CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM:
IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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

Rubidoux High School

Kevin Corridan, Principal

(951) 222-7700

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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Jurupa Unified School District (JUSD) is actively working towards the sustainability of integrated services by leveraging various funding sources and forging partnerships. One notable effort is the expansion of JUSD's contract with Riverside University Health System - Behavioral Health under EPSDT (Early and Periodic Screening Diagnostic Treatment) billing. The aim is to transition the funding of Behavioral Health Staff to EPSDT, which has already shown promising results with an increase in the contract's grant funding. Additionally, JUSD is collaborating with Riverside University Health System - Behavioral Health to establish co-located substance abuse treatment and prevention programs.

In the pursuit of sustainable funding, JUSD is exploring different avenues. The district is looking into the possibility of becoming contract providers of managed care plans, capitalizing on the momentum surrounding CalAIM (Medical) and mental health reform at the state level. Private insurance is another area of interest, with a proposal in progress to become an approved provider for mental health services through Kaiser Permanente. This proposal is contingent upon JUSD employing an adequate number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. To support the development of mental health pathways, JUSD is partnering with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University. This collaboration aims to establish dual enrollment programs in the field of social work/mental health, providing paid internship opportunities for students. These efforts align with JUSD's internally developed Student Support Services Action Plan.

By leveraging funding sources and forging strategic partnerships, JUSD is dedicated to ensuring the sustainability of integrated services and expanding support for the mental health needs of its students and community.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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 part of the planning process for the implementation grant and obtaining site-level resources, Rubidoux High School enhances its own needs and asset assessments at critical parts of the year (beginning, middle, and end) by targeting the entire community to identify community school priorities and to help support administration's vision through a variety of targeted strategies.

1. Surveys:

- Building upon existing District survey tools such as Local Control Accountability Plan (LCAP) Education Partners Survey, Panorama Education (administered twice a year for students, families, and staff members), and the California Healthy Kids Survey (administered yearly), Hanover Diversity, Equity Inclusion & Belonging Survey, & Common Sense Digital Citizenship Survey.

2. Interviews:

- Diversification: Conducting targeted one-on-one interviews with representatives from historically marginalized groups to delve deeper into their specific needs and aspirations.
- Focus Groups: Leveraging existing focus groups (School Site Council, English Language Advisory Committee, GATE meetings, School Site Leadership Team, by ensuring diverse participation, specifically inviting historically marginalized community members. We also created a Student Advisory Council that helps represent student voice when needed. This advisory council consists of one student representative from each advisory class.

3. Committees that assist in providing input on student and community needs:

- Community School Committee: meeting multiple times throughout the semester to assist the Community School TSA with direction of the mission and vision
- Community of Practice Committee: monthly meetings with all district's Community School TSAs along with site administrators to share best practices
- Attendance Team: members help engage and support students and families by aiming to remove barriers and address ways Rubidoux is able to support them to decrease chronic absenteeism
- Coordination of Services Team (COST): members help manage and coordinate various learning supports and resources for students. COST aims to identify and address student needs holistically and ensure that the overall system of support works together effectively.
- Youth Equity Steward (YES) provide student voice to issues/concerns on campus from a student perspective. The group is aimed to expand the network of collaborators and allies in the work of equity and inclusion in schools by allowing a framework that addresses educational inequities.

4. Visioning Exercises: Within our shared leadership model we integrate inclusive visioning by incorporating visioning exercises during existing meetings to capture the aspirations and priorities for our Rubidoux Community.

5. Culturally Sensitive Outreach: Our preliminary needs and assets survey showed us that our families interact mainly in English and Spanish. All of our outreach aims to be culturally sensitive by ensuring families feel comfortable and empowered to participate by having all our information in both languages. Our district also has additional translating services that we can reach out to if other language needs arise.

6. Community Ambassador: Our site has appointed an ambassador to ensure that the community voice is heard and have a direct contact person to communicate with. Our Community School TSA and Outreach Worker work closely with the ambassador to facilitate communication and engagement.

