

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Informat

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Jurupa Unified School District - JUSD utilizes a wide variety of general and specific tools to collect data at the district level and site level.

Surveys: At the district level the Local Control Accountability Plan - LCAP surveys for students, parents, educators, and educational partners are administered annually to help inform the development of the Single School Plan for Student Achievement and District Level LCAP. Recently JUSD contracted with Panorama to enhance survey collection data. The Panorama survey is held twice a year. The Panorama platform promotes a positive school climate by collecting valid and reliable feedback regarding belonging and teacher-student relationships, to engagement and school safety. This survey is administered twice a year and is completed by every student and teacher. The data is used to address the needs impacting positive school culture.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students in grade six. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

JUSD also contracted with the Hanover Research Council. Hanover advisors provided recommendations based on research trends, gathered and interpreted stakeholder feedback, analyzed current performance, and supported efforts to develop an action plan to work toward supporting equity. We are in the 3rd year of this contract and engagement focusing on equity and culturally relevant education.

Focus Groups: Each site has school based advisory groups. School Site 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. Community Schools Cohort 1 has been conducting additional focus groups with school communities to further inform the greater school communities through the lens of community schools. All community schools teachers on special assignment have been trained in restorative practices, and have played a role using circles for building community and enhancing conversation in focus groups as well as the World Cafe Model for engaging larger groups of parents using topic questions. Granite Hill Elementary School has a student advisory group that allows for student voice on high interest topics, campus activities, and other student needs. The student council includes representatives from grades 4-6. Granite Hill Community Schools teacher on special assignment has been trained in Watch D.O.G.S.

Interviews: Students and parents receiving mental health surveys are interviewed annually districtwide. These are standard interview questions from the Department of Health Care Services. Staff engage youth and parents 1:1 each May. In 2022 82 parents and 41 students were interviewed regarding the quality and accessibility of mental health services being received. These interviews are shared with county behavioral health and state department of health care services as well as used internally to develop improvement plans annually. Further, sites have engaged in “empathy interviews” with students and parents as part of the work with the 21st Century School Leadership Academy - 21CSLA funded in partnership with Riverside County Office of Education, San Diego Office of Education, and Imperial County Office of Education. These interviews with students help inform leaders towards culturally responsive educational practices. Community Schools Teachers on Special Assignment will participate in the 21CSLA academy and will be trained to engage in empathy interviews. Empathy interviews will also be conducted by our consultant Hanover Research to delve deeper into suspension practices as a disciplinary measure.

Committees: Committees were formed as a result of initial data gathering. One of the committees, the Educational Partners Equity Committee, was facilitated by the Director of Education Equity (artifacts 18-20). This committee developed action plans that delve deep in addressing gaps with the following student populations: African American, Homeless, Foster Youth, English Learners, and Special Education. Recently the African American Parent Advisory Group was formed. A second committee, led by the Director of Parent Involvement and Community Outreach, was the Student Support Services. Site data gathering and needs assessments were pushed forward to district leadership resulting in the mind mapping assets and needs with the focus of further promoting student mental health as a priority. This committee was composed of our secondary level community

schools teachers on special assignment, our district community schools coordinator, behavioral health staff members, site administrators, high school students, and our county behavioral health deputy director (artifact 11). This resulted in action plans and ongoing work to expand work completed by community schools cohort 1, which established a wellness center on our high school campus. More on this work is referenced in the “community partner engagement” section. A 3rd committee was a district level attendance committee. To address the post-covid attendance trends, the Director of Student Welfare and Supports led the development of attendance teams at each site to engage the community to identify barriers and needs to support an increase in attendance and decrease in chronic absenteeism. Site teams are engaging their prospective school communities in an array of methods such as focus groups and empathy interviews. A fourth committee is composed of district leadership and is facilitated by Riverside County Office of Education Leadership to fully develop our MTSS or Multi Tiered System of Supports. This committee is composed of members of the Pupil Services and Education Services teams to layout all supports that are provided, and to provide our education partners a comprehensive MTSS guide. Granite Hill has established a comprehensive attendance team that establishes school policy and outreach for restorative practices that support improved attendance and academic success.

