# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## 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

Mabel L. Pendleton Elementary School

7101 Stanton Avenue

Buena Park, CA 90621

714-521-8568

Principal: Dr. Loriann Leota

### 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:

At Pendleton Elementary School, our Community School strategy is part of our shared belief that all students deserve an inclusive, supportive, and thriving learning environment. Our vision, guided by the Buena Park School District's mission for the community schools strategy, is grounded in our shared belief development in our Steering Committee that *"Fostering Excellence Through Unity: Buena Park School District's Community Schools envision a collaborative hub where the collective strength of families, staff, and students work together to support the development of the whole child. These schools are the heart of the community and provide a sense of belonging for every child, where all student's needs are met. Prioritizing safety, high academic standards, and social-emotional support, our community schools ensure a comprehensive learning experience. Through inclusive opportunities, we strive to create trusting relationships and a true collaborative spirit among all community members. Together, we work towards elevating achievement and shaping a brighter future for every child in our community."*

Our mission honors commitment to CCSPP's framework of trust, equity, collaboration, and whole-child development. A Community School model provides the structure and partnerships needed to transform our school into a collaborative hub where families, staff, students, and community organizations work together to address the academic, emotional, and social needs of every child. By integrating support services, academic enrichment, and family engagement, we are ensuring that every student has the opportunity to succeed both in and out of the classroom.

This year during our Steering Committee, we as a site team developed our school vision for Community Schools: "Imagine Pendleton School not just as a place for learning, but as the heart of our neighborhood. Where families find support, students discover opportunity, and the entire community grows together."

Reflecting on the 2024–2025 school year, we collected 385 needs survey responses from students, families, staff, and community members. Their feedback affirmed a strong desire for deeper emotional support, access to basic needs, expanded learning opportunities, and inclusive family engagement. Our Community Schools approach is our collective answer to that call. Pendleton prioritizes safety, high academic standards, and social-emotional support to create a school climate where all students feel seen, heard, and valued. We embrace the power of inclusive partnerships and shared leadership to foster equitable outcomes and build a stronger, more connected school community.

The results of our staff, parent, and student surveys reveal both clear strengths and important areas for growth aligned with our Community Schools goals.

Staff insights show strengths to include:

- *Commitment to Student Well-being:* Staff feel strongly that students are supported socially and emotionally. There is widespread recognition of the importance of social-emotional learning (SEL) in contributing to student success and a positive school climate.

- *Positive School Culture:* Many staff members expressed pride in being part of the Pendleton community and described a collaborative and supportive school environment.

- *Family Engagement:* Staff reported that family engagement is a school-wide priority, and current communication strategies (such as flyers, electronic messages, and in-person outreach) are valued and effective.

- Staff PBIS Survey:

- PBIS staff survey data indicates strong awareness and implementation of Pendleton's schoolwide behavior expectations: Practice Safety, Act Responsibly, Work Hard, and Show Respect. Staff reported consistently teaching behavioral expectations through schoolwide behavior rotations, classroom routines, and daily instruction. Survey responses also highlighted the effective use of positive reinforcement systems, including PAW tickets and schoolwide rewards, to recognize and encourage positive student behavior.

- Additionally, staff shared that PBIS activities, rewards, and Check-In/Check-Out systems positively contribute to student engagement and overall school climate. Many teachers reported intentionally integrating PBIS expectations into classroom instruction and daily practices, helping to create a consistent, positive, and supportive learning environment for all students.

Areas for Growth:

- *Staff Collaboration:* Responses indicated a desire for more structured time and opportunities for staff collaboration and shared leadership in decision-making.

- *Expanded SEL and Behavioral Supports*: Staff highlighted a need for more training in behavior management, trauma-informed practices, and access to resources that support students' mental health and social needs.

- *Increased Access to Community Resources:* Staff suggested strengthening connections with external service providers and ensuring families are aware of available mental health, academic, and basic needs support.

