

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

Granite Hill Elementary School, Tammy Patterson, Principal, (951) 360-2725

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:

Granite Hill Elementary has fully embraced the California Community Schools Framework, grounded in a commitment to equity, collaboration, and continuous growth. Our work is rooted in relationship-centered practices that connect classroom learning with the broader community. These efforts build on the foundational work of Jurupa Unified School District (JUSD), which continues to evolve as a strengths-based, asset-driven system centered on the needs and experiences of students and families.

Racially-just, Relationship-Centered Spaces

Granite Hill Elementary prioritizes creating inclusive, relationship-centered environments where all students, families, and staff feel valued, safe, and connected. Through the integration of restorative practices, social-emotional supports, and culturally responsive strategies, we are fostering a school climate rooted in trust and belonging.

JUSD supports this work through professional development in restorative practices, trauma-informed care, and culturally responsive instruction. Granite Hill has implemented community circles training for teachers, with administrators modeling these practices and ongoing support provided by the Community Schools TSA. Additionally, the Astro Hub serves as a dedicated SEL and engagement space where students can regulate emotions, rebuild social skills, and engage in culturally relevant activities that promote well-being.

Developmental Plans:

Granite Hill will continue strengthening relationship-centered systems by expanding restorative practices, increasing access to SEL supports, and ensuring all students have safe spaces for connection and growth.

Granite Hill will continue expanding Wellness Lunch activities to increase positive peer interactions, student engagement, and access to proactive social-emotional supports during unstructured times. Survey data indicates a need to improve student perceptions of safety, belonging, and school climate, and these efforts will remain a central focus.

Shared Power

Granite Hill Elementary promotes shared decision-making by engaging families, staff, students, and community partners in meaningful collaboration. The establishment of the Community Schools Council ensures that multiple perspectives guide schoolwide decisions, programs, and priorities. Formal structures, including partnerships and agreements, support transparency and collective leadership.

Parent voice is actively elevated through workshops, surveys, and engagement opportunities. Feedback from the Community Schools Needs Assessment and LCAP surveys informs planning, ensuring programs reflect the strengths and needs of the community.

Developmental Plans:

Granite Hill will expand opportunities for family and community voice through the launch of a Parent Academy, increased participation in surveys, and consistent engagement opportunities. The school will continue creating accessible spaces for input by providing translation, childcare, and flexible meeting times. The goal is to increase participation and ensure all educational partners feel heard and represented in decision-making processes.

Classroom-Community Connections

Granite Hill Elementary recognizes the importance of connecting learning beyond the classroom by integrating community resources, enrichment opportunities, and family partnerships into the educational experience. Programs such as Extended Learning Opportunities (ELO), STEAM activities, arts, sports, and the Peer Assistance Leadership (PAL) program provide students with meaningful, real-world learning experiences that support both academic and personal growth.

Family engagement events, including Math Night, Literacy Night, STEAM Night, and other workshops, strengthen the connection between home and school by equipping families with tools to support learning.

At Granite Hill Elementary, we are proud to model this vision through the following initiatives:

- **Extended Learning Opportunities (ELO):** ELO provides students with additional academic support and enrichment, including tutoring, ELD enrichment, and sports. These opportunities strengthen academic growth while building confidence and engagement.
- **Astro Hub:** The Astro Hub is a student-centered SEL and engagement space open during recess, lunch, or as needed. It provides structured opportunities for social skill development, peer interaction, emotional regulation, and culturally relevant creative activities such as art and crafts.
- **Parent Engagement Workshops:** Workshops such as Literacy Night, Math Night, STEAM Night, Zumba, and the Strengthening Families Program provide families with tools to support academic success, wellness, and home-school connection.
- **Care Closet:** The Care Closet provides clothing and essential items to students and families in need, ensuring students feel comfortable, supported, and ready to learn.
- **Peer Assistance Leadership (PAL):** PAL empowers students to take on leadership roles that promote responsibility, teamwork, peer support, and student voice in creating a positive school culture.
- **Wellness Lunch Activities:** Structured lunchtime activities provide students with opportunities for social connection, mindfulness, creative expression, games, and positive peer interaction in a safe and

supportive environment.

Developmental Plans:

Granite Hill will continue expanding partnerships and enrichment opportunities aligned with student and family interests identified in the Needs Assessment. A focus will be placed on increasing student participation in after-school programs and reducing the number of students who report never participating in enrichment activities. These efforts will ensure students have access to engaging, hands-on learning experiences that connect to their interests and future goals.

A Focus on Continuous Improvement and Possibility Thinking

Granite Hill Elementary is committed to continuous improvement through ongoing reflection, data analysis, and responsive action. The school utilizes multiple data sources, including California Dashboard data, Panorama surveys, attendance data, and Needs Assessment results, to guide decision-making and improve student outcomes.