Utilizing Additional Supports:

- Community Resource Booths:Integrating information on community engagement opportunities within existing community resource booths during school events.
- Leveraging Neighborhood Healthcare Connections: Collaborating with Neighborhood Healthcare to ensure healthcare-related needs are addressed within the community engagement process.

This integrated approach aims to build on existing programs and strategies, ensuring that the community engagement process is thorough, inclusive, and sensitive to the unique needs and aspirations of all members of the Rubidoux High School community.

Part B: 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
Student Leadership Development and Opportunities	Last year, needs assessments showed that we needed more opportunities for students to take leadership positions. We also had the development of our Wellness Center. To align both opportunities, a Peer Leadership class was created using the PAL curriculum. The class was filled with volunteer students that wanted a voice and a platform to bring change to their school in a different capacity from ASB. The class is set to grow and transform into a Peer Mentoring program that will engage and assist the Wellness Center as it grows and further services for students are demanded by students themselves.
Improving Academic Achievement	Last year, there was a school wide focus on establishing positive relationships with students, especially in the classroom. In the SMA office there was a shift in approach to using a MTSS model of approaching school discipline with a focus on supporting the whole child. The focus in the Student Management and Accountability (SMA) Office is on reducing the number of suspensions and using "Other Means of Correction" and Restorative practices. This work continues as the SMA office also partners with the RHS Wellness Center in looking to support students with behavioral health services and even using Behavior Health supports as "Other Means of Correction".
Student and Family Wellness	The Community School TSA began by identifying a subgroup of students who needed more support in meeting their goals. English Learners were identified, and the TSA worked alongside the English Language Facilitator for the school to look at overall questions and provide support for students. Needs Assessment that the Community Schools TSAs looked at were used, teacher feedback, and district data.

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
RHS staff will continue to improve its instructional Collaborative Teams.	RHS will continue to collect data to improve instruction. Using the dashboard, we aim to improve academic grades. RHS is committed to provide release time for teachers to work on collaborative teams.
RHS students and staff will work on improving the percentage of A-G completion rates, particularly the at promise subgroups.	Work on creating an effective 6 year plan for students (8th grade-pose secondary), increase student awareness, provide professional development for staff, and provide whole child support services.
Improve student's self-efficacy	Continue to increase a student-centered learning approach in classrooms, increase active parental involvement, connect students and families to provide for the whole child.

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):

Rubidoux High School - Shared Leadership Model

I

Tactical Leadership Team Operational Effectiveness	Strategic Leadership Team Research and Development/Innovation	Comprehensive Leadership Team (School/Community Relations)
• William Stanford ELA Dept Chair • Robert Santiago Math Dept Chair • Briane Roble Social Science Dept Chair • Daniel Johnson Science Dept Chair • Jeff Lin VAPA Dept Chair • Kelsey Finicum Agriculture Dept Chair • Steven Bier Non-Dept Chair • Shannin Willis Special Education Dept Chair • Maria Bromley Foreign Language Dept Chair • Kent Bukarau PE Dept Chair • Autumn Holden RECHS/WASC Coordinator • Delia Toscano Community Schools TSA • Rosa Gonzalez Guidance Office • Admin Team	• Gabriela Vides (Curriculum) • Janiece Bailey (Curriculum) • Rigoberto Olasaba (Instruction) • Scott Atkins (Assessment) • Fadi Elias (Assessment) • Austin Miller (Curriculum) • Travis Newton (Instruction) • Daniel Johnson (Instruction) • Kent Bukarau (Instruction) • Daniel Guzman (Curriculum) • Corina Yoval (Instruction) • Rosa Gonzalez (Academic Counseling) • Fernando Arjon (Instruction) • Briane Roble (AVID) • Bryan Klotsche (AVID) • Roberto Corella (SEL) • Rosio Merino (College and Career) • Autumn Holden (RECHS) • Admin Team	• Kent Bukarau (Vision/Org) • Arlette Ogiamien (Vision/Org) • Steven Bier (Culture) • Roberto Corella (Culture) • Delia Toscano (Culture) • Lucia Bliudzius (Classified Ambasador) • Todd Moerer (Athletic Director) • Haillie Hurst (ASB) • Cynthia Aguirre (School Board Rep) • Dulce Morales (Link Crew) • Jessie Green (Student Representative) • Delia Castillo (ELAC Parent) • Maria Lara (SSC Parent) • Gabriel Cisneros (SSC Parent) • Ladore Green (Parent) • Ashley Burich (Parent) • Lorraine Hurst (Parent) • Marley Zacarias(Athletic Council) • Cody Miller(Athletic Council) • Tulia Santos (Equity Council) • Rafael Pelayo(Equity Council) • Nancy Reyna (Student Services) • Jorge Galvan (Student Management Accountability) • Eric Hammond (School Safety) • Kevin Corridan (Principal)