PBIS Survey Areas staff identified for additional professional development included:

- Trauma-informed practices
- Restorative practices
- De-escalation strategies
- Coping skills
- Affective statements
- SEL/behavior support strategies

Staff expressed a need for:

- More consistent PBIS implementation schoolwide
- Increased support for SDC classrooms
- Additional SEL curriculum support
- Ongoing staff communication and collaboration around PBIS practices

Parent insights include the following strengths:

- *Caring Staff and Safe Environment:* The most appreciated aspects of Pendleton include supportive teachers and staff, a safe campus, and strong school communication.

- *Academic and SEL Support:* Parents value the school's commitment to academic support and social-emotional learning (SEL), noting visible efforts in tutoring, counseling, and enrichment programs.

- *Parent Involvement:* Many families appreciate existing opportunities to be involved in school activities and express a sense of connection through parent nights and school communication.

- Parents surveyed at Open house during the 2025-2026 school year:

    - Families shared strong interest in expanded academic and enrichment opportunities, with the highest areas of interest including sports programs, enrichment programs such as art, music, and STEM, after-school academic programs, and college and career activities.

The most requested family supports included:

- Academic tutoring

- Housing/rental assistance resources
- Food assistance
- Social-emotional support for students
- Mental health counseling
- Technology support and health services

Parents expressed strong interest in family engagement opportunities such as:

- Parent workshops
- Cultural celebrations
- Parent support groups
- Volunteer opportunities
- Resource fairs and community events

Feedback showed that families value opportunities to share their voice and participate in school decision-making through advisory groups and leadership opportunities.

Survey results reinforced the importance of whole child supports, including:

- Food and basic needs assistance
- Mental health and wellness services
- Before/after-school programs
- Family workshops and community resources

The needs assessment supported the school's Community Schools goals focused on:

- Reducing chronic absenteeism
- Strengthening school climate and SEL supports
- Increasing parent engagement and community partnerships

Areas for Growth:

- *Increased Access to Services:* Parents requested more resources such as food assistance, mental health support, parenting workshops, employment help, and English classes.

- *Expanded Engagement Opportunities:* Families would like more volunteering options, culturally relevant events, and ways to actively support student learning and well-being.

- *Improved Communication:* A desire for bilingual outreach and updates.

- *Behavior Support:* Parents expressed concerns about behavior management and the need for clearer intervention protocols.

- *Extracurricular Opportunitie*s: Parents showed strong interest in expanding clubs, physical activities, mentorship programs, and creative outlets for students.

Families identified barriers to participation that included:

- Work schedules
- Childcare needs
- Transportation challenges

- Language barriers and communication needs

Student strength insights:

- *Trusted Adults:* Many students reported having at least one adult on campus they feel comfortable turning to when they are feeling worried, upset, or need help. This reflects strong student-staff relationships.
- *Sense of Belonging:* Students generally indicated feeling welcome and supported at school, and many shared that they enjoy coming to school and learning.
- *Awareness of Support:* A number of students identified the school counselor and SEL lessons as helpful resources, showing that support systems are visible and being utilized.

Areas for Growth:

- *Emotional Regulation:* Some students expressed difficulty in managing emotions and resolving conflicts, pointing to a need for additional SEL instruction and emotional support strategies.
- *Extracurricular Activities:* Students indicated interest in more after-school programs, clubs, and sports opportunities to increase their engagement and sense of community.
- *Safe Spaces and Communication:* A few students requested more opportunities to talk to trusted adults, suggesting the need to expand access to safe check-in spaces and adult mentorship on campus.
- Projected 2026-2027 Wellspace on campus to address mental /social emotional for students

This summary reflects a strong foundation of care, collaboration, and community, while also highlighting key opportunities to expand support services, engagement, and inclusive practices at Pendleton Elementary.

