to support students through training, collaboration, and coordinated systems of support. This may include professional learning on de-escalation, behavior strategies, trauma-informed practices, and social-emotional supports, as well as continued implementation of student supports such as wellness services, small groups, behavior interventions, and calm-space or break options during the school day.

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

Community-Based Curriculum,
Pedagogy and Projects

Needs assessment and school climate data indicate a need to increase the relevance of learning and provide students with meaningful, engaging opportunities that connect to their interests and real-life experiences. According to Winter 2026 Panorama survey data, only 33% of students in grades 3–6 believe that what they are learning in school will be useful to them in the future, highlighting the need to strengthen connections between classroom learning and real-world application. We hope to see that response rate increase to at least 40%.

In addition, Student Needs Assessment data indicates interest in leadership and participation opportunities, with 22.3% of students identifying groups that they can be a part of as a way to do better in school. This reflects a need to provide accessible leadership and participation opportunities during the school day.

In response, Sunnyslope Elementary will:

- Continue implementation and expansion of the Peer Assistance Leadership (PAL) program for grades 5–6, providing structured opportunities for student leadership, peer mentoring, and school-wide engagement
 - The PAL program provides students an opportunity to be leaders on campus. They will participate by:
 - supporting with lunchtime activities, peer-to-peer individual support, cross-age mentoring, welcoming new students, presentations/skits (PBIS, behavior expectations, etc.), school-wide service projects, etc.
- Ensure leadership opportunities are accessible to all students by offering participation during the school day
- Expand community-based learning practices by connecting instruction to real-world applications, student interests, and community resources
- Explore professional development opportunities for staff on community-based learning strategies, including project-based learning, culturally relevant pedagogy, and real-world application of academic content
- Incorporate opportunities for students to engage in service-learning, leadership activities, and projects that connect classroom learning to their community
- Incorporate hands-on learning opportunities, including STEM-based activities such as building and problem-

solving using materials like Legos, to promote critical thinking, collaboration, and engagement through real-world application of academic concepts

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

Increase student engagement and create a sense of belonging

Needs assessment and school climate data indicate a continued need to strengthen student engagement and sense of belonging. According to Winter 2026 Panorama survey data, 53% of students responded favorably to the question “When you are at school, how much do you feel like you belong?”, indicating that nearly half of students may not consistently feel connected to the school community.

Additional Student Needs Assessment data further supports this need, as students identified challenges related to stress, peer relationships, and the need for support with focus and problem-solving. These findings highlight the importance of creating supportive, relationship-centered environments where students feel seen, valued, and connected.

In response, Sunnyslope Elementary will increase student engagement and create a sense of belonging by:

- Increase staff visibility and relationship-building opportunities during the school day, including regularly scheduled structured support/activities during recess and lunch
 - Greetings and welcome across campus
 - Wellness Wednesdays focused on mindfulness, social-emotional learning, and student connection
 - Move it Mondays
- Expand opportunities for student voice and participation through leadership programs, classroom engagement strategies, and school-wide activities
- Strengthen implementation of relationship-centered practices, including restorative practices and social-emotional supports
- Align engagement strategies with expanded learning opportunities (e.g., dance, sports, enrichment programs) to increase student participation and connection to school

The school's goal is to increase favorable responses on the Panorama belonging question from 53% to 55%, reflecting positive trends in student connectedness and overall school climate.

These efforts aim to create a more inclusive, engaging, and supportive school environment where all students feel a sense of belonging and connection to their school community.

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

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

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

Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Continue to engage and collaborate with parent advisory groups</p>	<ul style="list-style-type: none"> ● Participate in regularly scheduled meetings throughout the year with the various parent advisory groups at Sunnyslope (including but not limited to Booster Club, School Site Council, ELAC, etc.) ● Share relevant school data, including needs assessment r climate data, and program updates, to ensure families are able to provide meaningful input ● Create opportunities for two-way communication by gathering feedback from families and incorporating their input into school planning and decision-making processes
<p>Strengthen the Community Schools Council (CSC)</p>	<ul style="list-style-type: none"> ● Hold Community Schools Committee (CSC) meetings four times per year to review data, discuss priorities, and gather input from educational partners ● Share student, family, and staff data with committee members to support data-driven decision-making and continuous improvement ● Currently, we have approximately 7 attendees for our CSC meetings. Our goal for next year is to increase that number to 10 attendees. In order to increase participation, we will inform all educational partners in a variety of ways about the meetings and we will allow for input for times of the meetings. We will continually monitor attendance at meetings to track our progress. We also aim to empower our council members to take more active leadership roles during our council meetings and throughout the year.
<p>Develop a clear and coordinated system leadership and decision-making (Mapping of current teams and decision-making entities within the school site)</p>	<ul style="list-style-type: none"> ● Meet with the site principal and leadership teams to identify all existing teams and decision-making structures within the school site ● Attend and participate in team meetings to best understand roles, responsibilities, and current areas of focus ● Use this information to map existing structures and identify opportunities to improve coordination, communication, and alignment across teams ● Develop a streamlined system for communication and decision-making to ensure that efforts are aligned to school-wide priorities and informed by stakeholder input ● Use data from needs assessments and school initiatives to guide decision-making across all teams