Current data highlights areas of need in English Language Arts, Math, attendance, and English Learner progress. Granite Hill uses this data to implement targeted supports such as ELD enrichment programs, attendance interventions, and expanded learning opportunities.

JUSD's commitment to integrated supports ensures that mental health services, social work, and family supports are accessible and responsive. These services are designed to reduce barriers, address stigma, and promote self-sufficiency among families.

Developmental Plans:

Granite Hill will continue strengthening systems for data-driven decision-making by monitoring progress across key areas, including academics, attendance, and school climate. Staff will engage in ongoing professional development focused on restorative practices, trauma-informed care, and culturally responsive teaching.

Targeted supports will be expanded for English Learners, students with disabilities, and socioeconomically disadvantaged students through programs such as ELD enrichment, small group instruction, and family workshops. Attendance initiatives, including incentives and outreach, will aim to reduce chronic absenteeism.

Through this continuous cycle of improvement, Granite Hill will refine systems and practices to ensure all students experience equitable access to opportunities, strong relationships, and academic success.

Granite Hill has established a Community Schools Council that meets regularly to provide input and feedback on the Community Schools Implementation Plan. This structure ensures alignment with SPSA goals and maintains a focus on equity, collaboration, and continuous improvement for all students and families.

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.

Granite Hill Elementary School will deepen its needs and assets assessment process by expanding inclusive, data-driven engagement strategies that ensure all educational partners play an active role in shaping the school's community school priorities and vision. Building on an already strong foundation of surveys, focus groups, and collaborative leadership structures, the school will intentionally broaden participation, elevate community voice, and strengthen shared decision-making aligned to the California Community Schools Framework and the School Plan for Student Achievement (SPSA).

To engage administrators and school leaders, Granite Hill will continue holding regular leadership team meetings that include the principal, Community Schools TSA, and key staff. These meetings will focus on analyzing data from the SPSA, LCAP surveys, Panorama surveys, and the Community Schools Needs Assessment. Administrators will also actively participate in Community Schools Council meetings and site-based committees to ensure alignment between district priorities and site-level implementation. Ongoing data reflection and visioning exercises will support continuous improvement and strategic planning.

For certificated and classified staff, Granite Hill will utilize a combination of surveys, one-on-one conversations, and collaborative team structures. Staff will participate in district LCAP surveys and the annual Community Schools Needs Assessment to identify instructional, operational, and student support needs. Additionally, staff voice will be elevated through participation in established committees such as the Leadership Team, PBIS/MTSS Team, and Attendance Team. Informal interviews and staff discussions will provide deeper insight into challenges and opportunities, ensuring that staff perspectives directly inform the Community Schools Implementation Plan. Professional learning and collaboration time will further support staff capacity to implement identified priorities.

Students will be engaged through surveys, focus groups, and leadership opportunities. Granite Hill will continue administering the Panorama Survey twice yearly to gather data on school climate, belonging, and engagement. The Community Schools Needs Assessment will also capture student voice around supports and opportunities. Focus groups and student discussions will allow for deeper exploration of student experiences, particularly around academic support, social-emotional needs, and enrichment interests. Programs such as Peer Assistance Leadership (PAL) will continue to play a critical role in elevating student voice, providing leadership opportunities, and fostering a culture of inclusion and connectedness. Student input will also be incorporated into schoolwide events and planning processes.

To engage family members, Granite Hill will implement multiple accessible and flexible engagement strategies. Families will participate in the LCAP survey and the annual Community Schools Needs Assessment to share their perspectives on school programs and needed supports. The school will host parent workshops, focus groups, and community forums to gather input and build understanding of the community schools model. Family engagement events such as Literacy Night, Math Night, STEAM Night, and wellness activities will also serve as opportunities to collect feedback and strengthen relationships. Multilingual communication, including translated materials and interpretation services, will ensure all families can meaningfully participate. Families will also continue to engage through leadership groups such as School Site

Council (SSC), English Learner Advisory Committee (ELAC), Community Schools Council, GATE, and Special Education Parent Advisory Council (SEPAC).

Community members and partners will be engaged through intentional collaboration and partnership development. Granite Hill will continue working with partners such as Neighborhood Healthcare and Community Health Systems, expand access to health and wellness services, including mobile dental units and other supports. Community partners will be invited to participate in school events, resource fairs, and planning discussions to align services with identified needs. These partnerships will be informed by ongoing feedback from surveys and focus groups to ensure responsiveness to the community.

