

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

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:

At Granite Hill, we are committed to creating equitable, relationship-centered learning environments grounded in the California Community Schools Framework. Our work emphasizes collaboration, bridging classroom learning with the community, and a focus on continuous growth. These efforts build on the foundational work of Jurupa Unified School District (JUSD) as it continues to evolve into a strengths-based, asset-driven system.

JUSD centers family strengths and collective experiences, with culturally relevant instruction supported by ongoing professional development. Integrated mental health and social work services are designed to meet families where they are, offering flexible supports based on each family's readiness. Training also addresses stigma around mental health and services that promote self-sufficiency.

Through the Strengthening Families Framework, JUSD emphasizes early supports—such as mentoring and check-ins—that help build trust and can lead to more intensive services as needed. The district recognizes each school's unique culture and remains focused on developing racially just, restorative school environments. JUSD provides a two-day Restorative Practices certification for administrators and support

staff, along with training modules for all employees that emphasize self-reflection, relationship-building, and de-escalation strategies. The Community Schools TSA, in collaboration with the MTSS TSA, conducted a community circles training for all Granite Hill teachers. Administrators are modeling restorative circles, and the Community Schools TSA continues to support staff in embedding these practices.

JUSD also leads in culturally responsive instruction, supported by partnerships and a continuous improvement model within professional learning communities. Shared decision-making and parent engagement are well-established, with formal agreements—such as MOUs with NEA-Jurupa—guiding the structure and governance of Community School Councils at each site.

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

- **Extended Learning Opportunities (ELO)**
ELO offers students additional time to participate in academic support and enrichment activities, such as sports, ELD enrichment, and tutoring. These opportunities help students grow academically while also supporting their personal development and confidence.
- **Astro Hub**
The Astro Hub is a designated SEL and engagement room open to all students. It provides a safe and trusted space during recess, lunch, or as needed. Students can choose from a variety of self-directed games, engage with peers to rebuild social skills, and participate in art and craft activities—many of which are culturally centered—to foster creativity, connection, and emotional well-being.
- **Parent Engagement Workshops**
Parent workshops—including Literacy and Math Night, STEAM Night, Zumba, the Strengthening Families Program, and others—provide families with practical tools and resources to support their children's academic success, promote healthy lifestyles, and strengthen the school-home partnership.
- **Care Closet**
The Care Closet supplies clothing and essential items to students and their families in need, helping to ensure all students feel comfortable and confident at school.
- **Peer Assistance Leadership (PAL)**
PAL empowers students to take on leadership roles within the school community. The program promotes responsibility, teamwork, and the importance of student voice in shaping a positive, inclusive, and supportive campus environment.

All efforts are driven by SPSA data to address achievement gaps, especially among English Learners, students with disabilities, low-income students, and other underserved groups.