Community Partner Engagement: Community partner engagement is a regular part of district alignment. In working with Riverside County Office of Education and other school district partners, various divisions engage and learn from partners already engaged at the county level or other school districts. This can lead to additional partnerships to address identified needs such as “vision to learn” which provides eye exams and glasses to students. Additionally, through our committee work, it was identified that our current partnership with My Family Incorporated (a non-profit mental health and substance abuse prevention provider) was not meeting the needs of our school sites due to barriers such as transportation and times when services were available. The existing work and partnerships led us to engage the Riverside University Health System - Behavioral Health Substance Abuse Prevention Team. Meetings have been held detailing the site services at our secondary sites through their existing and planned wellness centers. Additional partner engagement is with our Federally Qualified Health System providers. Our community schools cohort 1 has been working with Neighborhood Healthcare to expand school based dental services. With the pandemic, and the loss of Borrego Health as a partner, we engaged new partners to engage and integrate this service. We are currently in conversation with Community Health Systems to co-locate behavioral health teams to address lower-acuity mental health services (i.e., “mild-to-moderate” services); this is also known as non-specialty mental health. This would greatly supplement Jurupa Unified’s existing specialty mental health contract. Jurupa Unified also engages community collaboratives on a regular basis. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies. The HOPE Collaborative is a second collaborative acting as the Child Abuse Prevention Council for Riverside County. The HOPE Collaborative is also composed of nonprofit and community agencies. Jurupa Unified staff also engage in Riverside County’s Family Resource Network meetings. This ongoing community engagement supports the development of new relationships providing services in our schools and deepens existing relationships. As a result, we annually update our community resource guide, which is available to all sites.

(<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>). Our engagement process has revealed that ongoing training is needed of all site personnel on how to access resources and submit

referrals for services.

Priority 2: Shared Understanding

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

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

JUSD is currently evolving in being asset - driven and strengths based. The focus of starting with family strengths and collective experiences has always been driven by professional development surrounding culturally relevant instruction. JUSD further drives this premise through our integrated mental health and social work services focusing on meeting our families where they are and providing a menu of services that support what a family is ready for. There is professional development that addresses stigma reduction of not just mental health services but services that promote self-sufficiency. JUSD focuses on utilizing and communicating about the protective factors under the Strengthening Families Framework. This work has made great strides in supporting students through what we call “lower-level services” such as mentoring or check in / check outs that may lead to higher level of service once a student and family are ready and most importantly have developed a trusting relationship with school staff. Most recently in partnership with Hanover Consultants, more professional development is being provided to address equitable practices and beliefs.

JUSD recognizes each school's individual culture and the work that has taken place and is needed to support racially just and restorative school climates. We are evolving in this practice. We have mandated a two-day restorative practices certification training for all administrators and support staff and we offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict. Cohort 1 Survey Data indicate administrators modeling restorative circles to address conflict resolution and our Community Schools Teachers on special assignment will be modeling these practices for their respective school sites. JUSD has also committed to providing trauma informed training across school sites further supporting the science of learning. We recognize that ongoing efforts to make these practices part of school culture are required to excel in this area.

JUSD is evolving in powerful, culturally proficient and relevant instruction. Our partnerships and consultants have supported our Education Services and Pupil services divisions to drive these practices forward. Our process supporting professional learning communities create a cycle of plan do study act support JUSD in moving these efforts to excelling.

JUSD excels in shared decision making and participatory practices. There is both a high level of accountability and support from the district level as well as a routine for parent groups to be supported at the school level. These practices are audited at every Federal Program Monitoring and training takes place to be sure groups understand their prospective roles. This allowed us with ease to introduce MOUs with National Education Association - Jurupa on the makeup of the site-based Community Schools Councils as well as providing bylaws for said councils.