Community School Committee Members Departments:

- Student Management and Accountability Teacher on Special Assignment
- Outreach Worker
- Community School Teacher on Special Assignment
- Campus Supervisor
- Behavioral Health- Peer Specialist
- Bookkeeper
- Community Ambassador
- ELD Teacher-English Department (x3)
- ELD Coordinator
- Special Education Teacher
- Librarian
- Administration
- Math Teacher
- Peer Leadership Teacher
- Social Science Teacher
- Administration

Our shared leadership model allows us to have a holistic view of the school as a whole. In addition, we have a student advisory council made up of a representative from each advisory class to provide input and speak on

behalf of the students during the decision making process.

RHS COST TEAM
23-24

Members:
1. Jorge Galvan ✅
2. Jose Campos-Director of PICO ✅
3. Roberto Corella-SMA TSA/BSEL Coordinator ✅
4. Amber Mercado-OCI Teacher ✅
5. Briane Roble-School Culture Coordinator ✅
6. Janiece Bailey-SST & 504 Coordinator/Attendance Committee Member ✅
7. Shannin Willis-Special Education Dept. Chair/Attendance Committee Member- ✅
8. Maria Naoki-Mental Health Counselor ✅
9. Nancy Reyna-AP Student Services & Attendance/Attendance Committee Member ✅
10. Kevin Corridan-Principal ✅
11. Jacob Escobedo- Behavioral HealthTherapist I ✅
12. Delia Toscano-Community Schools TSA ✅
13. Melody Diaz-Peer Specialist ✅
14. Anna Avila-Community-Outreach Worker ✅
15. Pam Bier-Health Assistant ✅
16. Rosa Gonzalez-Guidance Coordinator ✅
17. Kimberly Sanchez-Counselor ✅
18. Franklin Marmolejo- Guidance Coordinator ✅
19. Leticia Mellin-Guidance Coordinator ✅
20. Dianna Alvarado-Campus Supervisor ✅
21. Felicida Barajas-Foster Youth/McKinney-Vento Counselor ✅
22. Lorraine Cruz-Behavioral Health Therapist ✅
23. Kelsey Hillis-Intern ✅
24. Todd Chard-Teacher/Attendance Committee Member ✅
25. Maria C. Sanchez-Translator Clerk Typist in attendance office/Attendance Committee Member ✅
26. Cynthia Lopez-Secretary to HS AP over Student Services & Attendance/Attendance Committee Member ✅
27. Crystal Garcia Ruacho-Behavioral Health Clinical Supervisor ✅
28. Monica Leon-Coordinator of Pupil Services ✅
29. Maggie Elizondo-School Psychologist ✅
30. Maria Contreras De Barragan-Translator Clerk Typist in attendance office/Attendance Committee Member ✅

Youth Equity Steward (YES) Student Ambassadors to support equity and access for our students. This group is composed of a diverse group of our student population.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Communicate with parents during enrollment, we will be able to establish and foster relationships to enable the school to better support our families.	TSA and BH Team, will be present during enrollment to establish initial connections with families. TSA will continue to update families via Q, calls, texts, and meeting with them.
Utilize all survey applicable data to engage focus groups we will have a stronger understanding of our unique community schools lens and be able to better plan for the SPSA/LCAP.	Different leadership groups on campus will discuss their unique group's perspectives. The different groups will remain current in their survey data at least twice a year and present findings to the relevant groups in in charge of decision making, SSC, Staff, and Community Schools Committee in order to timeline for implementation focus groups and presenting to SSC for SPSA.