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

To ensure inclusive participation, our Community Schools team conducted a needs assessment using multiple formats: paper surveys, QR codes, Bitly links, and Google Forms. We facilitated classroom presentations to elevate student voices and gathered feedback from teachers, staff, parents, caregivers, district personnel, and community members during staff meetings, parent meetings, Open House Night, and other outreach events. Each survey included a clear introduction explaining its purpose and emphasizing the importance of every educational partner's voice in shaping whole child support services. Questions were co-developed with input from our Steering Committee members and focused on gathering ideas to support students, families, and staff. To ensure accessibility, surveys were offered in both English and Spanish.

To engage historically marginalized student and family groups, we will take intentional steps to build trust, remove barriers, and ensure representation. This includes offering multilingual communication in home languages, providing interpretation at meetings, and hosting events at accessible times and locations. We will partner with our student and community services team to reach underrepresented groups and co-create opportunities that reflect their needs and strengths. Outreach will prioritize families of McKinney-Vento, foster youth, multilingual learners, and students with disabilities. We will also implement listening sessions, focus groups, and ongoing check-ins with these groups to continuously assess needs and improve engagement strategies.

Reflecting on the 2024-2025 school year, we have collected 385 needs survey responses from various educational partners: 53 Parents, 273 Students, and 59 Staff. Staff feedback supports a continued focus on whole-child supports aligned with the Community Schools model, including strengthening SEL, behavior supports, and family engagement. It also highlights the need for enhanced collaboration, culturally responsive communication, and access to community-based services.

During our 2025-2026 school year, our Community Schools Program Specialist Program facilitated a bilingual survey in English and Spanish to collect 88 families' responses.

Overall, our needs survey data reflects strong school-family connections and highlights clear opportunities to expand support services, deepen family-school partnerships, and further address whole child needs through the Community Schools framework. Student feedback reinforces the importance of continuing social-emotional learning, strengthening trusted adult relationships, and increasing opportunities for student engagement, all key elements that align with Pendleton's commitment to the Community Schools model and whole-child success.

**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 |
|---|---|
| Reduce *chronic absenteeism* and boost student engagement by providing integrated student supports while strengthening family engagement in alignment with the Community Schools framework. | Decrease the percentage of students identified as chronically absent by implementing targeted supports and connections to community resources. Success will be measured by: a reduction in chronic absenteeism rates as reported in attendance data and increased student attendance consistency over time. |
| Improve *school climate* by fostering student emotional engagement, reinforcing positive behaviors through PBIS and SEL implementation. | Increase the number of students who report improved emotional regulation on the SEL Survey by enhancing SEL instruction, integrated student supports, and behavior interventions. Success will be measured by: reduction in the number of office discipline referrals and behavior incidents related to emotional outbursts or dysregulation and consistent delivery of SEL lessons schoolwide, integrated student supports, including check-ins, small groups, and counseling referrals. |
| Strengthen *family engagement* and school connectedness by increasing inclusive, two-way communication and meaningful parent involvement, while promoting collaborative leadership to build trust and foster shared responsibility between families and school staff. | Increase in parent attendance at school workshops, and family engagement activities. Success will be measured by growth in the number of parents signing up to volunteer and participate in school-based committees. |

**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 |
|---|---|
| While we have not yet established specific goals for Community-Based Learning, we are committed to building our understanding of this instructional approach.<br><br>Our aim is to develop knowledge and awareness of best practices to effectively integrate it into future planning and instruction.<br><br>Our goal is for our Program Specialist to receive OCDE training on this topic to bring back to the whole staff. | 1. *Identify a Practice*<br>Choose an instructional strategy to explore that aligns with Community Based Learning.<br><br>2. *Learn & Train*<br>Attend professional development to understand the strategy and its benefits.<br><br>3. *Collaborate*<br>Discuss insights and challenges with colleagues.<br><br>4. *Explore Resources*<br>Review related lessons, materials, and tools.<br><br>5. *Reflect & Align*<br>Identify where the new practice fits or enhances current teaching.<br><br>6. *Plan Implementation*<br>Develop a step-by-step strategy to apply the practice in classrooms.<br><br>7. *Monitor Impact*<br>Use assessments and reflections to track student learning and engagement.<br><br>8. *Gather Feedback*<br>Regularly ask students and staff for input to improve approach.<br><br>9. *Document & Share*<br>Record outcomes and share best practices with your school community. |