Granite Hill is especially committed to engaging historically marginalized student and family groups, including English Learners, foster youth, socioeconomically disadvantaged, and students with disabilities. The school will use targeted outreach strategies such as personalized communication, culturally and linguistically responsive materials, and direct engagement through ELAC and other advisory groups. Translators, bilingual staff, and community liaisons will support participation in meetings, surveys, and workshops. Flexible engagement opportunities, including varied meeting times and formats, will reduce barriers to participation. Additionally, programs such as ELD enrichment, family workshops, and targeted attendance supports will create meaningful entry points for these groups to share their experiences and shape school priorities.

Across all groups, Granite Hill will emphasize transparency by sharing data and findings from surveys, focus groups, and committees. This ongoing cycle of data collection, reflection, and action will ensure that community voice remains central to decision-making. By expanding engagement strategies and intentionally centering diverse perspectives, Granite Hill will continue to build a shared vision that reflects the strengths, needs, and aspirations of its entire school community.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

Goal 1: Expanded and Enriched Learning Time- During School (learning pathways, differentiated instruction, lab times, etc. and After School (times/ services)

Actions Taken

Granite Hill anticipates continuing to prioritize expanded learning opportunities that support both academic achievement and student well-being. Through Years 1–3, the school has implemented ELD enrichment, math support, Saturday learning opportunities, intramural sports, SEL activities, wellness supports through the Astro Hub, and family academic events such as Math, Literacy, and STEAM Nights. As stakeholder engagement deepens, the school plans to further strengthen integrated student supports and extended learning opportunities by increasing access to after-school enrichment programs, improving attendance through engaging supports, and expanding opportunities that promote student connection, belonging, and academic growth.

Projected Outcomes and Results for 2025–2026:

- The English Learner reclassification rate exceeded the projected goal of 8%, reaching **9%**.
- The school successfully added more than two new after-school enrichment opportunities, including **GATE Enrichment, Intramural Soccer, and Intramural Volleyball**.
- While attendance-linked extended learning opportunity (ELO) supports were implemented to improve student attendance, chronic absenteeism increased by **4%**, indicating a continued area of focus for future intervention and support strategies.
- The Community Schools Needs Assessment goal of reducing the percentage of students who reported they “never” participate in after-school programs to 33% or lower was surpassed, with the actual percentage decreasing to **24.2%**.

Outcomes/Indicators for 2026–2027:

For the 2026–2027 school year, entering Year 4 of implementation, Granite Hill will focus on sustaining existing after-school enrichment opportunities while prioritizing increased student attendance and engagement across programs and supports. The school aims to increase the EL reclassification rate to 10% or higher and reduce chronic absenteeism by at least 3% through strengthened attendance systems, family outreach, and consistent use of extended learning opportunities. Additionally, Granite Hill will work to further reduce the percentage of students reporting “never” participating in after-school programs to 20% or lower, while increasing overall student participation in enrichment, athletics, and SEL supports. Continued use of the Astro Hub and schoolwide engagement efforts will support student belonging, well-being, and stronger connections to school.

Goal 2: Consistently and accurately conduct needs assessments to inform and guide our initiatives.

Actions Taken

Another anticipated collective priority is developing consistent and inclusive systems for gathering and using feedback from students, staff, families, and community members. During Years 1–3, Granite Hill created and implemented a Community Schools Needs Assessment Survey, expanded outreach efforts, increased accessibility through bilingual supports and multiple survey formats, and collected input from a broad range of stakeholders. Moving forward, the school aims to deepen collaborative leadership practices by continuing to analyze stakeholder data, disaggregating responses to better understand community needs, and using findings to guide programming, communication, and schoolwide initiatives.

Projected Outcomes and Results for 2025–2026:

- **Increased total parent/community responses to 204**, exceeding the goal of at least 200.
- Successfully disaggregated needs assessment data by stakeholder group, with surveys collected from students, staff, and families to ensure representative input.
- Used needs assessment results to inform decision-making, adapt programming, and guide communication and event planning for the following year, with review through the Community Schools Council process.
- Shared key findings and updates with SSC, ELAC, and the Community Schools Council to support transparency and collaborative decision-making.

Outcomes/Indicators for 2026–2027:

For the 2026–2027 school year, entering Year 4 of implementation, Granite Hill will focus on increasing meaningful participation in the Community Schools Needs Assessment by reaching at least 75% of families engaged or surveyed. The school will also implement trimester updates of needs assessment findings to ensure data is consistently reviewed and used to inform, guide, and adjust schoolwide initiatives, programming, and services. In addition, Granite Hill will expand student voice by developing and administering a TK–2 needs assessment tool to better capture input from early learners in a developmentally appropriate way. These efforts will strengthen the use of stakeholder feedback across SSC, ELAC, and Community Schools Council meetings and ensure more equitable and representative input from students, staff, and families in decision-making processes.

