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

Palm Lane Global Academy (PLGA)
CDS: 30-66423-6027379
Grades: TK-6
Address: 1646 West Palm Ln. Anaheim, CA 92802
Phone: (657) 213-8980
Contact: Debby Prado, Principal
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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:

Palm Lane Global Academy's commitment to becoming a community school is rooted in our mission to create a transformative TK-6 learning experience that builds strong STEAM foundations while serving our diverse student population of 81% Hispanic, 36% English Learners, and 89% Socioeconomically Disadvantaged students. Our community school vision directly addresses the challenges we face, including pandemic-related academic declines, increased needs for social-emotional support, and high chronic absenteeism rates.

Racially-Just, Relationship-Centered Spaces

As a school serving predominantly historically underserved students, our commitment to racial justice and relationship-centered spaces is fundamental to our community school approach. We are building upon our existing inclusive educational model to create:

- An expansion of our Coordination of Scholar Support Services Team (COSST) to integrate cultural responsiveness into our intervention strategies.
- Enhanced professional development that builds on our full inclusion model to address the specific needs of our English Learners and Students with Disabilities
- Cultural celebration programs that honor our diverse student population, particularly our Hispanic community which comprises 81% of our student body
- Targeted support systems that address the unique challenges faced by our socioeconomically disadvantaged students while celebrating their strengths and cultural wealth

Shared Power

Building on our established CCSPP Steering Committee's (representing educators, staff, parents, students, administrators, and community members/partners) successful work over the past 18 months, we are deepening our commitment to shared power through:

- Expanding our existing committee structure to include more parent voices, particularly from our Spanish-speaking families who represent our largest demographic
- Creating systematic pathways for our diverse educational partners to participate in decision-making processes, especially in addressing academic performance challenges in ELA and Math.
- Implementing bilingual family leadership programs that recognize and utilize the cultural capital of our predominantly Hispanic community.
- Developing student voice initiatives that empower our young learners to contribute to school improvement efforts

Classroom-Community Connections

Our STEAM-focused curriculum provides an excellent foundation for strengthening classroom-community connections. We are enhancing these connections through:

- Partnerships with local STEAM industries and professionals who reflect our student demographics
- Integration of community cultural knowledge into our global learning approach.

- Extension of our successful after-school tutoring program to include community mentors and support staff.
- Development of family education opportunities that build on our existing parent engagement efforts and address identified community needs

Focus on Continuous Improvement and Possibility Thinking

Building on our data-driven support system and the comprehensive Community Asset Mapping and Gap Analysis conducted by our CCSPP Steering Committee, we are:

- Expanding our existing COSST to align with the MTSS framework to better integrate academic, behavioral, and social-emotional supports.
- Implementing regular data analysis cycles that track progress on our four established Community Schools Initiative goals.
- Creating innovative opportunities that address our specific challenges in English Learner achievement while addressing schoolwide chronic absenteeism.
- Developing feedback systems that capture the voices of all educational partners, particularly our Spanish-speaking families.

Implementation Strategy Aligned with Our Four CCSPP Community School Goals

Palm Lane Global Academy's Community Schools Goals were developed and driven by our collaborative shared-decision making CCSPP Steering Committee. The Committee developed a comprehensive Community Asset Mapping and Gap Analysis to inform our strategic direction in alignment with the four overarching Community Schools Initiative goals guided by the Four Pillars of Community Schools. PLGA Is deeply committed to accomplishing these goals.