Community Schools Strategy 1 Alignment Table

Initiative or Purchase	SPSA Goal	Rationale + CS Pillar	Baseline Data from SPSA or Other Source	Anticipated Outcomes
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Parent Workshops/ Engagement	SPSA Goal 1: All students will be college and career ready.	<p>Provide learning opportunities for families to support student learning in the home.</p> <p>Pillar: Family & Community Engagement</p>	<p>Family survey data; Community Schools Needs Assessment</p> <p>California Dashboard: Language Arts All Students: 59.6 points below standard</p> <p>English Learners: 77.3 points below standard</p> <p>Socioeconomically Disadvantaged: 57.7 points below standard</p> <p>Math All Students: 80.2 points below the standard</p> <p>English Learners: 91.3 points below standard</p> <p>Socioeconomically Disadvantaged: 81.5 points below standard</p> <p>English Learner Progress: 41.5% making progress</p>	<p>Increased parent knowledge, improved student behavior/support, academics and stronger home-school connection</p> <p>California Dashboard: Language Arts All Students: 56.6 points below standard</p> <p>English Learners: 74.3 points below standard</p> <p>Socioeconomically Disadvantaged: 54.7 points below standard</p> <p>Math All Students: 77.2 points below the standard</p> <p>English Learners: 88.3 points below standard</p> <p>Socioeconomically Disadvantaged: 78.5 points below standard</p> <p>English Learner Progress: 44.5% making progress</p>
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Action Steps:	<p>Launch a Parent Academy that will meet monthly and provide families with practical resources and support. Topics may include, but are not limited to: financial literacy, nutrition, math support, literacy development, and other classes identified through the Community Schools Needs Assessment.</p> <p>Provide child care, meals, and translation services to ensure accessibility for all families.</p> <p>Collect parent feedback after each session to guide the planning of future workshops.</p> <p>Continue to offer a Parent Engagement Room that provides families with access to a welcoming, learning-focused environment equipped with laptops and other necessary resources to support their success during workshops and meetings.</p> <p>Offer workshops at various times to accommodate different family schedules.</p> <p>Ensure accessibility by offering translation services during workshops and in all distributed materials.</p> <p>Maintain detailed attendance records for all workshops and family engagement opportunities.</p>			
Family Nights <i>Funded: Event materials, supplies, math games, STEAM kits, teacher stipends</i>	<p>Goal 1: College & Career Readiness</p> <p>Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.</p>	<p>Strengthens academic connections between school and families.</p> <p>Pillar: Family & Community Engagement</p>	<p>The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 95%</p> <p>Source: LCAP Parent Survey Winter 2024-25</p>	<p>The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 98%</p> <p>Source: LCAP Parent Survey Winter 2025-26</p>
Action Steps:	<p>Host not limited to math, literacy, and STEAM nights</p> <p>Provide academic tools to be able to be used at home.</p> <p>Translate materials; promote via ParentSquare, ClassDojo</p>			
Watch D.O.G.S. Program	Goal 2: All students will have a safe, orderly,	Builds a positive male role model presence on	Panorama Survey Data; 57% of students	Panorama Survey Data; 60% of students

	and inviting learning environment.	campus. Pillar: Family & Community Engagement	feel positive emotions. 57% of students responded favorably to their perceptions of school safety. 40% of students responded favorably to school climate	feel positive emotions. 60% of students responded favorably to their perceptions of school safety. 43% of students responded favorably to school climate
Action Steps:	Plan Launch Dads Of Great Students Launch Night Schedule monthly designated volunteer days Promote program at Back-to-School Night and workshops			
Attendance	Goal 2: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Motivate and improve attendance. Pillar: Integrated Student Supports	Overall chronic absenteeism rate 24% English Learners 22.2%. Students with Disabilities 18.4%. Socioeconomically Disadvantaged 25%.	Overall chronic absenteeism rate 20% English Learners 19%. Students with Disabilities 15%. Socioeconomically Disadvantaged 21%.
Action Steps:	The TSA will continue to serve on the attendance team, supporting outreach and monitoring efforts. Track attendance data monthly and offer incentives such as certificates and recognition to encourage consistent student attendance. Continue using daily attendance calendars in the classroom to promote student accountability and visual goal tracking.			
EL After-School Enrichment Program <i>Funded: Teacher stipends,</i>	Goal 1: College & Career Readiness Goal 2: All students will feel connected to their school community	Provides targeted language development for ELs. Pillar: Integrated Student Supports	Current Percentage of English Learners making progress: 55% Status Level: Yellow	Current Percentage of English Learners making progress: 55% Status Level: Yellow

	through engaging educational practices and partnerships with parents and community.		Percentage of English Learners Reclassified: 7.14%	Percentage of English Learners Reclassified: 8.0%
Action Steps:	<p>Collaborate with the English Language Development (ELD) facilitator to provide targeted support for English Learner (EL) students.</p> <p>Offer ELD enrichment during Extended Learning Opportunities (ELO) and fund teacher stipends to ensure high-quality instruction.</p> <p>Host a parent workshop to provide families with strategies and information on how to best support their child's language development and success.</p> <p>Celebrate and recognize students who have been reclassified to acknowledge their achievement and motivate continued progress.</p>			
Astro Hub (SEL & Engagement Room)	Goal 2: All students will have a safe, orderly, and inviting learning environment.	<p>Supports student regulation, connection, and wellness.</p> <p>Pillar: Integrated Student Supports</p>	<p>Percent favorable perceptions of student physical and psychological safety at school 57% Source: Panorama Student Survey</p>	<p>Percent favorable perceptions of student physical and psychological safety at school 70% Source: Panorama Student Survey</p>
Action Steps:	<p>Promote and ensure staff are aware of the SEL supports provided by the Astro Hub, and emphasize the intentionality behind its design and purpose.</p> <p>Provide SEL games, art/craft supplies, and sensory tools as needed to support students' social-emotional development and engagement.</p> <p>Track data on students who attend the Astro Hub to monitor participation and assess the effectiveness of the support provided.</p>			
Elevo SEL Sports Program	Goal 2: All students will have a safe, orderly, and inviting learning environment.	<p>Offers structured physical activity that builds SEL skills.</p> <p>Pillar: Extended Learning Time & Opportunities</p>	<p>Out of 192 students surveyed, 105 students (54.7%) expressed interest in having sports included as part of expanded and enriched learning time and opportunities.</p>	<p>Increase student participation in after-school sports programs in response to the 54.7% student interest in sports as part of expanded and enriched learning time.</p>