**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 |
|---|---|
| Maintain and facilitate district-level Buena Park Community Schools Steering Committee meetings by inviting educational partners from all four participating school sites to support collaborative leadership and shared decision-making. Evidence of implementation will include calendared meeting dates, agendas, sign-in sheets, discussion items, and meeting notes that reflect collaborative planning and Community Schools implementation efforts.<br><br>The Steering Committee will also establish community norms, develop committee bylaws, and utilize a designated note taker during meetings to support organization, transparency, and effective communication. Progress will be measured through committee member attendance, participation, and engagement, highlighting the use of collaborative leadership and a democratic process in guiding Community Schools implementation across BPSD. | 1. *Establish the Purpose:* Define the role of the BPSD Steering Committee in guiding decisions, overseeing projects, and aligning with district/school goals.<br><br>2. *Invite Participants*: Reach out to a broad group of school partners, including students, families, staff, and community members.<br><br>3. *Ensure Representation:* Include members from different departments and backgrounds to reflect diverse perspectives.<br><br>4. *Set a Meeting Schedule:* Plan monthly meetings to regularly discuss Community Schools priorities and progress.<br><br>5. *Create Agendas:* Use consistent templates focused on the 4 pillars of Community Schools and key implementation goals.<br><br>6. *Share Materials:* Provide members with helpful resources such as reports, updates, and presentations ahead of meetings.<br><br>7. *Encourage Participation:* Make space for all voices to share feedback, ask questions, and contribute to the agenda.<br><br>8. *Track Decisions:* Record meeting notes, action steps, and follow-ups to stay organized and accountable.<br><br>9. *Review and Improve:* Gather input from members on how to improve the meetings and make adjustments as needed. |

| | |
|---|---|
| This year we establish site-based Community<br>Schools Advisory Meeting at Pendleton Elementary by hosting 1 meeting in April to support collaborative leadership and shared decision-making. Our goal is to have 4 CS Site Based Advisory Committee Meetings for the upcoming school year.<br><br>These meetings will<br>be guided by scheduled calendar dates and documented agendas/discussions, focused on advancing Community Schools implementation goals and fostering inclusive school-community partnerships | 1. *Define the Committee's Purpose:* Clarify the role in decision-making, project oversight, and alignment with goals.<br><br>2. *Invite Educational Partners:* Include students, parents, staff, and community members from all school sites.<br><br>3. *Ensure Diverse Representation:* Involve various departments, teams, and perspectives.<br><br>4. *Set a Meeting Schedule:* Plan monthly meetings to review and guide CCSPP implementation.<br><br>5. *Create Focused Agendas:* Use templates aligned to the four Community School pillars.<br><br>6. *Share Materials in Advance:* Distribute reports, updates, and presentations before each meeting.<br><br>7. *Encourage Participation:* Give all members a voice to share input and suggest agenda items.<br><br>8. *Document and Follow Up:* Record meeting notes and action steps to support accountability.<br><br>9. *Evaluate and Improve:* Gather member feedback and adjust practices to improve effectiveness. |

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):

At Pendleton Elementary School, our Community School is guided by a shared governance model rooted in the principles of collaboration, inclusion, and equity. Our district-wide Community Schools Steering Committee serves as the central structure for shared decision-making, ensuring that all educational partners, students, families, staff, administrators, and community organizations have a meaningful voice in shaping our Community School strategy.