Goal 3: Enhance parent involvement, engagement, and outreach, fostering a collaborative partnership between the school and parents to support the overall well-being and academic success of students

Actions Taken

Granite Hill also anticipates continuing to prioritize authentic family and community engagement by expanding opportunities for families to actively participate in the school community. Across Years 1–3, the school hosted numerous family workshops, parent education opportunities, volunteer initiatives, and community-building events focused on academics, wellness, and family support. Programs such as Astro Parent Helpers, Watch D.O.G.S., Parent Workshops, and family engagement nights helped strengthen relationships between families and the school. As implementation continues, the school plans to build leadership opportunities for families through initiatives such as Parent Academy, increase volunteer participation, improve communication systems, and use family feedback to shape future engagement opportunities and supports.

Projected Outcomes and Results for 2025–2026:

- Hosted 10 parent and family workshops/events, successfully meeting the annual goal.
- Launched Astro Parent Helpers at the beginning of the school year in August to maximize parent participation and volunteer opportunities.
- Established a consistent Watch D.O.G.S. Day on the first Friday of each month, resulting in increased father and male role model volunteer participation during recess and lunch activities.
- Implemented Parent University, which met a total of 6 times throughout the school year to support family leadership and engagement.
- Post-event feedback surveys were not consistently implemented and will remain an area of growth for future planning efforts.
- Exceeded the volunteer participation goal of 159 hours, recording over 250 parent volunteer hours during the school year.
- Created and distributed a monthly family newsletter 5 times to keep families informed about upcoming events, workshops, and involvement opportunities.
- Surpassed the Community Schools Needs Assessment goal related to after-school participation, reducing the percentage of students who reported “never” participating in after-school activities to 24.2%, exceeding the target goal of 33% or lower.

Outcomes/Indicators for 2026–2027:

For the 2026–2027 school year, entering Year 4 of implementation, Granite Hill will continue strengthening authentic family and community engagement by maintaining consistent parent workshops, volunteer opportunities, and

family leadership initiatives. The school aims to host at least 10 family engagement events and workshops throughout the year while expanding participation in programs such as Astro Parent Helpers, Watch D.O.G.S., and Parent University. Granite Hill will also focus on increasing family communication through regular newsletters and improved outreach strategies, while implementing post-event feedback surveys to better guide planning and improve future events. In addition, the school will work to sustain high levels of parent volunteerism and further reduce the percentage of students reporting “never” participating in after-school activities by continuing to increase access to engaging school-connected opportunities for students and families.

At Granite Hill Elementary School, we are committed to fostering an inclusive learning environment where students see their identities, histories, languages, and lived experiences reflected in the curriculum. Community-based curriculum and pedagogy are central to our Community Schools approach, deepening engagement, fostering cultural pride, and equipping students to think critically about real-world issues within their own communities.

Our data highlights both promising opportunities and pressing needs: 46.9% of English Learners made progress on the ELPAC in 2024—an increase of 5.4% from the previous year. Building on this growth, Granite Hill aims to achieve an additional 8% increase in English language proficiency. The following table outlines our school wide goals, alignment with the SPSA and the Four Pillars of Community Schools, baseline data, and the anticipated outcomes that guide our implementation of Strategy 2.

Goals	SP S A G o a l	C S P i l l a r	B a s e l i n e D a t a	A n t i c i p a t e d O u t c o m e s
By May of 2027, chronic absenteeism will be reduced from 21% to 18% for English Language Learners.	Goal 2: All students will have safe, orderly, and inviting learning	Integrated Student Support Family and Community	Overall chronic absenteeism rate 28%	Overall chronic absenteeism rate 24% English Learners 18%.

	en vir on m en t.	ge m en t	St ud en ts wit h Di sa bili tie s 28 .8 %.	St ud en ts wit h Di sa bili tie s 25 %.	
Action Steps	Hold ongoing attendance collaboration sessions by bringing together the attendance team, COST team, teachers, counselors, and support staff consistently to review attendance data, identify barriers, coordinate				

	<p>interventions, and monitor student progress.</p> <p>Utilize the COST process to identify students with chronic absenteeism concerns early and connect students and families with appropriate academic, behavioral, wellness, and community-based supports.</p> <p>Partner with the Wellness Coach to provide regular student check-ins, mentorship, and social-emotional support for students identified through attendance monitoring and COST referrals.</p> <p>Promote attendance through incentives and school-wide campaigns that encourage strong attendance habits through motivational messaging, classroom challenges, and positive recognition activities.</p>	
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	<p>Launch a student attendance awards program to recognize and celebrate students with improved or outstanding attendance through assemblies, certificates, classroom celebrations, and family communication.</p> <p>Expand opportunities for student involvement by offering a wide range of activities, clubs, leadership opportunities, and programs that help students feel connected, valued, and engaged in the school community.</p>			
<p>By May 2027, the number of points English Language Learners are below standard will decrease in academic performance, from 87.7 to 83.7 points in English Language Arts and from 109.4 to 104 points in Math</p>	<p>Goal 1: All students will be college and ca</p>	<p>Integrated Student Support Extern</p>	<p>English Language Arts: English Learning</p>	<p>English Language Arts: English Learning</p>