Priority 3: Collaborative Leadership

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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Continue to meet with all the above current parent advisory groups.	<ul style="list-style-type: none"> • Calendar regular meetings • Communicate with parents and other committee members • Invite/ Re-invite a variety of educational partners 	Meeting agendas Meetings minutes
Initiate a Community Schools Committee	<ul style="list-style-type: none"> • Utilize District Sample Bylaws to form site based community school advisory including a minimum of four meetings per year. • Schedule for committee to present findings at School Site Council annually. 	Meeting agendas Meetings minutes Focus Group Artifacts and established dates of focus groups Sign in Sheets

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):

Artifacts 8 and 9 provide the district level council make up and the MOU between the National Education Association - Jurupa and Jurupa Unified School District establishing the structure for a separate Community Schools Advisory Council at each school site. Site Advisory Councils will engage the community through the lens of the community schools pillars to support alignment with the community schools implementation plans and the site Single Plan for Student Achievement. The community school teacher on special assignment will hold a position on this council and is responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. Additionally, the site assigned mental health therapist will also be on this council. The National Education Association further supports our community schools teams through Jurupa’s participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey,

Community Schools Needs Tools, LCAP, and focus groups, with each site based parent groups and site leadership to inform and support the updating of the implementation plan which will be posted online.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Utilize all survey applicable data to engage in focus groups from a community schools lens to inform the development of the SPSA	Timeline of implementation of focus groups to presenting to SSC for SPSA input.	asset / needs mapping artifacts sign ins, minutes, agenda
Create a community school plan which is posted online throughout the year.	Timeline for creation / review and sharing data.	Schedule for data gathering, focus groups, plan review.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Hire appropriate staffing to support the community school. Including childcare supervision and office personnel.	Mental Health staff Community schools TSA (site coordinator) Insure RPF are in place	Job Postings
Build sustainability of mental health staff through EPSDT or other billing	Present on available services to reduce stigma for mental health services and increase EPSDT referrals	Presentation schedule Referrals

Key Staff/Personnel

Tammy Patterson	School Site Principal
Beatriz Farone	TSA-Administrative Support
Elideth Guerrero	TSA-Community Schools
Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
	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.

Jurupa Unified plans to explore 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).

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Explore new partnerships.	Community School TSA to engage the community groups listed in the narrative.	Meeting Agenda Program descriptions
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC).	Determine appropriate MOUs / insurance requirements needed for FQHC's to provide services. Determine best outreach / marketing for engaging the community in participating in services. Identified catchment area for each FQHC.
Establish systems or collaboratives for establishing relationships and ways to engage new partners.	List all collaborative groups including elected officials for community schools teachers on special assignment (coordinators) to engage with.	Group meeting dates. Minutes. MOUs with new partnerships.

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:

Jurupa Unified School District is a long time collaborator with the Healthy Jurupa Collaborative, The Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Service Act - Prevention and Early Intervention Collaborative. Staff

leadership have sat on the County Behavioral Health Commission, Children's Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations / contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites.

(<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
 - System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialist for Transitional Aged Youth (TAY).
 - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide on site Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
 - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
 - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide these services in our schools for grades 6-9.
- MFI - My Family Inc: is a mental health and substance treatment agency we provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
- Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through a variety of programs. Vision Y Compromiso is a lead grass roots organization based out of Los Angeles which has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Concolute to provide culturally relevant engagement of our communities and families.
- Operation Safe House is a non-profit that operates a shelter for teens providing treatment and support toward reunification as well as school based programs such as stress in your mood and Cup of Happy at our high schools. We hope to further engage to increase service integration through our Wellness Centers.
- Cal Baptist University provides mental health graduate interns and is a lead partner of the School Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to then be able to hire and retain mental health professionals.
- Riverside University Health System - Public Health provides a Medical Mobile Unit for access and immunization at four of our school sites.
- Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health supports.
- Neighborhood Health Federally Qualified Health Center provide a dental mobile unit across all

campuses and screens our Head Start / PreSchool students.