Strategy 5: Staffing and Sustainability

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
Increase staffing and provide continual capacity building of personnel to support parent outreach, community connections, student and staff support, community school training, while also facilitating effective coordination.	Scheduling professional development sessions, community meetings, organizing parent workshops on topics such as financial literacy and substance use prevention, and utilizing data analysis to better align and choose relevant content to bring to RHS.

Key Staff/Personnel

Kevin Corridan, School Principal	School Principal Contributing to the function and structure of our community school by engaging whole school support
Jorge Galvan, Nancy Reyna, Lisa Boshma & Eric Hammond, Assistant Principals	Assistant Principals Contributing to the function and structure of our community school by engaging whole school support and working closely with Community School TSA, contributing to Student Services and Attendance, Curriculum & Instruction and student academic intervention support & Student Activities and Facilities.
Delia Toscano Nguyen, Community School TSA	Community Schools TSA Contributing to the function and structure of our community school
Anna Avila, Outreach Worker	Outreach Worker supporting students and families while working closely with the Community School TSA
Jose Campos, Director	School District Director for Parent Involvement and Community Outreach offering district support to the Community School TSA and school site
Monica Leon, Coordinator	Pupil Services Coordinator coordinating all JUSD's Community Schools
Jacob Escobedo/Lorraine Cruz, District Behavioral Health Therapist(s) and associate(s)	Behavioral Health Therapist/Associate from the district operating out of the school's wellness center
Melody Diaz, District Peer Specialist	Behavioral Health Peer Specialist from the district assisting the school with their particular need

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

Jurupa Unified School District (JUSD) is actively working towards the sustainability of integrated services by leveraging various funding sources and forging partnerships. One notable effort is the expansion of JUSD's contract with Riverside University Health System - Behavioral Health under EPSDT (Early and Periodic Screening Diagnostic Treatment) billing. The aim is to transition the funding of Behavioral Health Staff to EPSDT, which has already shown promising results with an increase in the contract's grant funding. Additionally, JUSD is collaborating with Riverside University Health System - Behavioral Health to establish co-located substance abuse treatment and prevention programs.

In the pursuit of sustainable funding, JUSD is exploring different avenues. The district is looking into the possibility of becoming contract providers of managed care plans, capitalizing on the momentum surrounding CalAIM (Medical) and mental health reform at the state level. Private insurance is another area of interest, with a proposal in progress to become an approved provider for mental health services through Kaiser Permante. This proposal is contingent upon JUSD employing an adequate number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. To support the development of mental health pathways, JUSD is partnering with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University. This collaboration aims to establish dual enrollment programs in the field of social work/mental health, providing paid internship opportunities for students. These efforts align with JUSD's internally developed Student Support Services Action Plan.

By leveraging funding sources and forging strategic partnerships, JUSD is dedicated to ensuring the sustainability of integrated services and expanding support for the mental health needs of its students and community.

Strategy 6: 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
Continue communicating the importance of attendance. Reinforce it with incentives, with the aspiration that our students will develop better understanding and practices to be in school everyday.	Continuing to collaborate with community partners to find different ways to motivate and remove barriers that will lead to improved daily attendance and student success.
Establish collaborative relationships and find effective ways to engage new partners to be able to better serve our students and their families.	To better serve our students, families, and community, we will continue to build on collaborative relationships, listen to t needs, and develop initiatives accordingly. By fostering strong partnerships and open communication, we aim to create a supportive environment where everyone feels valued and empowered. Through continuous assessment and improvement, we will adapt to meet the evolving needs of our educational community.