Action Steps:	<p>Contract Elevo for SEL-based PE to enhance the physical education program with a focus on social-emotional learning.</p> <p>Monitor participation rates to track engagement and ensure the program is reaching the intended students.</p> <p>Collect student feedback to assess the effectiveness of the program and identify areas for improvement.</p>			
PAL Peer Leadership Program	Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	<p>Builds youth leadership and peer support culture.</p> <p>Pillar: Collaborative Leadership</p>	<p>46% of students responded favorably to a sense of belonging.</p> <p>Source: Panorama</p>	<p>49% of students responded favorably to a sense of belonging.</p> <p>Source: Panorama</p>
Action Steps:	<p>Meet with PAL students weekly to provide lessons that prepare them for leadership roles.</p> <p>Send a teacher to PAL training to ensure they are equipped to guide and support student leaders effectively.</p> <p>Provide support for supplies, excursions, and transportation to offer students real-world leadership learning opportunities. <i>Examples include, but are not limited to, experiences such as the UC Ropes Course, which foster teamwork, resilience, and leadership development.</i></p> <p>Provide paid planning and teaching time for the PAL advisor, outside of contracted hours if needed.</p> <p>Host two school-wide campaigns led by PAL students to promote student voice and engagement in the school community.</p>			
Expanded Learning Activities (STEAM, Arts, Sports)	Goal 1: College & Career Readiness	<p>Fosters whole-child growth through diverse learning opportunities.</p> <p>Pillar: Extended Learning Time</p>	<p>CS Needs Assessment: In response to the question: <i>"What kinds of programs and services do you think would help your child(ren) have greater success in</i></p>	<p>Provide new expanded and enrichment learning time and opportunities for students based on interests identified in the Community Schools Needs Assessment for students and parents.</p>

			<p><i>school?"</i></p> <p>100 out of 181 parents (55%) identified After School Enrichment Activities as a key support for their child's academic success. Activities</p> <p>In response to the question: <i>"How often do you participate in after-school activities at our school?"</i> 35.9% of students (69 out of 192) responded "Never."</p>	<p>Reduce the percentage of students who report never participating in after-school to 32.9%</p>
Action Steps:	<p>Offer Expanded Learning Opportunity (ELO) blocks that provide students with access to a variety of enrichment activities connected to academics.</p> <p>Coordinate and compensate teachers to plan and lead ELO sessions, ensuring high-quality instruction and sustained student engagement.</p>			
Professional Development for Staff: Restorative practices, calming corners, ACEs, trauma-informed practices, and community circles	Goal 2: Safe, Orderly & Inviting Environment	<p>Supports racially just, relationship-centered climate and effective conflict resolution.</p> <p>Pillar: Collaborative Leadership & Integrated Student Supports</p>	<p>Out of 35 staff members surveyed, 63.9% indicated a desire to see increased mental health programs and services to support student success in school.</p>	<p>Increase staff knowledge of restorative practices, calming corners, ACEs, trauma-informed practices, and community circles. Have at least one teacher per grade level attend restorative</p>

				practice training.
Action Steps:	<p>Ensure that at least one teacher per grade level is trained in Restorative Practices.</p> <p>Notify teachers of upcoming professional development opportunities to support students.</p> <p>Develop a shared resource folder with materials, lesson ideas, and calming corner visuals for easy access by teachers.</p>			

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 has conducted a comprehensive and multifaceted needs and assets assessment to determine key priorities and drive meaningful, measurable action. This process has been guided by schoolwide and district-level data, as well as valuable input from the community, students, and families. Our approach is rooted in the four pillars of the California Community Schools Framework—Integrated Student Supports, Family and Community Engagement, Expanded Learning Time and Opportunities, and Collaborative Leadership and Practices—and is closely aligned with our School Plan for Student Achievement (SPSA).