re er re ad y. Go al 3: All stu de nts wil l fe el co nn ect ed to th eir sc ho ol co m m uni ty thr ou gh en ga gin g ed uc ati on al pr act ice s an d	ed Le ar nin g Ti m e an d Op po rtu niti es Fa mil y an d Co m m uni ty En ga ge m en t	rs: 87 .7 poi nts bel ow sta nd ar d M at h: En gli sh Le ar ne rs: 10 9. 4 poi nts bel ow sta nd ar d En gli sh Le ar ne r Pr og re ss : En gli	rs: 83 .7 poi nts bel ow sta nd ar d M at h: En gli sh Le ar ne rs: 10 4 poi nts bel ow sta nd ar d En gli sh Le ar ne r Pr og re ss : En gli sh
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	partnerships with parents and the community.		sh Le ar ne r Pr og re ss : 46 .9 % m aki ng pr og re ss	Le ar ne r Pr og re ss : 50 .9 % m aki ng pr og re ss	
Action Steps	<p>Strengthen Home-School Communication on Academics: Clearly outline academic goals and expectations to parents, ensuring they understand grade-level benchmarks and standards.</p> <p>Host Family Learning Sessions: Deliver parent workshops that focus on practical tools and techniques to support student learning at home.</p> <p>Provide On-Site Childcare During Workshops: Ensure all parents can attend</p>				

	<p>workshops by offering child supervision services during sessions.</p> <p>Increase Access to Enrichment and Extended Learning: Introduce additional academic programs outside the regular school day to deepen student learning.</p> <p>Invest in Staff Growth Through Ongoing Training: Support educators with continuous professional learning aligned to instructional improvement and student needs.</p> <p>Inform Families About Student Learning Goals: Share clear and consistent academic expectations with parents to foster greater involvement in their child's education.</p> <p>Coordinate Parent Education Events: Plan and deliver informational sessions that empower families with tools to</p>	
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	support learning at home.			
By May 2027, student perceptions as measured by the Panorama Survey will improve, with the percentage of students feeling positive emotions increasing from 61% to 64%, perceptions of school safety increasing from 61% to 64%, and favorable responses to school climate increasing from 45% to 48%, supporting an overall increase in a positive and welcoming school climate.	Goal 3: All students will feel confident to their school community through engaging educational practices and	Family and Community Partnership	Parents Volunteer Hours: 14,400	Parent Volunteer Hours: 25,000

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Action Steps					

- Maintain the number of parent/family workshops and events to at least 10 per year.
- Continue Astro Parent Helpers earlier in the school year to maximize participation and grow from 5 parents to 8.
- Establish a designated Watch D.O.G.S. Day one time per month to encourage consistent volunteer opportunities for dads during lunch.
- Increase the number of parents that volunteer to more

	<p>than 250 hours.</p> <ul style="list-style-type: none"> • Continue monthly newsletter to keep families informed about upcoming events, workshops, and opportunities to get involved. 	
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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

Enhancing Community-Based Learning to Promote Student Engagement and Meaningful Instruction

Increase student engagement and strengthen students' sense of belonging by incorporating Community-Based Learning practices that connect academic content to students' cultural backgrounds, languages, and lived community experiences.

Baseline:

0 Community-Based Learning trainings completed

- Provide at least one staff professional development opportunity focused on Community-Based Learning (CBL) during the 2027–2028 school year.
- Offer ongoing coaching and instructional support to assist teachers in applying CBL strategies within classroom instruction.
- Use classroom walkthroughs and instructional feedback to monitor and support implementation of Community-Based Learning practices.

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

Goal: Build and Implement a Comprehensive Coordination of Services Team (COST) Process

Create and sustain a structured Coordination of Services Team (COST) process that improves the identification, coordination, and monitoring of students needing academic, behavioral, attendance, and social-emotional support through a collaborative and data-informed approach.

Baseline:

Currently, Community Schools Council conversations, PBIS planning, and attendance monitoring occur during shared meeting times; however, these systems function independently and are not yet unified within a formal COST framework.

- Establish and implement one formal monthly COST meeting structure by Fall 2026 that includes Community Schools, PBIS, attendance, counseling, wellness, and academic support.
- Develop and utilize a universal COST agenda, referral process, and shared data-review system for 100% of monthly meetings.
- Increase the number of students receiving coordinated interventions and progress monitoring through documented COST referrals and follow-up tracking in Q.
- Ensure 100% of COST meetings include review of attendance, behavior, academic, and social-emotional indicators.
- Train all COST team members and relevant staff on referral procedures, intervention documentation, and collaborative problem-solving practices by the end of Semester 1.
- Conduct two formal evaluations of the COST process during the school year using attendance data, intervention outcomes, and stakeholder feedback to refine systems and supports.
- Reduce EL chronic absenteeism from 21% to 18% or lower by May 2027.