The purpose of the Steering Committee is to foster collaborative leadership, moving beyond traditional hierarchical models to embrace shared ownership and responsibility. This approach builds stronger, more trusting relationships among interest-holders and leads to decisions that are broadly supported and effectively implemented. It also enhances the alignment and coordination of services, encourages innovative solutions to complex challenges, and strengthens the long-term sustainability of our school's efforts.

Key Components of Our Shared Governance System Include:

1. *Expanded Leadership:* Leadership is distributed across the school community, not limited to formal roles or titles. This includes classroom teachers, parents, support staff, and community partners. Leadership is practiced, visible, and embedded in ongoing work.

2. *Inclusive & Accessible Decision-Making:* Every voice matters. We create a welcoming environment where all partners feel comfortable contributing and where diverse perspectives inform our planning and implementation.

3. *Leadership Development:* We are committed to building the leadership capacity of all participants. This includes providing opportunities for professional learning, leadership roles, and participation in collaborative teams.

4. *Democratic Participation:* Our culture promotes shared power, equal voice, and collective responsibility. Everyone involved has the opportunity to contribute, propose ideas, raise concerns, and help make final decisions.

Our Shared Agreements and Norms Reflect:

- Create a Safe and Brave Space
- Ensure Inclusion and Participation of all voices
- Practice Active Listening and Sharing
- Promote a culture where everyone Feels Heard and Understood
- Engage and Participate with intention
- Focus on Building Connections and Relationships
- Respect each member's Right to Pass
- Support each person's Acceptance and Comfort Level in discussions

Together, these structures and agreements form the foundation of our Community School governance at Pendleton, supporting a culture where collaboration leads to meaningful change and whole-child success.

For the 2025-2026 school year, Pendleton Elementary utilizes a shared governance and collaborative leadership structure through its Community Schools Advisory Committee and districtwide Steering Committee meetings. The leadership structure includes administrator, teachers, classified staff, students, parents, and district leadership working together to support Community Schools implementation and whole child outcomes.

The Advisory Committee reviewed school goals, needs assessment data, attendance, school climate/SEL, and parent engagement efforts while providing feedback and shared decision-making opportunities. For the upcoming 2026-2027 school year, Pendleton will also collaborate with PBIS team, School Counseling supports, attendance teams, ELAC/DELAC, and community organizations to strengthen integrated student and family supports, family engagement, and positive school climate practices.

**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 |
| --- | --- |

| | |
|---|---|
| Pendleton Elementary School will sustain and strengthen its Community Schools implementation by ensuring that the Community Schools Program Specialist and Community Schools Coordinator continue to serve in full-time roles at the school site and district level.<br><br>These key staff members will lead the coordination and administration of the CCSPP grant, overseeing the integration of student supports, collaborative site leadership, and alignment of resources.<br><br>Their responsibilities will include the development and implementation of capacity-building strategies across the four pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices, and Expanded Learning Time and Opportunities.<br><br>This sustained staffing model will ensure consistent, high-quality support for students, families, and staff, and will enhance the long-term impact and sustainability of the Community Schools approach at Pendleton. | 1. *Secure Funding for Full-Time Roles:* Collaborate with district leadership to ensure ongoing budget allocation to maintain full-time Program Specialist and Coordinator positions. Align CCSPP grant funding and other fiscal resources to sustain these roles.<br><br>2. *Define and Communicate Roles and Responsibilities:* Develop clear job descriptions that outline the scope of work aligned to the four Community School pillars. Share roles and responsibilities with school leadership and staff to foster understanding and collaboration.<br><br>3. *Develop a Year-Round Implementation Plan:* Create a detailed annual calendar that outlines Community Schools initiatives, aligned to the site's needs and priorities. Include capacity-building strategies, SEL integration, resource access, and family engagement events.<br><br>4. *Facilitate Ongoing Professional Development:* Schedule and lead training for staff on Community School practices, including trauma-informed care, family engagement, and MTSS. Attend district and county-level professional learning aligned with CCSPP goals.<br><br>5. *Monitor and Evaluate Progress:* Collect data regularly such as attendance, SEL survey, and family engagement to evaluate the impact of initiatives. Use data to inform decision-making and share outcomes with staff and stakeholders.<br><br>6. *Lead Site-Based Collaborative Teams:* Facilitate monthly Community School Advisory Committee meetings to support shared decision-making. Coordinate with teachers, counselors, support staff, and community partners to align services and strategies.<br><br>7. *Strengthen Family and Community Partnerships:* Maintain partnerships with service and community providers to deliver integrated supports. Organize community resource events and provide families with ongo services.<br><br>8. *Report and Communicate Outcomes:* Provide regular updates to school leadership, staff, and families on Community School efforts and impact. Contribute to annual reporting requirements such as |

