

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

Rosa Parks Elementary School, Celinna Pinelo, Principal

Phone: (310) 603-1401

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 (Relationship Focus)
2. Shared power (Shared input)
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 our school, the answer to the question, "Why a Community School for our school?" is rooted in our commitment to ensuring that every student and family feels valued, supported, and connected to the school community. As a Community School, we recognize that student success is strengthened when schools, families, community partners, and staff work together to address the academic, social-emotional, and wellness needs of the whole child.

Our understanding of the California Community Schools Framework is reflected through the Overarching Values. We are committed to creating racially just, relationship-centered spaces by fostering a welcoming and inclusive environment where all students, families, and staff feel a sense of belonging and have opportunities to build meaningful relationships. Through family engagement events, student voice opportunities, restorative practices, and culturally responsive programming, we strive to ensure that every member of our school community feels seen, heard, and respected.

Shared power is central to our Community Schools approach. We actively engage students, families, staff, and community partners in decision-making through our Community Schools Advisory Council, school leadership teams, surveys, focus groups, and ongoing feedback opportunities. These structures help ensure that school priorities and resources are informed by the voices and experiences of those most impacted by our work.

We believe that strong classroom-community connections enhance learning and student engagement. Through partnerships with local organizations, expanded learning opportunities, family workshops, community-based learning experiences, and enrichment programs, we connect classroom learning to real-world experiences that reflect the strengths and assets of our community.

A focus on continuous improvement and possibility thinking guides our implementation efforts. We regularly review data, gather stakeholder feedback, and reflect on outcomes to identify strengths, address challenges, and refine our practices. This continuous improvement process allows us to remain responsive to the evolving needs of our students and families while maintaining a shared vision for student success.

To further ensure these values are reflected in our Community Schools work, we will continue strengthening our developmental plans by expanding stakeholder engagement opportunities, increasing student and family leadership roles, deepening partnerships that align with identified needs, and utilizing data-driven decision-making processes. Through ongoing capacity-building efforts, professional learning, and collaborative planning, we will sustain a shared commitment to creating equitable, inclusive, and supportive conditions that allow all students, families, and staff to thrive.

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.

As we continue the implementation of our Community Schools initiative, we recognize the importance of deepening our needs and assets assessment process to ensure that the priorities, goals, and vision for our school are truly reflective of the voices and experiences of the entire school community. While initial assessments provided valuable insight into strengths and areas of need, our next phase of implementation will focus on expanding participation, strengthening relationships, and creating multiple opportunities for meaningful engagement.

To engage administrators, certificated staff, and classified staff, we will utilize surveys, collaborative meetings, professional learning community discussions, and focus groups to gather input on school climate, student needs, existing assets, and opportunities for improvement. Staff members will also participate in visioning exercises that help identify shared priorities and desired outcomes for students and families.

Student voice will remain a critical component of our engagement efforts. We will conduct student surveys, classroom discussions, focus groups, and leadership forums to better understand students' experiences, strengths, challenges, and aspirations. Students will have opportunities to share recommendations regarding school culture, academic supports, wellness services, enrichment opportunities, and community engagement efforts.

Family engagement will be strengthened through multilingual surveys, listening sessions, family forums, one-on-one conversations, and Community Schools Advisory Council meetings. These opportunities will be offered at various times and formats to maximize participation and reduce barriers to engagement. Families will be invited to help shape priorities, provide feedback on programs and services, and contribute to the development of a shared vision for the school community.

Community members and community partners will be engaged through partnership meetings, stakeholder forums, interviews, and collaborative planning sessions. These conversations will help identify community assets, resources, and opportunities to align services and supports with the needs identified by students, families, and staff. Community partners will play an active role in helping the school leverage existing strengths and expand access to resources that support student success and family well-being.

Particular attention will be given to engaging historically marginalized student and family groups, including multilingual families, families of students with disabilities, foster youth, students experiencing housing instability, and families who have traditionally been underrepresented in school decision-making processes. To ensure equitable participation, we will provide translated materials, interpretation services, flexible meeting options, childcare when possible, and outreach through trusted staff members and community partners. We will also conduct targeted focus groups and listening sessions to create safe and welcoming spaces where participants can share their experiences and perspectives.