Goal: Build Staff and Schoolwide Awareness of Community Schools

Strengthen implementation of the Community Schools model by building consistent staff and schoolwide understanding through clear communication, ongoing professional learning, and transparent sharing of progress.

- Provide regular Community Schools updates during staff meetings to ensure consistent communication, alignment, and shared understanding of priorities and progress.
- Increase staff understanding and use of Community Schools supports, including referral systems and engagement strategies, through ongoing guidance and implementation support.
- Offer ongoing professional development on Community Schools practices to build staff capacity and strengthen integration into daily instruction and student support.
- Maintain a centralized, easily accessible resource hub for staff that includes tools, referral forms, program information, and updated Community Schools materials.
- Monitor staff engagement and collect ongoing feedback to improve communication practices, strengthen implementation, and ensure continuous improvement of Community Schools efforts.

Decrease Minor Behavior Referrals and Increase Positive School Climate through PBIS, SEL, and Proactive Supports

Decrease student minor behavior referrals through the implementation of PBIS, Social Emotional Learning (SEL), restorative practices, and proactive supports that promote positive behavior, student engagement, and strong relationship-building.

Baseline:

Baseline: Minor behavior referrals are currently tracked, but PBIS systems, SEL instruction, and restorative practices are inconsistently implemented across grade levels. Attendance-based Check-In Check-Out supports have begun informally but are not yet a formalized or consistent system.

- Implement and strengthen PBIS schoolwide expectations, routines, and recognition systems to proactively promote positive behavior.
- Provide ongoing SEL instruction and restorative practices to support student self-regulation, relationship-building, and conflict resolution.
- Implement and expand the Dino School curriculum and strategies to strengthen students' social-emotional development, emotional awareness, problem-solving skills, and positive peer interactions.
- Establish calming corners and designated regulation spaces in classrooms and support areas to provide students with safe opportunities to practice self-regulation and emotional coping strategies, and train at least 3 additional teachers on effective implementation and use of calming corner practices.
- Establish and monitor Check-In Check-Out (CICO) systems for targeted students to provide consistent adult support and daily behavior feedback.
- Use MTSS structures to identify students early and provide tiered academic, behavioral, and social-emotional interventions based on data.
- Develop and support student leadership opportunities, including peer mediators, to assist in resolving conflicts and promoting positive peer interactions.
- Monitor office discipline referral data regularly to identify trends, inform interventions, and adjust supports.
- Provide staff professional development on proactive classroom management strategies, de-escalation techniques, and restorative responses.
- Strengthen collaboration between teachers, admin, and support staff to ensure consistent implementation of behavior supports across settings.

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):

Granite Hill Elementary School continues to cultivate a culture of collaborative leadership and shared governance by building systems that meaningfully engage students, families, educators, and community partners in planning and decision-making.

During the 2025–2026 school year, Granite Hill continued the implementation of Astro Parent Helpers, a program that invites parents to support teachers with material preparation while building connections with one another and staying informed about upcoming school and community events. The program proved to be a great success, with approximately five parents consistently participating throughout the year. This ongoing involvement strengthened relationships between families and staff while increasing family presence and engagement on campus.

In addition, Granite Hill launched Parent University during the 2025–2026 school year, hosting six workshop sessions focused on strengthening parent voice, building family capacity, and increasing engagement in school improvement efforts. These sessions provided families with opportunities to learn about topics connected to school climate, student supports, attendance, academic success, and social-emotional well-being, while also creating space for families to share feedback and input connected to the Community Schools needs assessment process. To reduce barriers to participation, Community Schools funding supported teacher and counselor compensation, child care, and meals during evening sessions to ensure families felt welcomed and supported.

As part of our broader governance structure, the Community Schools Council, originally established during the 2023–2024 school year, continued meeting quarterly throughout 2025–2026. The council includes students, parents, teachers, classified staff, counselors, and community members who collaboratively review needs assessment data, provide input on Community Schools initiatives, and help guide spending priorities. This year, Granite Hill continued strengthening student voice by including student representatives in the council, deepening authentic youth engagement in decision-making. Efforts also continued to align the work of the Community Schools Council with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), creating opportunities for cross-representation and shared feedback among the groups.