Districtwide Tools for Needs Identification

Jurupa Unified School District (JUSD) employs a wide range of general and targeted tools to identify needs and track progress at both the district and school site levels:

Surveys:

Local Control and Accountability Plan (LCAP) Surveys:

Administered annually to students, families, educators, and educational partners, these surveys help shape both district-level LCAP goals and each school's Single Plan for Student Achievement (SPSA).

Panorama Survey:

Conducted twice per year, the Panorama platform gathers valid and reliable data on belonging, engagement, school safety, and teacher-student relationships. Every student and staff member participates. Data from this survey helps identify needs related to school climate and positive culture, and informs strategies around SEL, discipline, and connectedness.

California Healthy Kids Survey (CHKS):

Administered to students in grades 6, 7, 9, and 11, the CHKS is a confidential tool that assesses student wellness, resiliency, school connectedness, and safety. CHKS data is used to drive decisions that support overall student well-being and improve school climate.

Community Schools Needs Assessment Survey:

In addition to district tools, Granite Hill Elementary School conducts its own Community Schools Needs Assessment survey, distributed annually to students, staff, and families. The survey captures feedback about:

- What supports and services are currently helping students thrive
- What additional resources students and families would like to see
- How the school can better align wellness, academic, and community support systems

Results from this site-level survey directly influence Granite Hill's community school investments, helping tailor services to the most immediate and relevant needs. The feedback informs updates to the Community Schools Implementation Plan and supports decision-making within the Community Schools Council, ensuring the plan remains grounded in local voice and lived experience.

Focus Groups and Community Voice

Granite Hill Elementary is dedicated to actively engaging its school community through structured focus groups that amplify the authentic voices of students, families, and staff. These focus groups are instrumental in informing the development and ongoing improvement of both the School Plan for Student Achievement (SPSA) and the Community Schools Implementation Plan.

- The principal at Granite Hill actively brings parents into the school to participate in focus groups centered on improving school culture, family engagement, and student success. These gatherings offer families a space to share their perspectives, challenges, and ideas for strengthening support systems on campus.
- Site-based governance groups, including the Community Schools Council, School Site Council (SSC) and English Learner Advisory Committee (ELAC), are regularly engaged in decision-making and goal development. Their feedback is instrumental in aligning programs and services to actual community needs.
- Peer Assistance Leadership (PAL) is a student-led program that empowers youth to support their peers through leadership, mentorship, and positive role modeling. PAL students are trained to promote a safe, inclusive, and respectful school environment by helping peers navigate social and emotional challenges. Through activities like peer mentoring, school-wide campaigns, and community service, PAL members foster kindness, empathy, and connectedness on campus. The program helps build leadership skills while strengthening school culture and student well-being.

Focus Groups: Each site has school based advisory groups. School Site Council, Community Schools Council, English Language Advisory Council, GATE – gifted and talented, and SEPAC – Special Education Parent Advisory Committee, are all engaged at the site level and district level as part of our established parent leadership systems and governance. They are utilized as respective focus groups at every site to inform decision making and the development of the SPSA.

Committees Guiding Action

Leadership Team:

The Leadership Team at Granite Hill Elementary consists of the principal, Community Schools TSA, grade-level representatives, and key staff members. This team meets regularly to review data, monitor the implementation of school goals, and align practices with the School Plan for Student Achievement (SPSA). They collaborate on decisions related to instruction, intervention, and schoolwide initiatives to ensure the needs of all students are addressed. Their work is foundational to continuous improvement and shared leadership across the school.

Attendance Team:

The Attendance Team at Granite Hill Elementary is a group of dedicated staff members focused on improving student attendance and reducing chronic absenteeism. The team typically includes the principal, attendance clerk, health aide, Community Schools TSA, and other key personnel such as case carriers for students with IEPs and support teachers. They meet regularly to analyze attendance data, identify students with attendance concerns, and create individualized support plans. The team also partners closely with families to understand attendance barriers and connect them with the necessary resources and interventions.