Throughout this process, we will use a continuous improvement approach to analyze feedback, identify themes, and communicate findings back to stakeholders. By intentionally engaging all interest-holders and centering the voices of those who have historically been underserved, we will develop a shared vision and set of priorities that reflect the strengths, needs, and aspirations of our entire school community.

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
Priority 1: Strengthen Integrated Student Supports (Whole Child and Family Supports Inventory)	Our school community has identified the importance of addressing the academic, social-emotional, behavioral, health, and wellness needs of students through a coordinated system of supports. We will continue to strengthen partnerships and referral systems that connect students and families to services such as mental health supports, attendance interventions, case management, basic needs resources, and enrichment opportunities. By integrating these supports, we aim to remove barriers to learning and ensure students are prepared to succeed both inside and outside the classroom.
Priority 2: Expand Authentic Family and Community Engagement	We anticipate that families and community members will continue to express a desire for meaningful opportunities to participate in school decision-making and contribute to student success. We will focus on increasing family leadership opportunities, strengthening communication systems, and creating inclusive engagement practices that elevate the voices of all families, particularly those who have been historically underrepresented. Through collaborative partnerships and shared decision-making structures, we will build stronger connections between the school and the community it serves.
Priority 3: Foster a Positive, Inclusive, and Restorative School Climate	Students, families, and staff have consistently emphasized the importance of creating a safe, welcoming, and supportive learning environment where every individual feels valued and connected. We will continue to strengthen relationship-centered practices, social-emotional learning, restorative approaches, and positive behavior supports to promote a strong sense of belonging for all students. This priority will focus on improving student engagement, attendance, and overall well-being while cultivating a school culture that celebrates diversity and promotes equity.

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

Goal 1: Increase educator understanding of students, families, and community assets to strengthen relationship-centered learning environments.

Action Steps:

- Conduct student and family interest, culture, and strengths surveys to better understand the experiences and assets students bring to school.
- Provide professional learning on asset-based practices, funds of knowledge, community cultural wealth, and culturally responsive teaching.
- Create opportunities for educators to engage with families through family events, listening sessions, classroom activities, and community-based experiences.
- Utilize student voice activities and focus groups to help educators better understand student perspectives, interests, and aspirations.
- Incorporate discussions of community strengths and cultural assets into staff meetings and professional learning communities.

Goal 2: Build educator capacity to implement Community-Based Learning that connects academic content to students' lived experiences and local community resources.

Action Steps:

- Provide professional development on the theoretical foundations and practical elements of Community-Based Learning.
- Support teachers in designing lessons and projects that connect grade-level standards to local issues, community resources, and student interests.
- Establish partnerships with community organizations, businesses, and local leaders to provide authentic learning opportunities for students.
- Encourage the use of guest speakers, field experiences, service-learning projects, and community-based inquiry activities within classroom instruction.
- Create opportunities for teachers to collaborate, share best practices, and reflect on Community-Based Learning implementation through professional learning communities and instructional planning meetings.

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

Goal 1: Strengthen shared decision-making by increasing meaningful participation of students, families, staff, and community partners in school planning and implementation.

Action Steps:

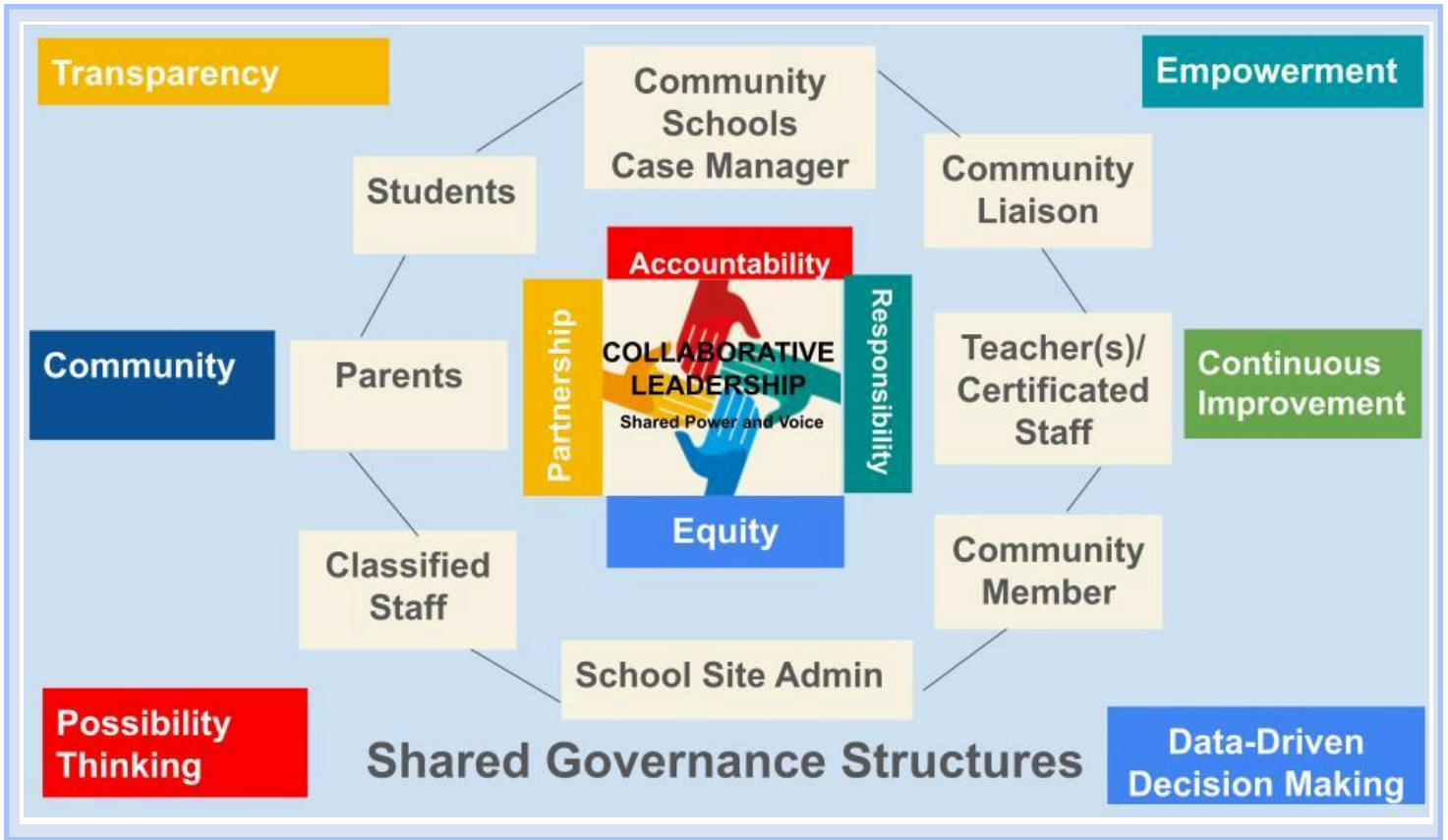
- Continue to strengthen the Community Schools Advisory Council (CSAC) as a representative shared leadership structure that includes students, families, certificated staff, classified staff, administrators, and community partners.
- Conduct regular stakeholder surveys, listening sessions, and focus groups to gather input on school priorities, programs, and resource allocation.
- Provide opportunities for students and families to participate in leadership roles and decision-making processes related to school improvement efforts.
- Share data, progress updates, and implementation outcomes with stakeholders to promote transparency and informed decision-making.
- Ensure meetings and engagement opportunities are accessible through translation services, flexible scheduling, and multiple participation formats.

Goal 2: Build collaborative leadership structures that promote shared ownership, coordination of services, and continuous improvement.

Action Steps:

- Map and assess existing school leadership teams, committees, and community partnerships to identify opportunities for alignment and collaboration.
- Establish regular collaboration between the Community Schools Advisory Council, PBIS team, School Site Council, ELAC, and other school leadership groups to ensure coordinated planning and implementation.
- Develop leadership capacity among staff, families, students, and community partners through training and professional learning opportunities focused on collaborative leadership and shared governance.
- Utilize stakeholder feedback and data to guide continuous improvement efforts and inform decision-making.
- Create systems for monitoring progress toward Community Schools goals and regularly communicate outcomes to all interest-holders.

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):



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

Goal 1: Ensure staffing structures effectively support the academic, social-emotional, and wellness needs of students and families.

