

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:

Peralta Elementary 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

Peralta Elementary School
Principal: Melinda Schlosser
Jurupa Unified School District
Phone: (951) 222-7701

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.

Peralta Elementary School's 2026–2027 Community Schools Implementation Plan is directly aligned to the schools's 2026-2027 School Plan for Student Achievement (SPSA), with a focused emphasis on improving mathematics achievement, strengthening English Learner progress, and addressing chronic absenteeism among identified student groups. The plan builds upon the strong systems, programs, and partnerships established during the 2025–2026 school year, including PBIS implementation, expanded learning opportunities, attendance interventions, family engagement structures, and community partnerships.

The focus for 2026–2027 is to deepen implementation by aligning Community Schools strategies directly to measurable student outcomes and identified needs from the California School Dashboard and SPSA. Data indicates continued need in Mathematics, English Learner progress, and chronic absenteeism.

This plan reflects a shift from implementing programs to ensuring **coherence, impact, and continuous improvement**, with clear alignment to the four pillars of Community Schools and the goals outlined in the SPSA as we move towards sustainability.

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:

Peralta Elementary School’s implementation of the Community Schools model is grounded in a whole-child, equity-driven approach that prioritizes strong relationships, shared leadership, and culturally responsive practices. This work continues to reflect the California Community Schools Framework and SPSA priorities through the following overarching values:

Peralta fosters **racially-just, relationship-centered spaces** through the continued implementation of PBIS, restorative practices, and social-emotional learning (SEL) that support student engagement and belonging. These systems have contributed to a positive school climate and low suspension rates. For 2026–2027, the focus will expand to strengthening student belonging and connectedness, particularly for students with disabilities and other identified subgroups experiencing higher rates of absenteeism or lower academic performance.

The school promotes **shared power** through established leadership structures including SSC, ELAC, PTO, and the Community Schools Council. Moving into 2026–2027, these groups will transition from primarily advisory roles to more active, data-driven decision-making bodies. Special attention will be given to increasing representation and voice of English Learner families and historically marginalized groups. Community Schools structures will support collaborative decision-making around targeted math intervention, English Learner development, family engagement, and culturally relevant instructional practices.

Peralta strengthens **classroom-community connections** by integrating family engagement, community partnerships, and expanded learning opportunities to instructional priorities. This includes supporting targeted math instruction, English Learner development and culturally relevant teaching practices.

Peralta's commitment to **continuous improvement and possibility thinking** is demonstrated through the school's use of multiple data sources, including CAASPP, ELPAC, NWEA, Panorama and LCAP surveys, Community Schools Needs Assessments, and attendance data. For 2026–2027, Peralta will implement structured quarterly data cycles to monitor progress, evaluate programs, identify trends, and adjust strategies in alignment with SPSA goals, including a focus on math achievement, English Learner progress, and targeted attendance interventions.

Developmental priorities for this year include strengthening restorative practices, expanding inclusive leadership structures, aligning programs to measurable outcomes, and building a stronger connection between Community Schools strategies and student achievement data.

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.

Peralta Elementary will deepen its needs and asset assessment (NAA) process by expanding engagement strategies to ensure meaningful participation from all educational partners and stakeholders with a focus on equity and representation.

The school will continue to utilize multiple data sources, including LCAP surveys, Panorama surveys, Community Schools Needs Assessments, CAASPP, ELPAC, NWEA, and attendance data. These tools will be used to identify trends, monitor the performance of subgroups, and help guide decision making.

Administrators and staff will engage in regular data analysis cycles aligned with SPSA goals, including monitoring NWEA data and classroom assessments to identify students in need of targeted support. Certificated and classified staff will participate in surveys, professional learning communities, and reflections to identify student support and instructional needs. Teachers will use this data to provide intervention, particularly in mathematics and English language development.

Students will be engaged through surveys, classroom discussions, and structured listening sessions to better understand their experiences related to belonging, engagement, and learning. Student voice will play a more active role in guiding expanded learning opportunities and school climate efforts.