| | |
|---|---|
| | the CCSPP Annual Performance Report (APR).<br><br>9. *Plan for Long-Term Sustainability:* Identify additional funding sources or partnerships to supplement CCSPP funding. Advocate for policy and systems change at the district level to embed Community Schools practices beyond the grant. |

**Key Staff/Personnel**

| | |
|---|---|
| Dr. Loriann Leota | *Principal*<br>Serves as a district match responsible for administrative oversight of Community Schools implementation. Supports site-level leadership in advancing Community Schools goals focused on the whole child. Responsibilities include aligning site needs and guiding the development of school-based strategies for integrated support including academic, behavioral, social-emotional, and family engagement services. Plays a key role in fostering collaborative leadership, supporting school teams, and sustaining structures that promote student success and well-being across school site. |
| Shelley Michel | *Community Schools Program Specialist*<br>The Community Schools Program Specialist plays a vital role in fostering an inclusive, whole-child approach to student success at Pendleton Elementary School. This position leads the delivery of integrated student support services by building strong, collaborative partnerships with families, school staff, and community organizations. The Program Specialist works closely with the Principal, Teachers, Community Schools Coordinator, SEOC, School Counselor, and the Director of Student and Community Services to streamline the referral process and ensure equitable access to academic, behavioral, social-emotional, mental health supports, and participates in SST/IEP meetings. With a focus on cultural responsiveness and equity, the Specialist strengthens home-to-school connections, promotes open communication among all stakeholders, and provides responsive services that reflect and honor the diverse strengths and needs of our community. |
| Jacqueline Gallardo-Hoffmaster | *Community Schools Coordinator* |

| | |
|---|---|
| | Provides administrative leadership to support the coordination, alignment, and expansion of the Community Schools program at Pendleton. This role strengthens the district's and school's capacity to collaborate with community partners and ensures the implementation of a whole child framework that addresses the academic, social-emotional, and basic needs of students and families. In partnership with the Principal, Community Schools Program Specialist, and the Student and Community Services Director, this role supports and strengthens home-to-school connections by coordinating communication and resources that address the needs of students and families. |
| Fabiola Hernandez | *Student Engagement Outreach Clerk*<br>Serves as a district match liaison to support student attendance and connection to social services. In collaboration with the Community Schools Program Specialist, Community Schools Coordinator, and the Student and Community Services team, this position helps bridge home-to-school connections and promotes increased family engagement, ensuring that students and families are supported through integrated services and meaningful partnerships. |
| Desiree Reynosa | *School Counselor*<br>District match to provide targeted social emotional and academic school based counseling services to TK-5th grade students. |
| Jennifer Slichter | *School Nurse*<br>District match to provide physical health screening and resource service to TK-5th grade students. |
| Becky Hernandez | *Health Clerk*<br>District match to provide health care related intervention to assist students with physical health support services. |
| Madeline Morrison | *Director of Student and Community Services*<br>District match to provide district leadership and administrative support of mental health, physical health, attendance, behavior, discipline, student safety, welfare and social services across our school to oversee community partnerships to ensure students are effectively identified and supported. Supports district-wide implementation of the CCSPP, working closely with Program Specialist, Community Schools Coordinator and Principal to assess school site needs, coordinate resources, execute the 5 Capacity Building Strategies aligned with the 4 Pillars of Community Schools and MTSS at Pendleton. |
| Seri Hwang | *Chief Academic Officer* |

| | |
|---|---|
| | District match to provide district leadership and administrative support to support CCSPP implementation within participating school sites to oversee district leadership in collaboration with Educational Services, Principal and Director of Student & Community Services. |