PBIS and MTSS Team:

Granite Hill also maintains a dedicated PBIS/MTSS committee focused on strengthening school-wide behavior expectations, academic interventions, and social-emotional support systems. This team uses data to refine tiered systems of support and promote inclusive practices across campus. The PBIS/MTSS team partners closely with JUSD's Educational Equity Department and the Riverside County Office of Education (RCOE) to access professional development, refine intervention models, and ensure alignment with district and state-level equity goals.

Additionally, collaborative efforts with Neighborhood Healthcare have enabled the expansion of school-based dental services through the utilization of a mobile unit. The engagement with Community Health Systems further enhances our ability to provide comprehensive support services. Notably, Healthy Jurupa, comprising various nonprofit and governmental agencies, serves as a valuable resource for our school site.

Centering Marginalized Voices

We are especially committed to engaging historically marginalized student and family groups, including English Learners, Long-Term English Learners (LTELs), foster youth, low-income families, Special Day Class (SDC) students, and those with limited access to traditional engagement structures.

Data-Driven Priorities & Actions Taken

Based on the analysis of survey results, interviews, advisory group feedback, and academic performance data found in the SPSA, the following priorities were established and acted upon:

Priority Area	Need Identified	Key Actions Taken	CS Pillar(s)
EL Achievement and Reclassification	Low reclassification rate (7.14%) 41.5% of English Learners made progress on the ELPAC	ELD Enrichment class funded by Community Schools; QTEL PD for grades 4–6 (expanding to TK–3); targeted EL attendance monitoring	Integrated Supports, Family Engagement
ELA/Math Performance	English Language Arts overall performance level was designated as Yellow: 59.2 points below Standard In Mathematics, the overall performance level was Yellow: 80.2 points below Standard	Saturday School; Extended Learning Opportunities (ELO); after-school tutoring; Support Teachers	Extended Learning Time
SEL and Wellness	High levels of student anxiety and stress; need for schoolwide SEL and mental health supports	Second Step SEL curriculum; PBIS, Wellness Lunch Days, Astro Hub	Integrated Supports
Parent Engagement	Language barriers and low family participation in school events	Parent Workshops, Watch DOGS; Literacy, Math, and STEAM Nights; Zumba; materials translated and interpreted	Family & Community Engagement
Student Leadership and Voice	Limited structured leadership or	Weekly PAL meetings; ropes course; student	Collaborative Leadership, Extended Learning

	mentoring opportunities for students.	leadership in events; student input through surveys and interviews.	
Access to Basic Needs	Students without reliable access to clothing or supplies	Care Closet operations; expansion with racks/hangers; regular donations; part of Community Schools supports	Integrated Student Supports

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

<p>Goal 1: Expanded and Enriched Learning Time- During School (learning pathways, differentiated instruction, lab times, etc. and After School (times/ services)</p>	<p>Actions Taken (Year 1 & Year 2):</p> <ul style="list-style-type: none"> • Funded Extended Learning Opportunities (ELO) after school for ELD Enrichment. • Saturday School Days for PAL Students. • Implemented ELD Enrichment class and Math Support Teacher (SPSA-funded strategies) • Opened our student Astro Hub/ SEL room students can access calming activities, build peer relationships, and practice self-regulation during recess, lunch, or when additional support is needed. • Embedded Wellness Lunch Days and SEL activities into daily routines • Had Math, Literacy and STEAM Family Nights • Basketball Intramural Sports <p>Outcomes/Indicators for 2025–2026:</p> <ul style="list-style-type: none"> • Increase EL reclassification rate to 8% • Add 2+ new after-school enrichment options • Reduce chronic absenteeism by 2% through attendance-linked ELO supports • Meet Community Schools Needs Assessment goal of reducing students who say they “never” participate in after-school programs to 33% or less
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Goal 2: Consistently and accurately conduct needs assessments to inform and guide our initiatives.