- **Goal #1**: Develop and implement a comprehensive and systematic Multi-Tiered System of Supports (MTSS) that seamlessly integrates academic, behavioral, social-emotional and mental health interventions to eliminate student barriers to learning. (*Aligns to Pillar #1: Integrated Student Supports*)

- **Goal #2:** Build capacity of educators, staff, families and administrators to engage in a collaborative leadership structure through shared decision-making and continuous improvement processes that supports improved services for students, families. *(Aligns to Pillar #3: Collaborative Leaders & practices for educators and administrators)*

- **Goal #3**: Strengthen family and community partnerships to create a collaborative support network that enhances student success and school improvement efforts. (*Aligns to Pillar #2: Family & Community Engagement*)

- **Goal #4:** Enhance extended learning opportunities to foster student engagement and improve the academic achievement among all student groups. (*Aligns to Pillar #4: Extended learning time and opportunities*)

To accomplish these goals, PLGA will implement the following services, and programs guided by the CA Community Schools Fundamentals Capacity-Building Strategies – A Developmental Rubric.

- Strengthen our MTSS framework to address identified academic and behavioral challenges
- Expand COSST team capacity to include community school coordination
- Launch enhanced family engagement programs with bilingual support
- Establish baseline data collection systems for our four core goals
- Implement comprehensive integrated student support services
- Develop teacher capacity ELD, Math, and ELA Instructional Coaching to engage students, accelerate student learning, improve delivery of instruction, improve student academic achievement, and build teacher capacity and expertise.
- Expand extended learning opportunities to serve more students that are struggling academically with community partners
- Continue to implement collaborative leadership structures for shared decision-making (CCSPP Steering Committee)
- Plan to scale successful intervention programs based on data analysis
- Deepen community partnerships for sustainable support
- Implement comprehensive family education programs
- Establish sustainable systems for continuous improvement

The following are success Indicators aligned with our school's specific needs:

1. Improved academic performance in ELA and Math, particularly for English Learners.
2. Reduced chronic absenteeism rates.
3. Increased family engagement, especially among Spanish-speaking families.
4. Enhanced social-emotional well-being as measured by reduced behavioral incidents.
5. Stronger STEAM achievement aligned with our global learning focus.

Our community school model builds upon PLGA's existing strengths while directly addressing our challenges. By integrating the CA Community School's Framework's Overarching Values with our established four pillars and goals, we are creating a transformative educational environment that serves our unique student population while strengthening our entire community. This approach represents our commitment to closing both the achievement and opportunity gaps for our historically underserved students while creating a model of educational excellence that benefits our educational partners.

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.

Palm Lane Global Academy's approach to deepening our needs and asset assessment process builds directly upon the foundation established by our CCSPP Steering Committee's comprehensive Community Asset Mapping and Gap Analysis. This next phase of engagement will expand upon our existing work while maintaining alignment with our four overarching Community Schools Initiative goals and the Four Pillars of Community Schools.

Our engagement strategy begins with strengthening our work toward Goal #1, focused on integrated student supports. To inform the development of our comprehensive MTSS, we will expand our current assessment methods through targeted focus groups that bring together teachers, support staff, and families. These sessions will dive deep into identifying specific academic, behavioral, and social-emotional intervention needs. Our COSST team will play a central role in this process, facilitating collaborative sessions with families to identify service gaps and opportunities for enhanced support integration.

In service of Goal #2's focus on collaborative leadership, we will build upon our successful CCSPP Steering Committee model. The committee will expand to include additional educational partner voices while maintaining its effective shared decision-making structure. We're implementing grade-level teams that combine teachers, staff, and family representatives to ensure decisions are informed by diverse perspectives. This expanded collaborative structure will create regular feedback loops between leadership teams and their constituents, ensuring all voices contribute to our community school development.

To strengthen family and community partnerships under Goal #3, we will conduct a thorough update of our community asset map through participatory exercises that engage all educational partners. This process will include community forums focused on specific service areas, allowing us to dive deeper into understanding available resources and gaps in support. We'll pay particular attention to gathering input from our diverse family groups, creating dedicated spaces for our Spanish-speaking families who represent 81% of our school community.

The development of our extended learning opportunities under Goal #4 will be informed by a comprehensive assessment of current program utilization combined with extensive educational partner input. We'll gather information about specific extended learning needs and preferences through family surveys and student interest inventories, ensuring our programs align with both academic goals and community interests.