<p>Expand student voice and leadership through the PAL program</p>	<ul style="list-style-type: none"> ● Sunnyslope Elementary will continue implementation of the PAL student leadership program to enhance student leadership opportunities on campus. <ul style="list-style-type: none"> ● At the end of the 25-26 school year, we had 24 students enrolled in the PAL program. Each year, we will recruit students in 5th/6th grade continuity of the PAL program. ● Students participating in PAL will support school-wide initiatives, encourage participation in Community Schools activities, and provide student voice and feedback on school programs and priorities ● The PAL program will serve as a key structure for elevating student voice and strengthening student engagement in school decision-making processes
<p>Administer and utilize Needs and Assets Assessment data to inform 597 decision-making</p>	<ul style="list-style-type: none"> ● Administer annual needs and assets assessments to students, families, and staff during the spring to ensure all voices are heard and to facilitate planning for the upcoming year ● Analyze and interpret data to identify trends, priorities, and areas of need across stakeholder groups ● Share findings with parent advisory groups, the Community Schools Council, staff, and students to support transparency and collective understanding of school priorities ● Use needs and assets assessment data to guide the development, refinement, and evaluation of the Community Schools Implementation Plan ● For the 25-26 school year, we had approximately 13% of families participate in the Family Needs and Assets Assessment surveys. Our goal for the 26-27 school year is for 25% of families to participate in the Family Needs and Assets Assessment(s).

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):

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

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

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

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

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Maintain Appropriate Behavioral Health Staffing</p>	<ul style="list-style-type: none"> ● Ensure one part-time Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP). ● Continue increasing capacity to provide mental health services and case management through partnerships and graduate-level support staff. ● Strengthen coordination between Behavioral Health staff, the Community Schools TSA, and school site teams (e.g., PBIS, MTSS, COST) to ensure a comprehensive and aligned system of support for students. ● Utilize data from needs assessments and school climate surveys to monitor student needs and adjust behavioral health supports accordingly. ● Provide training options for certificated and classified staff on Check-In/Check-Out (CICO) systems through Riverside County Office of Education (RCOE) to strengthen Tier 2 behavioral supports and ensure consistent implementation across the school site.
<p>Maintain Teacher on Special Assignment (TSA) – Community Schools Role</p>	<ul style="list-style-type: none"> ● For the duration of the CCSPP grant, maintain the role of the Teacher on Special Assignment (TSA), Community Schools, to support coordination of programs, implementation of the Community Schools strategy, and alignment of services across the school site.

<p>Provide Translation, Language Access, and Family Support for Participation</p>	<ul style="list-style-type: none"> ● Provide translation and interpretation services at family and community events to ensure accessibility and inclusive participation for all families. ● 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. ● Ensure communication materials, surveys, and resources are accessible in families' home languages to support engagement and participation in school programs and decision-making. ● Provide childcare and babysitting support during parent learning events and workshops to reduce barriers to participation and increase access for families.
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Key Staff/Personnel

<p>Marie Araux</p>	<p>School Site Principal</p>
<p>Shawn Brandon</p>	<p>Assistant Principal</p>
<p>Zoe Garcia</p>	<p>Teacher on Special Assignment, Community Schools</p>
<p>Jose Campos</p>	<p>Director, Parent Involvement and Community Outreach</p>
<p>Shayna Golbaf</p>	<p>Pupil Services Coordinator</p>
<p>Georgina Zamarron</p>	<p>Behavioral Health Therapist/Associate</p>

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

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

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

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

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen community partnerships to support student engagement and real-world learning</p>	<ul style="list-style-type: none"> ● Establish and maintain partnerships with community representatives to support culturally responsive engagement and connection to the broader community ● Collaborate with feeder high schools to create opportunities for student mentorship, leadership, and exposure to future pathways ● Provide opportunities for community members to participate in school-based activities, guest speaking, and student learning experiences ● Align partnership activities to student interests and needs identified in the needs assessment (e.g., enrichment, leadership, real-world learning) ● Determine overlap of programming and integrate programs in order to serve a larger population of students
<p>Increase family and community involvement as active contributors to student learning</p>	<ul style="list-style-type: none"> ● Create opportunities for parents and family members to share their expertise (e.g., financial literacy workshops, career talks, cultural contributions, etc.) ● Invite family members to participate in school events, workshops, and classroom-connected activities ● Provide support and outreach to ensure diverse family participation ● Align family engagement opportunities to needs and assets assessment data (e.g., academic support, behavior support, flexible engagement)
<p>Expand enrichment and wellness opportunities to support student engagement and behavior</p>	<ul style="list-style-type: none"> ● Align enrichment and wellness opportunities with student interests (e.g., sports, arts, hands-on learning, self-regulation need) identified in needs and assets assessment data ● Collaborate with staff and partners to ensure consistency with PBIS and school-wide expectations ● Provide access to community resources at school events (e.g., resource booths, outreach opportunities) ● Ensure partnerships are responsive to identified needs from student, family, and staff data

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

Sunnyslope Elementary will strengthen and expand community partnerships to support student engagement, learning, and well-being. These partnerships are aligned to needs assessment data from students, families, and staff. The following are partnerships that Jurupa Unified School District and/or Sunnyslope Elementary have established:

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

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