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:

The school has established collaborative partnerships with a variety of organizations, agencies, and community businesses that actively contribute to its initiatives. These include:

Government and Health Organizations:

● Riverside Community Health System
● County Behavioral Health
● Riverside Community Health Foundation
● Community Health Systems
● Riverside Sheriff Organization

Education and Academic Institutions:

● Reach Out
● Cal Baptist
● Wiley Center
● Riverside City College District (RCCD)

Recreation and Community Services:

● Jurupa Area Recreation and Park District

Non-Profit and Support Services:

● Visión Y Compromisos
● Seeking Strength Riverside University Health Services
● Neighborhood Health Care
● Riverside DA's office
● RAG-Rescue a Generation
● Friday Night Live
● Child Abuse Prevention Council Community
● City of Jurupa Valley Leadership

Businesses:
● The Industry Barber Company
● Mission Nutrition Juice Bar
● Opal Car Wash
● Pizza Plugg
● Tacos Bonilla
● Wetzel's Pretzels
● Kona Ice
● Stater Bros Markets

These partnerships and collaborations demonstrate the diverse range of organizations and businesses actively involved in supporting the school's initiatives and enhancing the educational experience for students and families.

Additionally, the school values the active involvement of parent representatives who play a crucial role in shaping the school's direction. These representatives include dedicated parents who bring unique perspectives and insights to the table. We have parents who serving in various roles in committees such as the African American Parent Advisory Council (AAPAC), English Language Parent Advisory Council (ELPAC), School Site Council (SSC) and we have a parent representative on our parent District Advisory Council (DAC). All parent representatives are highly valued for their contributions, as they provide valuable input and help us understand the needs and concerns of our students from diverse backgrounds.

Furthermore, we are grateful for the support and collaboration of various district-level organizations and contracts that enable us to provide essential services to our school community. These partnerships have been cultivated through our long-standing commitment and active engagement. As a result, we continuously update our comprehensive community resource guide, which is accessible to all sites within the district. To explore the available resources, please visit the following link:
https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider

how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: self reporting, attendance, academics, discipline data.	Promote a positive and supportive school environment, we will schedule restorative practices and trauma-informed training for our staff.
Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication, and developing a culture of exceptional customer service.	To enhance parent engagement, we aim to increase the availability and times that the Parent Engagement Leadership Initiative is offered to the community. We will continue to support and encourage welcoming strategies for our office staff and campus community. Ensuring our educational partners feel welcome and supported as they enter our campus as we greet and work to deliver exceptional customer service. Furthermore, we will schedule and promote Systems of Support training for all staff groups, fostering greater awareness of the available support services for students, families, and the community.
Continual improvement of instructional Collaborative Teams by having all teachers trained and up to date on research based strategies.	All core teachers will be trained in Quality Teaching for English Learners and creating Student-Centered Learning Environments.
Continual improvement as a whole school.	We will use constant and relevant data to guide our decision making. Data will be gathered from school lead needs and asset surveys and district gathered data platforms. This will also allow us to send to or provide training so that all staff are able to do their job role with the latest research based pedagogy available that will benefit their position and a school as a whole.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure all staff is trained in culturally relevant practices in community schools	Provide Professional Development and access to resources on culturally relevant practices.
Provide whole school presentations to address school community needs.	Provide Professional Development such as but not limited to Trauma-informed training, Restorative Practices & Narcan training.
Provide training to address mental health stigma.	Ensure key staff members are training on Applied Suicide Intervention Skill Training. Provide presentations on mental health topics to staff and students.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees	Calendar meetings Review the implementation Plan to solicit feedback continually.	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey data.	Meet with Community School Committee and administration to review results	Survey (Panorama, LCAP, Community School Needs Assessments, CA Healthy Kids Survey) Hanover Diversity, Equity Inclusion & Belonging Survey, & Common Sense Digital Citizenship Survey results Survey completion percentage & relevant data
Work collaboratively with the Student Management and Accountability (SMA) office to review data such as Panorama and LCAP to best meet our student's needs.	Calendar meetings Review the implementation plan with Community School Committee to continually solicit feedback	Meeting agendas Meeting notes
Staff and create a fully functioning mental health space for students, staff, and families	Meet with Community School Committee, Administration, community members, students, and families to know what are their needs and how to meet them	Review notes, data, and focus groups

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.