Our engagement approach recognizes the unique needs of each educational partner group while ensuring cohesive data collection. School leadership and staff will participate in monthly leadership team meetings that incorporate needs assessment data review, while grade-level teams will engage in focused discussions about implementation and support needs. Students will contribute through grade-appropriate assessment methods, including focus groups and creative projects that document school needs and assets from their perspective. Members from each of these groups are represented in our school's CCSPP Steering Committee.

Central to our strategy is ensuring meaningful participation from historically marginalized groups. Given our school's demographics, with 36% English Learners and 89% socioeconomically disadvantaged students, we've developed a comprehensive support structure for authentic engagement. This includes providing translation services at all events, offering transportation assistance, ensuring childcare availability, and implementing flexible scheduling options including virtual participation. We recognize that removing barriers to participation is essential for gathering truly representative input from our community.

The CCSPP Steering Committee will convene quarterly, provide updates, monitoring progress of our goals, and ensuring regular updates and progress of our Community Asset Mapping & Gap Analysis.

Our data collection framework combines quantitative and qualitative methods to provide a comprehensive understanding of our community's needs and assets. Quantitative data will include assessment results, LCAP metrics, participation metrics and survey results analyzed by demographic groups, while qualitative data will be gathered through focus groups, interviews and/or surveys. This mixed-methods approach ensures we capture both broad trends and nuanced perspectives.

The implementation timeline unfolds over three phases. The first three months focus on launching our expanded engagement structure and beginning the data collection process. Months four through six will be dedicated to analyzing initial data and conducting targeted outreach to ensure representative participation. The final phase, months seven through twelve, will involve synthesizing findings and updating implementation strategies based on community input.

This deeper needs and asset assessment process maintains clear alignment with our established goals while ensuring comprehensive community engagement in refining our priorities and vision. By building upon our CCSPP Steering Committee's existing work and maintaining focus on the Four Pillars of Community Schools, we're creating a sustainable framework for ongoing community input and collaboration that will strengthen our ability to serve all students and support our entire 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
Develop and implement a comprehensive and systematic Multi-Tiered System of Supports (MTSS) that seamlessly integrates academic, behavioral, social-emotional and mental health interventions to eliminate student barriers to learning.	- Strengthen our MTSS framework to address identified academic and behavioral challenges - Expand COSST team capacity to include community school coordination - Establish baseline data collection systems for our four core goals - Implement comprehensive integrated student support services - Expand extended learning opportunities to serve more students that are struggling academically with community partners
Build capacity of educators, staff, families and administrators to engage in a collaborative leadership structure through shared decision-making and continuous improvement processes that supports improved services for students, families.	- Continue to implement collaborative leadership structures for shared decision-making (CCSPP Steering Committee) - Develop teacher capacity ELD, Math, and ELA Instructional Coaching to engage students, accelerate student learning, improve delivery of instruction, improve student academic achievement, and build teacher capacity and expertise.
Strengthen family and community partnerships to create a collaborative support network that enhances student success and school improvement efforts.	- Launch enhanced family engagement programs with bilingual support - Deepen community partnerships for sustainable support - Implement comprehensive family education programs

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
Build educators' cultural competency through collaborative professional learning that honors diverse perspectives and develops global mindsets.	1. Create a Cultural Competency Learning Community where educators and families engage in professional learning opportunities (workshops) focused on culturally responsive teaching practices and global education approaches. 2. Implement peer observation and reflection cycles where teachers share and analyze practices that effectively integrate students' cultural knowledge with global perspectives.
Create an equitable learning environment that leverages community knowledge and cultural assets to ensure all students, particularly English Learners and historically marginalized groups, engage in meaningful learning experiences that connect their lived experiences to academic success.	1. Develop a Community Scholars program where local leaders, family members, and educators co-design culturally responsive curriculum units that integrate academic standards with community wisdom and real-world applications. 2. Transform the COSST team's intervention approach by incorporating community-based mentoring to provide holistic support that bridges classroom learning with students' home and community experiences.