Actions Taken (Years 1 & 2):

- Designed and launched the Granite Hill Community Schools Needs Assessment Survey
- Gathered input from students, families, and staff on key topics such as school climate, desired services, and effective supports
- Collected a total of:
 - 192 student responses
 - 181 parent/community responses
 - 36 staff responses
- Conducted targeted outreach through ELAC, SSC, ESL classes, and school events to ensure broad participation
- Integrated the survey into Back-to-School Night, ESL classes, and Parent Workshops
- Simplified the survey format for accessibility (digital and paper versions)
- Added bilingual facilitation and QR codes to increase ease of access

Outcomes/Goals for 2025–2026:

- Increase total parent/community responses to at least 200
- Disaggregate data by stakeholder group (students, staff, families) to inform decision-making
- Use results to adapt programming, communications, and event planning
- Share key findings and updates at SSC, ELAC, and Community Schools Council meetings

<p>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</p>	<p style="text-align: center;"><u>Actions Taken (Year 1 & Year 2):</u></p> <ul style="list-style-type: none"> ● Hosted over 50 family and parent engagement events and workshops over the past two years, providing opportunities for active participation, including: <ul style="list-style-type: none"> ○ Positive Discipline ○ Financial Literacy ○ Keeping Kids Safe Online ○ Trauma ○ Abriendo Puertas (4 classes) ○ Zumba classes (8 classes) ○ Strengthening Families (13 classes) ○ Astro Parent Helpers (18 times) ○ Family STEAM Night ○ Family Literacy Night ○ 2 Math Nights ● Shared information through ParentSquare, ClassDojo, Instagram, Facebook, and printed flyers. ● Hosted two Watch D.O.G.S. Launch Nights and welcomed dad volunteers over 25 times during recess or lunch. Integrated student Peer Assistance Leadership (PAL) group to promote events ● In Year 2, we recorded a total of 144 parent volunteer hours. <p style="text-align: center;"><u>Outcomes/Indicators for 2025–2026:</u></p> <ul style="list-style-type: none"> ● Increase the number of parent/family workshops and events to at least 10 per year. ● Launch Astro Parent Helpers earlier in the school year to maximize participation. ● Establish a designated Watch D.O.G.S. Day 1–2 times per month to encourage consistent volunteer opportunities for dads during recess and lunch ● Launch a Parent Academy that will meet monthly (e.g., mentor ELAC/SSC reps, co-lead workshops) ● Conduct post-event feedback surveys to guide planning
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| | <ul style="list-style-type: none"> • Increase the number of parents that volunteer to 200 hours. • Create a monthly newsletter to keep families informed about upcoming events, workshops, and opportunities to get involved. • In the Community School Needs Assessment, aim to decrease the percentage of students responding “never” to 33% or lower for the question: <i>“How often do you participate in after-school activities at our school?”</i> |
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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

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: while 41.5% of English Learners made progress on the ELPAC in 2024—down from 49% the previous year—future growth should aim for a more substantial increase of 3% to 5% in English language proficiency. In response, Granite Hill is deepening its commitment to Community-Based Learning (CBL) by partnering with local organizations, expanding project-based instruction, celebrating cultural identity, and strengthening staff capacity.

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	SPSA Goal	CS Pillar	Baseline Data	Anticipated Outcomes
Improve student attendance; reduce chronic absenteeism	Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports Family and Community Engagement	Overall chronic absenteeism rate 24% English Learners 22.2%. Students with Disabilities 18.4%. Socioeconomically Disadvantaged 25%.	Overall chronic absenteeism rate 20% English Learners 19%. Students with Disabilities 15%. Socioeconomically Disadvantaged 21%.
Action Steps	<p>Hold Ongoing Attendance Collaboration Sessions: Bring together the attendance team consistently to review data, identify concerns, and implement solutions.</p> <p>Promote Attendance Through Incentives and Campaigns: Launch school-wide initiatives that encourage strong attendance habits through motivational messaging and activities.</p> <p>Launch Student Attendance Awards Program: Recognize and celebrate students with improved or outstanding attendance through formal recognition systems.</p>			