- First 5 Riverside contracts JUSD as one of the region’s largest home visitation provider and a member of the Riverside County Family Resource Center.
- Alma Family Services is an EPSDT provider co-located at JUSD’s Children & Family Services location and provides school based EPSDT mental health services.
- Wylie Center provides parenting classes
- Tessie Cleveland Family Services provides home based EPSDT mental health services.
- Americas Best Eyeglasses allow JUSD’s PICO office to provide four referrals a month for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students accessed by school staff.
<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>
- Vision for Learning is a non-profit with a mobile unit providing eye exams and glasses to students on campuses.
- Lions Club operates “Lions for Sight” annually on JUSD campus providing eye exams and used eyeglasses for the larger community. The pandemic caused this program to halt but it is being reestablished in 2023.
- JUSD has had various partnerships with faith based organization and non-profits for local food distributions. JUSD will reengage to establish stronger partnerships as it held prior to the pandemic. The pandemic created an influx of organizations providing food through one time funding which has been gone and our food distribution system was significantly hampered as a result. Our current system requires some intentionality and new relationship to be created on behalf of JUSD.
- Congressman Mark Takano, Senator Richard Roth, and Assemblymember Cervantes have long been partners of JUSD supporting community programming, presentations, and services such as citizenship workshops and Covid-19 vaccination events. JUSD has worked with these offices for several years in partnership meeting current community needs. This partnership is designed to be responsive to community needs.
- National Alliance of Mental Illness and Friday Night Live are new partnerships being explored as a result of our community engagement efforts. Both are student focused groups on campus that our community schools teachers on special assignment will engage with.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>To increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: <u>self reporting</u>, <u>attendance</u>, <u>academics</u>, <u>discipline data</u>.</p>	<p>Schedule Restorative Practices</p> <p>Schedule training with WestEd consultants training teachers on strategies supporting English Language Learners and Long Term English Learners (LTEL)</p> <p>Schedule Trauma Informed training for school staff.</p> <p>Implement Hanover Implicit Bias Toolkit for School Leaders and training including equity interviews.</p> <p>Offer training on Universal Design for Learning - UDL and Inclusion training with Katie Novak.</p> <p>Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites.</p> <p>Train and monitor all staff in 2nd Step social emotional learning curriculum.</p>	<p>Increase in the number of graduated Restorative Practices participants.</p> <p>Decrease in the percentage of students reporting mental health challenges by 10% as indicated on the Community School Survey.</p> <p>Decrease Chronic Absenteeism by 3% (from 32% to 29%).</p>

<p>Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication and developing a culture of exceptional customer service.</p>	<p>Increase the availability and times that Parent Engagement Leadership Initiative is offered to the community</p> <p>.African American Parent Advisory Council AAPAC Leadership Training.</p> <p>Schedule and Mandate Customer Service Training for office staff</p> <p>Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and community.</p>	<p>Increase the percentage of parents indicating JUSD’s performance on parent and community partnerships as quite / extremely well from 55% to 60% by March of 2024</p> <p>Increase the percentage of parents indicating positive school energy as very/ somewhat positive from 58% to 68% by March of 2024</p> <p>Increase the percentage of parents indicating JUSD’s performance on school climate and culture as quite / extremely well from 69% to 79% by March of 2024</p>
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Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
To ensure we are culturally relevant in community schools.	Form VAPA focus groups to determine best use	Meeting agendas and minutes
Support long term English Language learners.	Language services professional development	Registration Staff meeting agendas
Provide presentations to address school community needs.	Survey students regarding connectedness Create a menu of options with staff that supports student needs	Survey results
Provide training in cultural competence for staff and students	Provide cultural competence training for administrators to lead site level work. Provide culturally competent training for school based staff.	Survey/post training feedback. Agenda/sign- in sheets
Provide training to address mental health stigma	Ensure key staff members are trained on Applied Suicide Intervention Skills Training. Provide presentation on mental health topics to staff and students.	Survey/post training feedback. Agenda/sign- in sheets

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees previously mentioned.	Calendar meetings Review the implementation to continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage

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