Families will be engaged through multilingual surveys, focus groups, and workshops. Additional support will be provided during school events to increase participation, especially among English Learner families and families of students experiencing attendance challenges.

Community partners will participate in asset mapping and program alignment to ensure services support SPSA priorities, including academic intervention, attendance support, and mental health services.

Intentional outreach will be conducted to engage historically marginalized groups, including English Learners, students with disabilities, and families impacted by chronic absenteeism. Strategies will include translation services, flexible meeting opportunities, including childcare, and targeted invitations to ensure diverse participation.

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
Improve Attendance and Student Engagement	• Reduce chronic absenteeism of Hispanic students from 18% to 16% • Reduce chronic absenteeism of Students with Disabilities from 21.9% to 20% • Increase student engagement and school connectedness as measured by Panorama survey data and participation in school activities • Increase participation in attendance interventions, including Check In/Check Out (CICO), attendance mentoring, and family outreach supports • Increase family participation in attendance-related workshops, meetings, and school engagement opportunities • Improve communication and collaboration between school staff, families, and community partners to address barriers impacting attendance

Strengthen English Learner Progress and proficiency scores	● Increase English Learner Progress Indicator (ELPI) performance level from 38.9% to 42% ● Increase access to targeted English language development supports ● Increase reclassification rates (currently declined to 4.7%) ● Improve ELPAC performance, particularly in reading and writing domains ● Increase implementation of QTEL instructional strategies across classrooms ● Increase access to targeted English Learner supports, including bilingual tutoring and ELD interventions ● Increase student growth as measured by NWEA and CAASPP
Strengthen School Climate, Belonging, and Student Connectedness	● Increase student sense of belonging from 59% to at least 62% by the end of the 2026–2027 school year as measured by Panorama survey data ● Improve student perceptions of school safety, inclusion, and emotional support ● Increase implementation of Tier 1 SEL, PBIS, and restorative practices schoolwide ● Increase participation in student leadership opportunities, mentoring programs, and school-connected activities ● Reduce chronic absenteeism through increased student engagement and connectedness ● Strengthen relationships among students, families, and staff through community-building events and culturally responsive practices ● Increase opportunities for mentoring, peer leadership, restorative circles, wellness activities, student clubs, culturally responsive events, and inclusive schoolwide engagement opportunities that strengthen belonging and connectedness.

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
Increase culturally relevant and community-connected instruction	• Provide professional development on culturally responsive teaching and inclusive instructional practices • Integrate student cultural and linguistic backgrounds into classroom instruction • Incorporate real-world applications into ELA and math lessons
Strengthen student engagement and voice in learning	• Expand project-based and community-connected learning opportunities • Increase opportunities for student leadership and voice through programs such as PAL • Use student feedback from NAA surveys and Panorama to inform instructional practices and school programs
Align extended learning opportunities with academic priorities	• Provide targeted after-school and extended learning programs focused on ELA, Math, and English Learner support • Expand access to enrichment opportunities including STEAM, arts, and leadership programs • Partner with community organizations to provide tutoring and mentoring • Provide materials, supplies, technology, enrichment resources, transportation, participant support items, program incentives, and contracted services necessary to support academic intervention, student engagement, expanded learning opportunities, culturally responsive programming, and family participation.

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.