	Expand Opportunities for Student Involvement: Offer a wide range of activities and programs that help students feel connected, valued, and engaged in the school community.			
Increase English Language Learners' academic performance.	<p>Goal 1: All students will be college and career ready.</p> <p>Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.</p>	<p>Integrated Student Supports</p> <p>Extended Learning Time and Opportunities</p> <p>Family and Community Engagement</p>	<p>English Language Arts:</p> <p>English Learners: 77.3 points below standard</p> <p>Math:</p> <p>English Learners: 91.3 points below standard</p> <p>English Learner Progress:</p> <p>English Learner Progress: 41.5% making progress</p>	<p>English Language Arts:</p> <p>English Learners: 74.3 points below standard</p> <p>Math:</p> <p>English Learners: 88.3 points below standard</p> <p>English Learner Progress:</p> <p>English Learner Progress: 44.5% making progress</p>
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 Family Events: Ensure all parents can attend 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>			
Increase Socioeconomically Disadvantaged population's academic performance.	<p>Goal 1: All students will be college and career ready.</p> <p>Goal 3: All students will feel connected to their school community through engaging</p>	<p>Integrated Student Supports</p> <p>Extended Learning Time and Opportunities</p> <p>Family and Community Engagement</p>	<p>English Language Arts:</p> <p>44.4 points below standard</p> <p>Math:</p> <p>49 points below standard</p>	<p>English Language Arts:</p> <p>41.4 points below standard</p> <p>Math:</p> <p>46 points below standard</p>

	educational practices and partnerships with parents and the community.			
Action Steps	<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 support learning at home.</p> <p>Ensure Accessibility Through Childcare Support: Offer childcare options during workshops to remove participation barriers for families.</p> <p>Enhance Learning Through Supplementary Programs: Implement before- and after-school academic enrichment to support and extend student learning.</p> <p>Advance Staff Capacity Through Focused Training: Provide educators with targeted professional development to improve instruction and student outcomes.</p>			

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

<p>Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Include brief Community Schools updates in all staff meetings (highlight events, wins, student stories, resources, and progress toward goals). ● Offer short PD/learning segments during staff meetings or PD days on: <ul style="list-style-type: none"> ○ What Community Schools is ○ How teachers can refer students for supports ○ Examples of Integrated Supports and Family Engagement that work ● Create a newsletter that provides Community School updates. <ul style="list-style-type: none"> ○ Event flyers and volunteer sign-ups ○ Updates from CS Council meetings ● Share “Community Schools in Action” stories from teachers, students, or events via email, staff bulletin, or ParentSquare. <p>Measures of Progress:</p> <ul style="list-style-type: none"> ● Deliver monthly CS updates at staff meetings ● Increase staff awareness of CS pillars and services (measured through annual staff needs assessment) ● Document at least two CS-focused PD/learning sessions annually ● Increase number of staff-initiated student referrals or event collaborations <p>Collect feedback from staff on clarity and accessibility of CS-related communication/tools</p>
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<p>Strengthen and sustain the Community Schools Council by increasing engagement, representation, and leadership development among students, parents, and community members.</p>	<ul style="list-style-type: none"> • Continue to hold at least four committee meetings annually, aligned to implementation review cycles. • Improve turnout by 25% through early calendar planning, personalized invitations, and follow-up reminders. • Develop and implement a recruitment plan to invite more parent leaders (especially from ELAC, SSC, and underrepresented subgroups). • Formalize student roles on the committee (e.g., PAL or rotating student voice spotlights). • Provide brief leadership development moments (e.g., 5-minute “What is CS?” refreshers or discussion prompts) to build member understanding and capacity. • Create a feedback loop by scheduling presentations or share-outs to School Site Council and ELAC to increase visibility and alignment. • Publish meeting summaries and action items to the community to build transparency and accountability. • Coordinate cross-representation by inviting ELAC and SSC members to participate in or present at Community Schools Advisory meetings. <p>Measures of Progress:</p> <ul style="list-style-type: none"> • Increase community participation by at least 2 people • Give ample time for a hearing session at each CSC meeting • Provide CS updates at a minimum of 2 SSC and ELAC meetings.
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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 is actively cultivating 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.

In the 2024–2025 school year, Granite Hill launched Astro Parent Helpers, a program that invites parents to support teachers with material preparation. During these sessions, parents are able to connect with one another and receive timely information about upcoming school and community events. In 2025–2026, we plan to initiate a Parent Academy that will offer monthly workshops designed to strengthen parent voices and deepen family engagement in school improvement efforts. These workshops will serve as inclusive spaces for families to provide input on school climate, student needs, and priority topics identified through the Community Schools needs assessment. To reduce barriers to participation, Community Schools funding has supported teacher and counselor compensation, child care, and meals during evening sessions—ensuring that families feel welcomed and supported.