To ensure staff remained consistently engaged in the Community Schools vision, Community Schools updates were incorporated into monthly staff meetings. Staff also participated in professional development opportunities connected to wellness referrals, restorative practices, family engagement strategies, and student leadership development. Granite Hill further invested in leadership development opportunities aligned to the four Community Schools pillars. Teachers, counselors, administrators, and classified staff participated in conferences and trainings, including Orange County Department of Education PAL (Peer Assistance Leadership) training to support the continued expansion of student leadership and peer mentoring opportunities on campus.

To support effective planning and implementation, Granite Hill continued allocating Community Schools funding for extended planning time outside of contract hours. This planning time supports thoughtful program design, cross-departmental coordination, and alignment between SPSA goals and the Community Schools framework.

During the 2026–2027 school year, Granite Hill plans to continue expanding opportunities for collaborative leadership and family engagement by:

- Increasing consistent attendance and engagement at Community Schools Council meetings
- Strengthening cross-communication between the Community Schools Council, SSC, and ELAC
- Expanding Parent University workshop offerings based on family feedback and identified needs
- Continuing Astro Parent Helpers to further increase family connection and volunteer involvement on campus
- Documenting and sharing outcomes of community input to ensure transparency and shared accountability

Through these layered systems of governance and engagement, Granite Hill Elementary School continues to foster a school culture where collaboration is the norm and all stakeholders are empowered to help shape the future of their school.

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



As part of Granite Hill’s ongoing commitment to sustaining and growing the Community Schools model, essential staffing, programs, services, and funding structures have been identified for long-term support. The table below highlights priority areas, baseline data, projected goals, and actions already completed or planned to ensure sustainability beyond the initial grant phase.

Priority Area	Aligned SPSA Goal & Community Schools Pillar	Baseline	Anticipated Goals	Actions Already Taken / In Progress
Sustain key Community Schools staffing positions	Goal 2: Safe and Supportive Environment Pillars: Collaborative Leadership & Integrated Supports	CS TSA staff funded via CS grant (temporary)	TSA positions included in 2025–2026 staffing plan Board/district presentations to sustain roles	Advocated for budget inclusion in 2026–2027 staffing cycle
Action Steps:	Present staffing impact and service data to site and district leadership Advocate for continued funding through LCAP and other sources Share staffing needs with SSC, Community Schools Advisory, and board Collect stakeholder feedback (students, families, staff) to support positions Monitor service delivery data to justify sustainability			
Expand billing capacity for mental health services	Goal 2: Safe and Supportive Environment Pillar: Integrated Student Supports	Sustain Behavioral Health Associate Staff Hire Wellness Coach GH students seen by BHA staff: 11 Students on Waitlist: 5	Fully activate CYBHI billing by Fall 2026 to increase reimbursable mental health services, maintain or increase the number of students receiving BHA support services, and ensure that no students remain on a mental health services waitlist.	<ul style="list-style-type: none"> • Finalize CYBHI billing systems and procedures by Fall 2026. • Sustain Behavioral Health Associate staffing through reimbursable funding sources. • Hire a Wellness Coach to expand student wellness and SEL support. • Provide training and support related to documentation and billing procedures. • Monitor student referral, service, and waitlist data regularly.

Action Steps:	<ul style="list-style-type: none"> • Coordinate meetings with PICO billing staff. • Ensure timely EPSDT and CYBHI submissions. • Monitor service delivery and claim reimbursements consistently.
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Key Staff/Personnel

Tammy Patterson	School Site Principal
Elideth Guerrero	TSA-Community Schools
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Community Schools Coordinator
Karina Davaloz	Behavioral Health Therapist/Associate

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

Jurupa Unified School District is strengthening the long-term sustainability of integrated student supports by leveraging braided funding sources, strategic partnerships, and expanded reimbursement opportunities. The district is currently working to expand its partnership agreement with Riverside University Health System Behavioral Health through EPSDT billing, with the intention of transitioning Community Schools-funded behavioral health positions into reimbursable services. Through CalAIM, case management services have also become eligible for reimbursement, helping to further support sustainability efforts. JUSD continues to expand co-located services, including substance use prevention and intervention supports provided in partnership with RUHS and Federally Qualified Health Centers (FQHCs). The district is also planning to reopen a school-based health clinic and broaden student access to behavioral health services.

Additionally, JUSD has increased its billing infrastructure through the Children and Youth Behavioral Health Initiative (CYBHI), allowing reimbursement through private insurance and expanding service access beyond students eligible for Medi-Cal. The district is actively exploring additional sustainable funding opportunities, including partnerships with managed care organizations, private insurance agreements, and workforce development initiatives connected to mental health career pathways. In collaboration with the Riverside County Office of Education and local colleges and universities, JUSD is also developing dual enrollment and paid internship opportunities in social work and mental health fields. Collectively, these initiatives demonstrate a comprehensive braided funding approach intended to maintain and grow student support services beyond the duration of grant funding.