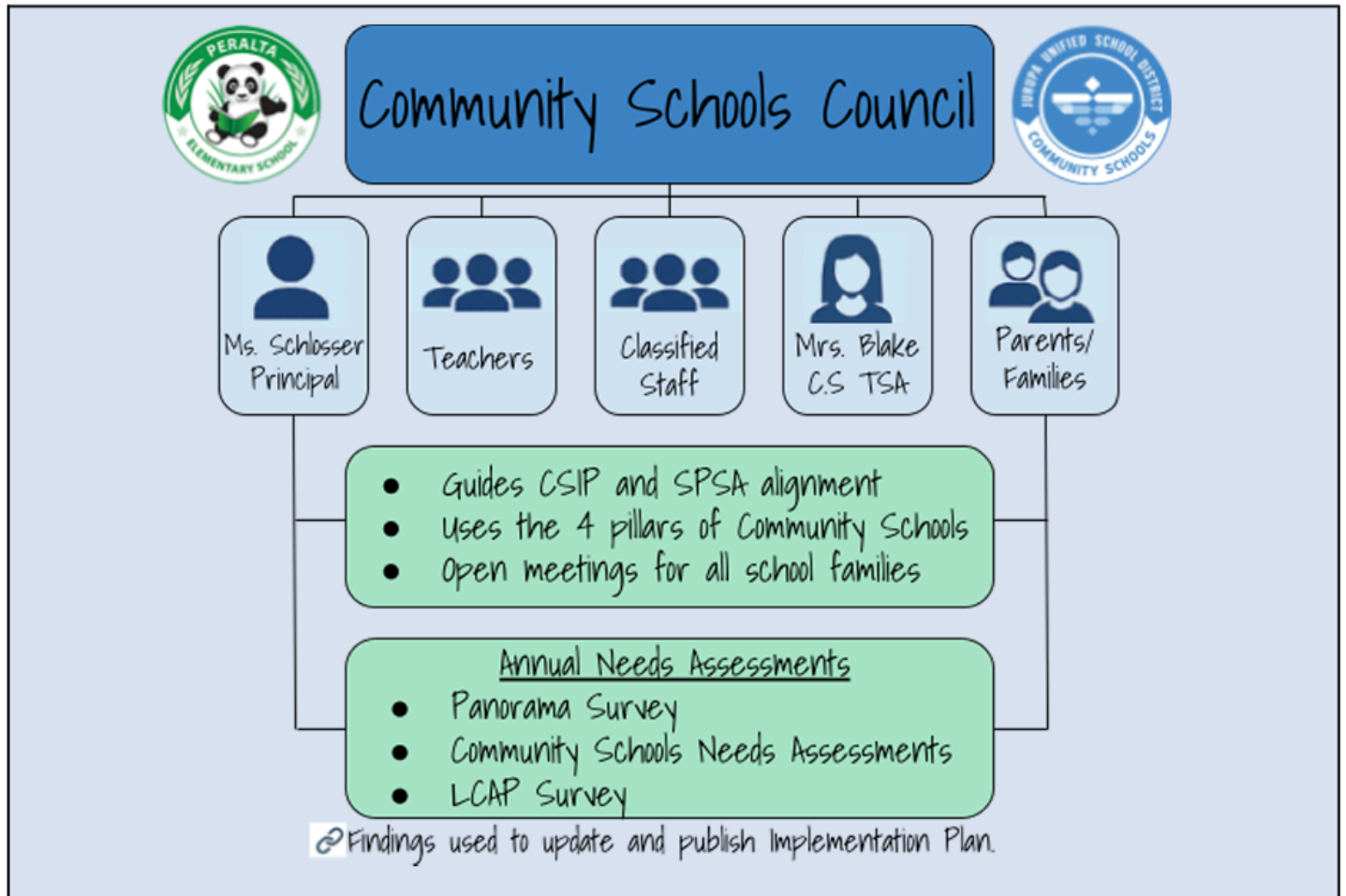
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen data-driven shared leadership structures	- Align the work of SSC, ELAC, PTO, and Community Schools Council with SPSA and Dashboard priorities - Conduct quarterly data review cycles with stakeholders - Provide training to stakeholders on interpreting and using data
Increase authentic family leadership and engagement	- Expand leadership opportunities for families through SSC, ELAC, and Parent Academy - Provide parent leadership training and workshops - Increase participation of underrepresented groups, particularly English Learner families - Provide materials, translation services, childcare, technology access, refreshments, communication tools, and participant support items necessary to increase family engagement, participation, leadership development, and access to trainings and workshops.
Improve coordination and integration of student supports	- Align MTSS, PBIS, SEL, and attendance systems - Strengthen collaboration among staff, administrators, and community partners - Ensure coordinated delivery of academic, behavioral, and social-emotional supports

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):

Peralta's shared governance structure includes SSC, ELAC, PTO, and the Community Schools Council, as outlined in the organizational structure developed in the 2025 implementation plan. These groups work collaboratively to review data, provide input, and guide decision making. In 2026-2027, these structures will be more intentionally aligned to ensure that decisions are data-driven, inclusive, and focused on improving student outcomes.