Action Steps:

- Maintain a site-level Community Schools Coordinator position to facilitate implementation, coordinate services, strengthen partnerships, and support student and family engagement.
- Collaborate with district leadership and school staff to regularly assess student and family needs and align staffing and services accordingly.
- Utilize Community Schools, district, and partner resources to provide integrated supports that address identified barriers to student success.
- Strengthen collaboration among administrators, teachers, support staff, community partners, and student services personnel to ensure coordinated support for students and families.
- Monitor the effectiveness of staffing and support structures through data analysis, stakeholder feedback, and continuous improvement processes.

Goal 2: Develop sustainable staffing and that support long-term Community Schools implementation.

Action Steps:

- Collaborate with district leadership, including the LEA-level Community Schools leadership team, to align Community Schools goals, staffing, and funding priorities.
- Support district efforts to recruit, hire, and retain diverse and multilingual staff who reflect and understand the cultural and linguistic backgrounds of the school community.
- Identify and leverage multiple funding sources, including state and federal grants, district resources, and community partnerships, to sustain key Community Schools positions and services.
- Develop a long-term sustainability plan that prioritizes maintaining core staffing, integrated student supports, family engagement efforts, and partnership coordination beyond grant funding.
- Regularly review staffing needs, funding allocations, and program outcomes to ensure resources continue to support identified community priorities and student needs.

Key Staff/Personnel

Principal	Celinna Pinelo
Instructional Lead	Kieisha Meeks
Community Schools Case Manager	Irene Luna
Community Liaison	Vacant
Community Schools Coordinator	Dawn Green
Social Emotional Learning Specialist	Michaela Gutierrez
Licensed Clinical Social Worker	Gabriela Aguayo
Psychologist	Kelsy Trinh
Health Technician	Gabriela Pulido

Describe the plans or steps you are considering to build sustainability beyond the life of your 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
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Goal 1: Strengthen strategic community partnerships that support the academic, social-emotional, health, and enrichment needs of students and families.	Action Steps: • Identify, develop, and maintain partnerships with community-based organizations, higher education institutions, local businesses, health and wellness providers, and family-serving agencies that align with identified school and community needs. • Engage community partners as active members of the Community Schools Advisory Council and other shared leadership structures to support planning, implementation, and continuous improvement efforts. • Establish clear partnership agreements that outline shared goals, responsibilities, and expected outcomes for students and families. • Regularly evaluate partnership effectiveness through stakeholder feedback, participation data, and impact measures to ensure services remain responsive to community needs. • Expand opportunities for partners to provide family workshops, student enrichment programs, mentoring, wellness services, and community-based learning experiences.
Goal 2: Create sustainable systems that embed community partnerships into the long-term work of the school.	Action Steps: • Develop a partnership inventory and resource map to identify existing assets and opportunities for expanding community supports. • Integrate community partner participation into ongoing school planning, needs assessment, and decision-making processes. • Build the capacity of staff and partners to collaborate effectively through regular communication, planning meetings, and shared professional learning opportunities. • Establish systems for documenting partnership contributions, outcomes, and impact to support continuous improvement and future funding opportunities. • Align partnership efforts with school improvement goals and Community Schools priorities to ensure sustainability beyond individual grants or funding cycles.

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:

Our school has established, and will continue to expand, strategic partnerships that align with the needs, strengths, and priorities identified by students, staff, families, and community members through surveys, listening sessions, advisory council meetings, and ongoing stakeholder engagement. These partnerships are designed to support the academic, social-emotional, health, wellness, and enrichment needs of the whole child while strengthening family engagement and community connections.

Current and planned partnerships include mental health and wellness providers, youth development organizations, higher education institutions, local businesses, nonprofit organizations, and community agencies that offer services such as counseling, mentoring, family support services, after-school enrichment, attendance interventions, health resources, and college and career awareness opportunities. Partnerships will also support student leadership development, family education workshops, community-based learning experiences, and access to basic needs resources.

To ensure partnerships remain responsive to the vision and priorities of our school community, community partners will be actively engaged in planning, implementation, and continuous improvement efforts through participation in the Community Schools Advisory Council, stakeholder meetings, and collaborative planning sessions. Feedback from students, families, staff, and partners will be regularly collected and analyzed to assess effectiveness and identify emerging needs.