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
The Community Schools Coordinator (CSC) will lead our school's/LEA CCSPP Steering Committee which represents educators, staff, parents, students, administrators, and community members/partners. This collaborative committee represents a diverse group of interest-holders that have a voice in the transformation process with shared decision-making power.	We will take the following action steps to continue to strengthen collaborative leadership: 1. CCSPP Steering Committee will ensure a diverse representation of interest holders. 2. Community Schools Coordinator will continue to participate in OCDE Community Schools Community of Practice Workshops and meetings. 3. Community Schools Coordinator will continue to participate in OCDE's Community Schools Network meetings. 4. CCSPP Steering Committee agendas will be posted on the school's website. 5. Annually review/revise the Community Asset Mapping & Gap Analysis document to ensure accountability, transparency and implementation of programs and services.

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):

Palm Lane Global Academy's system of shared governance and leadership structure includes the following:

A. Vista Charter Public Schools Board of Directors

B. Superintendent of Vista Charter Public Schools

C. Palm Lane Global Academy's (PLGA) Leadership Team
   a. Principal
   b. Assistant Principal
   c. Lead Teachers

D. PLGA's MTSS Team (starting 2025-26 school year)
   a. Principal
   b. Assistant Principal
   c. Education Specialist
   d. School Psychologist
   e. Counselor (pending CCSPP Implementation Grant)
   f. Teachers

E. PLGA Committees
   a. CCSPP Steering Committee
   b. English Language Advisory Committee (ELAC)
   c. School Site Council
   d. ELOP Committee

Note: Palm Lane Global Academy (PLGA) is a public charter school operated by Vista Public Charter Schools. While PLGA is part of the Vista organization, it functions as an independent Local Education Agency (LEA) with its own County-District-School (CDS) code and charter petition.

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
Establish a comprehensive system for hiring, training, and retaining diverse, multilingual staff that reflects our student population and sustains our community school vision.	1. Implement a targeted recruitment and hiring process through local university partnerships and community networks to identify multilingual candidates, while providing competitive compensation packages and clear career advancement pathways to ensure long-term retention. 2. Create an integrated professional development system that combines initial training in community school practices with ongoing mentorship, cultural competency development, and leadership opportunities, supported by regular staff surveys to assess satisfaction and needs.
Develop and maintain a diverse, multilingual staffing structure that reflects our student demographics and ensures sustainable implementation of our community school model.	1. Create a strategic recruitment pipeline through partnerships with local universities and community organizations to identify and hire bilingual educators and support staff who reflect our school community's cultural and linguistic diversity. 2. Establish a comprehensive onboarding and professional development program that builds staff capacity in community school practices while providing clear pathways for advancement and leadership roles, including structured mentoring for the Community School Coordinator position.

Key Staff/Personnel

Community Schools Coordinator (Years 1-4: 50% Grant/50% Match; Year 5: 100% School Match)	The Community Schools Coordinator will lead, coordinate, and oversee the CCSPP Implementation Project; coordinate programs and activities that support students social-emotional, behavioral, and mental and physical health needs of our students as part of the integrated student support services through our MTSS. The CSC will collaborate with school's leadership, teachers, and support staff to implement the CA Community Schools Framework with fidelity; frequently assess schoolwide needs in cooperation with administration, the community, families, and agencies to leverage services and resources that meet identified needs; chair the Community Schools Leadership Team; serve as the liaison to community partners and coordinate partnerships; collaborate with the external evaluator and the school's administrators to execute CCSPP data management and evaluation plans that effectively determine the fidelity of implementation, outcomes, and impacts of the community schools initiative; and lead and guide continuous quality improvement efforts in partnership with the Leadership Team.
ELD Instructional Coach (Combined Grant & School Match)	The ELD Instructional Coach will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of EL students. The ELD coach will collaborate with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle. They help teachers develop and implement targeted language objectives alongside content objectives, ensuring lessons provide both rigorous academic content and appropriate linguistic support. This includes guiding teachers in scaffolding instruction, developing academic vocabulary, and creating opportunities for meaningful language production in all four domains: listening, speaking, reading, and writing.