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

To ensure sustainability beyond the life of the implementation grant, our district and school site are strategically integrating the five *Capacity Building Strategies* into long-term operational and financial planning. Key to this effort is embedding the roles of the *Community School Coordinator* and *Community Schools Program Specialist* into the school leadership structure through *Collaborative Leadership*, emphasizing their value and securing continued administrative and stakeholder support. Through addressing *Family and Community Engagement*, our school will strengthen partnerships with local organizations and businesses to pursue funding opportunities and in-kind resources that sustain these critical roles. Sustainability of *Expanded Learning Opportunities* will involve identifying additional funding sources and donations to support after-school and extended learning programs, which can help offset staff costs. *Integrated Student Supports* will continue through collaboration with health, social service providers and medi-cal billing who may contribute funding for mental health and other services. Finally, a strong focus on *Data-Driven* continuous improvement will support sustainability by establishing systems that track and demonstrate the impact of CCSPP staffing, providing compelling evidence to advocate for ongoing investment beyond year five. By embedding these strategies, our district and school communities are committed to maintaining the core structures that support whole child development and long-term community school success.

**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 |
|---|---|
| Pendleton Elementary School will foster collaborative community partnerships to expand the resources and support available for students and families, addressing whole child needs identified through our needs assessment. The school will strengthen connections with local organizations to provide services such as mental health support, academic enrichment, family education, and basic needs assistance.<br><br>Progress will be monitored by tracking engagement and participation in partnership activities, including the number of students and families accessing services, attending workshops, and participating in joint initiatives throughout the school year. | 1. *Assess Needs:* Conduct a comprehensive needs assessment with input from students, staff, families, and community members to identify priority areas of support.<br><br>2. *Identify Resources:* Pinpoint relevant community organizations, businesses, and agencies whose services align with the identified needs such as mental health, academic support, family engagement, and extracurricular activities.<br><br>3. *Define Objectives:* Clearly articulate partnership goals focused on supporting students and families through targeted services like social-emotional supports, parenting classes, and health services.<br><br>4. *Formalize Agreements:* Establish clear roles, responsibilities, and outcomes through formal MOUs or community partnership agreements.<br><br>5. *Engage Stakeholders:* Involve educational partners to build awareness, gather input, and align partnerships with successful implementation.<br><br>6. *Promote Services:* Communicate offerings through newsletters, events, flyers, social media, website, and front office bulletin.<br><br>7. *Evaluate Impact*: Continuously gather feedback from students, families, and partners to assess partnership effectiveness and relevance.<br><br>8. *Sustain Relationships:* Maintain regular communication, acknowledge contributions, and seek ways to deepen collaboration.<br><br>9. *Celebrate and Share Success*: Track and report outcomes highlighting the positive impact of partnerships on student and family well-being. |

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:

*10 Education Essentials for Families:* Parent education and empowerment series in partnership with Orange County Business Council to provide curriculum and workshops topics that equip families with the tools to navigate the education system and support student success.

*Giving Children Hope:* Supports students experiencing housing instability through its “We’ve Got Your Back” food program, delivering weekend nutrition, hygiene kits, and school supplies. Has provided donations to distribute to our foster youth and mckinney-vento students.

*Operation School Bell:* Provides new school uniforms and personal care items to help students feel confident and ready to learn.

*National Giving Alliance:* Provided new clothing one to wear and one to wash along with essential items to uphold student dignity and support basic needs.