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
Build staff capacity to support math and English learner achievement	• Provide professional development in math instruction, QTEL strategies, and intervention practices • Expand training in restorative practices and trauma-informed care • Support implementation of data-driven instruction • Provide professional learning materials, curriculum resources, instructional supplies, conference opportunities, and contracted training services to strengthen staff capacity in mathematics instruction, QTEL strategies, SEL, restorative practices, and culturally responsive teaching.
Align staffing and resources to student needs	• Maintain Community Schools TSA and intervention supports • Leverage funding sources (LCAP, Title I, CCSPP) to support math and EL programs • Expand access to mental health and academic support staff

Key Staff/Personnel

Melinda Schlosser, Principal	Oversees implementation and alignment to SPSA
Tara Blake, Community Schools TSA	Coordinates programs, partnerships, and interventions
Alyssa Morales, EL Facilitator	Supports English Learner instruction and progress
Leland Oliver, Behavioral Health Associate	Provides mental health and SEL support

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

Peralta will sustain Community Schools implementation by aligning all efforts with SPSA and LCAP priorities, leveraging multiple funding sources, and expanding partnerships.

The school will continue to build staff capacity and institutionalize effective practices, ensuring long-term sustainability of integrated supports and services.

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
Align partnerships to SPSA priority areas	- Align partnerships to support literacy and math achievement, English Learner progress, and attendance - Evaluate partnership effectiveness using student outcome data - Expand partnerships that provide academic and mental health support
Expand access to integrated supports for families	- Increase access to tutoring, mental health services, and family resources - Provide family workshops aligned to SPSA priorities - Strengthen coordination between school and community services - Provide wellness resources, student support materials, supplies, enrichment items, referral services, and partnership-based programming that support student mental health, attendance, engagement, academic achievement, and school connectedness.

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:

Peralta Elementary School continues to maintain and strengthen partnerships with organizations that provide academic, behavioral, mental health, wellness, attendance, enrichment, and family support services aligned to identified SPSA and Community Schools priorities. Current and ongoing partnerships include organizations such as Reach Out, Riverside University Health System (RUHS), Neighborhood Healthcare, Stepping Stones, local tutoring and mentoring organizations, family resource agencies, and other community-based organizations that support the academic, social-emotional, and wellness needs of students and families.

For the 2026–2027 school year, partnerships will continue to be intentionally aligned to identified school priorities, including improving mathematics and ELA achievement, strengthening English Learner progress, reducing chronic absenteeism, increasing student belonging and engagement, and supporting student wellness and school connectedness. Community partners will collaborate with staff, students, and families to provide integrated supports and services that address barriers to learning and improve access to opportunities both during and beyond the instructional day.

Partnerships may support a variety of schoolwide and targeted services, including academic intervention, tutoring, mentoring, bilingual and English Learner supports, attendance interventions, mental health and behavioral health services, wellness activities, restorative practices, family engagement programs, leadership development opportunities, culturally responsive programming, expanded learning opportunities, and enrichment activities connected to student interests and community needs.

Community partners may assist with schoolwide events, family workshops, student leadership activities, attendance campaigns, community-building events, SEL and wellness programming, after-school activities, culturally responsive celebrations, and other opportunities designed to strengthen relationships among students, families, staff, and the broader school community.

To support implementation of partnership-based programming and services, Community Schools resources may be utilized for materials, supplies, technology, communication tools, translation services, transportation, contracted services, enrichment resources, wellness resources, participant support items, program incentives, and other supports necessary to increase student access, family participation, engagement, and successful implementation of Community Schools initiatives.

Peralta Elementary will continue to evaluate the effectiveness of partnerships through educational partner feedback, participation data, Panorama surveys, attendance data, academic progress monitoring, and other local measures to ensure partnerships remain responsive to the evolving needs and priorities of students, staff, families, and community members.