	A key area of focus will be to support teachers in making content accessible while maintaining high expectations. The ELD coach will model strategies for integrating language development into content instruction, such as using visual supports, implementing sentence frames, facilitating structured academic discussions, and developing students' metalinguistic awareness.
Math Instructional Coach (Combined Grant & School Match)	The Math Instructional Coach will focus on addressing achievement gaps and serves as a catalyst for improving mathematics instruction through multiple strategic roles. The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions. The Math Coach will conduct classroom observations with teachers (peer observations), lead co-planning sessions, and model effective instructional strategies, with a focus on implementing research-based practices that build conceptual understanding alongside procedural fluency. This includes supporting teachers in using concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage diverse learners especially among our lowest performing student groups: EL, SWD, and SED. The Math Coach will support teachers with formative assessment data to make instructional decisions, and guide them in identifying misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. The Math coach will facilitate professional learning communities where teachers can collaborate on analyzing student work, sharing effective practices, and developing common assessments. They will translate it into practical classroom strategies, particularly those proven effective for students who have historically struggled in mathematics.

	Beyond individual teacher support, the math coach will collaborate with the school's leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions between elementary, middle, and high school mathematics; and assist in establishing systems for monitoring student progress and adjusting support structures based on data.
ELA Instructional Coach (Combined Grant & School Match)	The ELA Instructional Coach will specialize in the Science of Reading (SoR) and serves as a critical change agent at the ES/MS/HS setting where students are exhibiting low literacy performance on the CA School Dashboard (and SBAC). The ELA Coach will guide teachers in implementing evidence-based reading practices that align with cognitive science and structured literacy principles, ensuring students receive systematic, explicit instruction in all components of skilled reading. A key focus involves supporting teachers in moving away from practices not aligned with reading science (like three-cueing or relying solely on leveled texts) toward evidence-based approaches. The ELA coach will train teachers on how to implement systematic phonics instruction, explicit morphology teaching, and vocabulary development while building the background knowledge crucial for comprehension; and will guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary. The ELA coach will facilitate professional learning around structured literacy practices, helping teachers understand both the "why" and "how" of science-based reading instruction. The Coach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions. This includes helping teachers recognize and address characteristics of dyslexia and other reading challenges that may have gone unidentified.

	Beyond individual classrooms, the ELA coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels, and help establish assessment systems that monitor student progress in all reading components and guide the selection of evidence-based instructional materials that support systematic, explicit instruction.
Counselor (Combined Grant & School Match)	The Counselor will be a member of the Leadership, MTSS, & Community School Steering Committee. The School counselor will be essential in addressing the complex social-emotional, behavioral, and mental health needs that significantly impact student wellbeing and academic success. The counselor will provide proactive and responsive services through individual counseling, small group interventions, and classroom guidance lessons that build students' coping skills, emotional regulation, and positive behaviors. The Counselor will coordinate with teachers, families, and community mental health partners to ensure students receive comprehensive support, while also helping to implement schoolwide PBIS and restorative practices, and play a crucial role in crisis intervention, providing immediate support for students experiencing acute emotional distress or behavioral challenges. The Counselor will support teachers in understanding and responding to student mental health needs, while creating a trauma-informed school environment that promotes psychological safety and emotional wellbeing. Through early identification and intervention, the counselor will help prevent the escalation of mental health challenges that can lead to chronic absenteeism, disciplinary issues, and low academic performance.

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

Palm Lane Global Academy is taking a multi-faceted approach to ensure the sustainability of our community school model beyond the implementation grant period. Our strategy centers on building institutional capacity while developing diverse funding streams and deep community partnerships.