*Hazel Health:* Provides tele-health mental health services for Buena Park students, offering timely access to licensed therapists who support students' emotional well-being through virtual sessions during the school day, afterhours at home or on the weekends to help to reduce barriers to mental health care.

*Care Solace:* Connects students, staff, and families with care to address mental health, substance abuse, food assistance, shelter support, and health services through a referral and follow up system.

*GRIP:* The Orange County Gang Reduction Intervention Partnership program provides intervention and prevention services to at-risk youth by partnering with schools, Buena Park law enforcement, and community organizations to promote positive behavior, parenting workshops, improve school attendance, and connect families to essential support resources.

*Big Smiles Dental:* Delivers on-campus dental care services to reduce health-related absenteeism and promote student wellness.

*Second Harvest Food Bank:* Provides a monthly mobile food pantry farmers market service to address food insecurity by offering fresh produce and groceries to our families in our BP Middle School and Whitaker school sites. We are excited to host our own Farmer’s Market for the upcoming school year to expand this resource.

*Rady’s Wellness on Wheels:* Provides physical health education and services directly on school campuses, supporting both students and families.

*The Friendly Center*: Provides resources to offer housing assistance, food access, family counseling, holiday donations and emotional well-being for families.

*Buena Park Collaborative:* The Buena Park Collaborative is a monthly networking group that brings together local agencies, community organizations, and school representatives to share resources, strengthen partnerships, and coordinate support services for students and families in the Buena Park community.

*Family Solutions Collaborative:* The Family Solutions Collaborative is a coalition of organizations in Orange County, CA, working together to coordinate services and streamline access to housing, basic needs, and support resources for families experiencing or at risk of homelessness.

*Buena Park Library:* Provides assistance for families in obtaining library cards and offers professional support for resume writing.

*Daybreak Health:* A reliable online family therapy platform dedicated to supporting the well-being and growth of children.

*Latino Health Access:* Offers a comprehensive suite of family services, including eviction prevention, financial literacy and budgeting, conflict resolution, and education on tenant rights.

*Buena Park Fire Department:* Engages with the school through fire prevention initiatives and participation in College and Career Week.

*Buena Park K-9 Officer:* Supports student development through involvement in College and Career Week.

*BPSD SRO:* Contributes to student career exploration during College and Career Week.

*Porto's:* Provides generous food donations for various school special events.

*Nissan of Buena Park:* Partners with the school for potential field trip opportunities and participation in College and Career Week.

*PTA Thrift Store:* Supports the community by donating clothing to families facing financial hardship.

**Site Level Goals and Measures of Progress**

| Goals | Action Steps |
| --- | --- |
| Pendleton Elementary School will foster collaborative community partnerships at the school site to expand access to resources and support services that address the whole child, guided by insights from our needs assessment.<br><br>Progress will be measured by tracking student and family engagement in partnership activities, including participation in services, workshops, and school-based initiatives designed to meet academic, social-emotional, and basic needs. | 1. *Assess Needs:* Gather input from students, staff, families, and the community to identify priority needs.<br><br>2. *Identify Resources:* Match needs with potential partners that offer aligned services (mental health, academics, and family support).<br><br>3. *Set Goals:* Define clear partnership objectives that address whole child needs.<br><br>4. *Formalize Agreements:* Establish MOUs or agreements outlining roles, responsibilities, and expected outcomes.<br><br>5. *Collaborate Internally:* Engage staff and educational partners to support and integrate partnerships into school systems.<br><br>6. *Promote Services:* Share information about partnerships with families and the community through communications.<br><br>7. *Evaluate Impact:* Gather feedback and assess effectiveness to ensure services are meeting needs.<br><br>8. *Build Relationships:* Maintain strong, ongoing communication and recognize contributions.<br><br>9. *Share Success*: Track and report on outcomes to highlight progress and celebrate achievements. |

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.