As part of our broader governance structure, we formally established the Community Schools Council during the 2023–2024 school year. This council includes students, parents, teachers, classified staff, counselors, and community members. It meets quarterly to review needs assessment data, provide input on Community Schools initiatives, and guide spending priorities. This year, we strengthened student voice by inviting student representatives to serve on the council—deepening authentic youth engagement in decision-making. We also began aligning the work of this council with the School Site Council (SSC) and English Learner Advisory Committee (ELAC), creating opportunities for cross-representation and shared feedback loops between the groups.

To ensure staff are consistently engaged in the Community Schools vision, we have integrated Community Schools updates into monthly staff meetings and have launched a plan to provide professional development sessions on key topics such as wellness referrals, restorative practices, and family engagement strategies. A Community Schools bulletin board, digital toolkit, or newsletter will further enhance transparency and communication among staff and families.

We are also investing in leadership development opportunities to strengthen our internal capacity and align our practices with the four Community Schools pillars. Teachers, counselors, administrators, and classified staff have participated in key conferences, including the upcoming Orange County Department of Education PAL (Peer Assistance Leadership) training in preparation for the expansion of our Peer Mentoring course.

To ensure effective planning and implementation, Granite Hill will continue to allocate Community Schools funding for extended planning time outside of contract hours. This supports thoughtful program design, cross-departmental coordination, and alignment with both SPSA goals and the Community Schools framework.

As we move forward, our next steps include:

- Increasing consistent attendance and engagement at Community Schools Council meetings
- Enhancing cross-communication between the Community Schools Council, SSC, and ELAC
- Documenting and sharing outcomes of community input to ensure transparency and shared accountability

Through these layered systems of governance, Granite Hill Elementary School continues to foster a school culture where collaboration is the norm, and all stakeholders are empowered to 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
Preserve essential Community Schools staffing roles	Goal 2: Safe and Supportive Environment Pillars: Collaborative Leadership & Integrated Supports	CS TSA is currently funded through a time-limited CS grant	Secure ongoing funding for TSA and BHA positions in the 2025–2026 school year and beyond.	Budget advocacy underway with district leadership staffing included in upcoming year's planning
Action Steps:	<ul style="list-style-type: none"> • Share impact metrics (student support data, SEL gains, program effectiveness) with school and stakeholders. • Advocate for long-term funding through LCAP or other district allocations • Present staffing needs to SSC, CS Advisory Council • Collect stakeholder testimonials (parents, students, staff) in support of these positions • Track and report monthly service delivery data to support funding requests 			
Increase capacity for mental health service billing	Goal 2: Safe and Supportive Environment Pillar: Integrated Student Supports	Currently hiring for a BHA position. GH students seen by BHA staff: 11 Students on Waitlist: 5	Fully activate CYBHI billing by Fall 2025 Boost reimbursable mental health services To maintain or increase the number of students being seen by BHA staff and ensure that no students remain on the waitlist.	Have begun interviews for mental health support (BHA)
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. 			

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
Marlyn Vargas	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 - JUSD is currently working on sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include the following;

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding.
 - a. Under CalAIM services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.
 - a. This may lead to Jurupa Unified becoming a contract provider for these services.
3. Co-locate services offered by Federally Qualified Health Centers: - FQs
 - a. Jurupa Unified has in the past operated an intermittent health clinic at one of its school sites which will be reopened utilizing two different partners pending agreement finalization of the new facility construction as part of that site's modernization. Negotiations are in place to also co-locate behavioral health services from one of our FQs.

In addition, Jurupa Unified has expanded its billing capacity to include private insurance reimbursements through CYBHI (Children and Youth Behavioral Health Initiative). This is a significant step toward sustaining and broadening access to behavioral health services beyond Medi-Cal eligibility.

Jurupa Unified plans to continue exploring the following funding streams:

4. Managed Care Plans. With CalAIM and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
5. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the need of its existing Medi-Cal based and uninsured referrals. Community Schools Funding would accelerate this work by increasing the mental health workforce to meet current needs.
6. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan (artifact 11).

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	One new partner engaged (Inland Empire Waterkeeper)	Establish MOUs or formal collaborations with at least 1 additional partner Host 2+ agency partners at school family events to offer on-site resources	IE Waterkeeper partnership established for on-site student programs
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	Partner flyers distributed at events

			Ensure multilingual and accessible communication across platforms	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>			

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.