We are strengthening our organizational infrastructure by embedding community school practices into our core operational systems. This includes integrating our COSST team's successful support model with MTSS, and the Community School initiatives. This includes developing staff expertise through comprehensive professional development in community school practices. By building this expertise internally, we ensure these practices become part of our school's institutional knowledge and culture.

Financial sustainability will be achieved through strategic resource alignment and diversified funding sources. We are actively mapping current funding streams to identify opportunities for braiding funds from various sources, including Title I, LCFF, and other categorical funds. This includes developing innovative practices to re-engage students to improve daily attendance and reducing overall chronic absenteeism rates by implementing a culture of learning and high expectations. Additionally, we are developing partnerships with local businesses and community organizations to create sustained support through in-kind services and collaborative programming.

Our CCSPP Steering Committee is transitioning into a permanent Community School Leadership Team that will oversee long-term strategic planning and resource development. This team will maintain our community school vision while identifying new opportunities for sustainable programming and partnerships. Through these coordinated efforts, we are building a foundation that will sustain our community school model well beyond the grant period.

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
Build sustainable, culturally responsive partnerships that enhance academic support and enrichment opportunities for our diverse student population.	1. Establish formal partnerships with local organizations (including Hispanic-serving) and STEAM industry partners to provide targeted academic support and career exploration opportunities aligned with our school's global focus. 2. Develop a partner capacity-building program that provides cultural competency training and regular opportunities for partners to collaborate with teachers in program design and implementation.
Create a comprehensive family support network through strategic partnerships that address identified community needs and strengthen family engagement.	1. Launch a coordinated service delivery system where partners provide integrated support services (health, social services, adult education) based on our community asset mapping and needs assessment. 2. Establish regular partner-family feedback loops through quarterly community forums and family surveys to ensure services remain responsive to evolving community needs.

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:

PLGA has established partnership with the following community organizations as part of our whole child approach to education:

- Turning Point provides SEL counseling services for our students.
- Think Together: Provides tutoring, enrichment activities to support student growth & learning including Clubs (Robotics, Broadcasting), and a Sports Program.
- Active Education: provides multiple services including structured play during lunch time; and afterschool sports. They aim to ensure students are physically active and learning the importance of making healthy choices. Active Education also created the Young Leaders Program where students learn leadership skills, including courage, empathy and being a team player.
- Conga Kids provides social and emotional well-being and inclusive practices through Dance and Music during our afterschool program.
- Anaheim Public Library: Field trips to the library and librarians provide a story time for our students while promoting the importance of reading.

Palm Lane Global Academy will ensure our partnerships remain responsive to our educational partner's priorities through intentional alignment of partner services with community-identified needs and regular engagement of all voices in partnership development and evaluation.

Our CCSPP Steering Committee will continue to serve as the primary vehicle for gathering and incorporating educational partner input into partnership decisions. Through this established structure, we will regularly convene students, families, staff, and community members to review partnership effectiveness and identify emerging needs. This process will be particularly attentive to our Spanish-speaking families who comprise the majority of our school community, ensuring language is never a barrier to participation in partnership planning.

Student voice will be centered through grade-level focus groups and/or student leadership teams that provide regular feedback on existing programs and suggest new partnership opportunities. These student insights will directly inform our partnership development, ensuring that enrichment activities and support services align with student interests and needs.

Teachers and staff will participate in quarterly partnership review sessions and/or surveys where they can share observations about program effectiveness and identify gaps in support services. Their classroom-level perspective will help refine partner programs to better support our academic goals and student support needs, particularly for our English Learners and Students with Disabilities.

Family input will be gathered through multiple channels, including regular surveys in both English and Spanish, family focus groups, and community forums. We will ensure these engagement opportunities are accessible by providing childcare, flexible scheduling, and translation services. This

comprehensive family feedback will guide partner selection and program development, ensuring services truly meet family needs.

Through this multi-layered engagement approach, we will maintain partnerships that are truly responsive to our community's vision while supporting our school's mission of providing transformative learning experiences for all students.

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