Particular attention will be given to partnerships that support historically underserved student groups and families by increasing access to culturally and linguistically responsive services. Through these collaborative relationships, we will leverage community assets and resources to create a coordinated system of support that promotes student success, family well-being, and a strong sense of belonging within the school community.

As community needs evolve, we will continue to assess existing partnerships, identify service gaps, and develop new partnerships that align with our Community Schools priorities. This ongoing process will ensure that our partnership network remains relevant, responsive, and sustainable in supporting the long-term vision of our school community.

- **Social Emotional Wellness:** Thriving Thursday sessions with our SEL Specialist to build resilience and emotional regulation
- **Physical Health:** 100 minutes of physical education weekly and Vision to Learn screenings to ensure student wellness

- **Multi-Tiered Systems of Support (MTSS):** PBIS framework with Check-in/Check-out systems to support positive behavior and academic progress
- **Enrichment and Engagement:** Science Fair, Mindfulness Meditation, and Motivational Speakers to inspire curiosity and personal growth
- **Community Health Partnerships:** St. John's Vaccination Clinic and Health Collaborative providing accessible health services
- **Parent and Student Workshops:** Offering education on topics that support family engagement and student development
- **Gender-Specific Conferences:** Girls and Boys conferences to address unique challenges and opportunities for our youth

Collaboration with Educational Partners

We maintain strong relationships with a variety of partners to provide resources and enrich learning experiences, including:

- Los Angeles Dodgers for student incentives and community engagement
- Local restaurant donations supporting school events
- Avance Latino and Early Childhood Education programs fostering family literacy and early learning
- Think Together and STEM programs providing after-school enrichment and academic support
- Saturday School opportunities for academic reinforcement
- Collaboration with Crossroads to implement parent workshops and additional mentoring support

Continuous Supports that Promote Lifelong Learning and Success

Our school is committed to providing ongoing supports that prepare students for future success, such as:

- PBIS to reinforce positive behaviors
- College and Career Readiness activities including Career Day and FAFSA support
- Arts Festival celebrating creativity and cultural expression
- Financial Literacy classes empowering students with essential life skills

- Partnerships with community agencies like DPSS and DPH to address family needs
- Collaborations with local community colleges for career exploration
- Motivational assemblies featuring speakers like Eugene Hamilton to inspire students
- After-school learning enrichment programs to extend academic support beyond the classroom

This comprehensive vision and set of partnerships exemplify our commitment to fostering an equitable, supportive, and enriching educational environment where every member of our school community has the opportunity to thrive.

Site Level Goals and Measures of Progress

Goals

Action Steps

Family Engagement and Support

- Increase family representation on the Community Schools Advisory Council, School Site Council, and other leadership groups.
- Provide regular updates through newsletters, social media, ParentSquare, and family meetings.
- Offer interpretation and translation services to ensure equitable access to information and participation.
- Host workshops focused on academics, social-emotional wellness, digital literacy, and college and career awareness.
- Connect families to community resources, including health services, mental health supports, food assistance, and housing resources.
- Partner with community organizations to provide family education and support programs.
- Create opportunities for families to volunteer and participate in school events and activities.

Staff Support and Collaboration	• Create opportunities for certificated and classified staff to participate in Community Schools planning and implementation. • Facilitate regular collaboration between the Community Schools Advisory Council, PBIS team, and other site leadership groups. • Utilize staff surveys and feedback sessions to inform school improvement efforts. • Share Community Schools progress and outcomes during staff meetings and professional development opportunities. • Implement staff wellness activities and opportunities for relationship building. • Recognize and celebrate staff contributions throughout the school year. • Connect staff to available district and community wellness resources.
Positive School Climate	• Continue implementing PBIS and restorative practices to foster a safe, inclusive, and supportive school environment. • Provide opportunities for students to develop leadership skills and contribute to school culture initiatives. • Facilitate classroom community-building activities and social-emotional learning lessons. • Use student voice surveys and focus groups to identify climate needs and improvement opportunities. • Expand student recognition programs that celebrate positive behavior, growth, attendance, and leadership. • Provide enrichment opportunities, clubs, and activities that reflect student interests and cultural backgrounds. • Organize schoolwide events that promote inclusion, belonging, and community building. • Monitor school climate data, attendance, and behavior indicators to inform continuous improvement efforts.

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