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

Granite Hill Elementary School continues to deepen strategic partnerships that reflect the evolving needs of our students, families, and staff. Through new collaborations, enhanced coordination, and expanded visibility, our goal is to ensure every partnership contributes meaningfully to whole-child development and community well-being. The table below outlines our current priorities, baseline data, anticipated goals, and actions taken to strengthen and sustain these relationships.

Goal	SPSA Goal + CS Pillar	Baseline Data	Anticipated Goals	Actions Already Taken / In Progress
Deepen and expand partnerships responsive to student, staff, and family needs	Goal 2 & 3: Safe and Supportive Environment + Family and Community Engagement	Existing community partnerships provide limited on-site resources and support opportunities for students and families.	Establish MOUs or formal collaborations with at least one additional community partner and host two or more agency partners at family events to provide on-site resources and services for students and families.	The school continues identifying and connecting with local organizations and agencies that align with student, staff, and family needs. Community resource participation has been incorporated into school events and family engagement efforts.
Action Steps:	Recruit additional community agencies to participate in resource fairs and family nights Feature partners at major events (registration, Back-to-School Night, monthly workshops) Coordinate with agencies to align services with student and family needs			
Increase visibility and accessibility of partner supports to families	Goal 3: Family and Community Engagement	Limited promotion of partner services at events	Promote partner presence at all major family engagement events Ensure multilingual and accessible communication across platforms	Partner flyers distributed at events Increased bilingual promotion via ParentSquare and direct outreach

Action Steps:	<p>Highlight partner services during registration, Back-to-School Night, and monthly workshops</p> <p>Distribute bilingual flyers and visuals both in-person and digitally.</p> <p>Create an easy-access partner info hub (bulletin board, website, QR directory, or newsletter section)</p>
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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:

Granite Hill Elementary School in partnership with Jurupa Unified School District (JUSD), has developed a strong, evolving network of community partnerships to support the academic, physical, and emotional well-being of students and families. These partnerships reflect the district’s long-standing commitment to the four pillars of the Community Schools Framework: **Integrated Student Supports, Expanded Learning Time and Opportunities, Family and Community Engagement,** and **Collaborative Leadership and Practice.**

Districtwide and Longstanding Partnerships

JUSD maintains deep-rooted partnerships with organizations such as the Healthy Jurupa Valley Collaborative, Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Services Act (MHSA) Prevention and Early Intervention Collaborative. District leaders have also participated on the boards of the Riverside County Behavioral Health Commission, Children’s Commission, Riverside Community Health Foundation, and various Federally Qualified Health Centers (FQHCs), helping to build a broad, responsive network of services for students and families.

These long standing relationships support core services at Granite Hill:

- **Riverside University Health System – Behavioral Health (RUHS-BH):**
 - EPSDT billing partner for school-based mental health services
 - Suicide prevention training and CBITS intervention (MHSA-funded)
 - RUHS Public Health Mobile Unit provides immunizations and preventive health screenings at school sites
- **Federally Qualified Health Centers (FQHCs):**
 - *Community Health Systems:* Mobile medical care and integrated behavioral health services
 - *Neighborhood Healthcare:* Dental mobile unit serving all campuses and preschool screenings
 - Future plans include reopening a co-located student health clinic at a modernized JUSD school site
- **California Baptist University:**
 - Graduate intern provider for school-based counseling
 - Partner in Federal School-Based Mental Health Grant, supporting dual enrollment and mental

- health career pathways
- Partnership includes Riverside COE, Beaumont USD, and Moreno Valley USD

- **First 5 Riverside:**

- Supports home visitation programs and family engagement services across JUSD

- **Youth Enrichment Services, Wylie Center, Tessie Cleveland, Alma Family Services, Operation SafeHouse, and MFI (My Family Inc.):**

- Support students and families with clothing, hygiene items, trauma-informed mental health services, and parenting classes

- **Vision and Health Services:**

- *Vision to Learn, America's Best Eyeglasses, Lions for Sight* (returning post-pandemic)

- **Food Access and Faith-Based Partners:**

- Rebuilding food distribution partnerships post-pandemic through faith-based and nonprofit organizations

- **Civic and Legislative Partners:**

- Congressman Mark Takano, Senator Richard Roth, and Assemblymember Sabrina Cervantes regularly support school-based community events such as citizenship workshops, resource fairs, and COVID-19 vaccine clinic.

New and Expanding Partnerships at Granite Hill:

- **Inland Empire Waterkeeper – RiverKATS Program:**

Provides environmental education and activism opportunities through hands-on fieldwork and place-based learning tied to science curriculum and peer mentoring.

- **Friday Night Live Kids (FNLK):**

A student-led leadership group promoting healthy choices, drug-free lifestyles, and community involvement through weekly projects.

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