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

Ina Arbuckle Elementary,Tina Herrera, 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:

Ina Arbuckle, in alignment with the California Community Schools Framework, is committed to creating racially-just, relationship-centered spaces by providing equity-driven professional development and fostering inclusive school cultures. We are establishing shared leadership structures that elevate student, family, and community voices in decision-making. By integrating community partners and local knowledge into classrooms, we strengthen classroom-community connections. Continuous improvement is supported through regular reflection, data analysis, and stakeholder feedback to ensure our practices remain responsive and effective.

JUSD works with families by building on their strengths and experiences. We offer learning that respects different cultures and provide support for mental health and social needs. Teachers and staff keep learning how to better help families and reduce the fear around asking for help. We focus on helping families become stronger and more independent. We also use supports like mentoring

and regular check in and check out to build strong relationships in the school setting. Once students and families feel safe and supported, we can offer even more help if needed.

JUSD utilizes restorative practices, offering training for administrators and staff across the district. This includes a special two-day certification and lessons on things like conflict resolution, calming down in tough situations, and building positive relationships. Community and Restorative circles, and the TSA for Community Schools helps staff at each school use these methods.

In teaching, JUSD focuses on making lessons that are meaningful to all students and always works to get better by offering ongoing learning opportunities for staff. All stakeholders are an integral part of making decisions at school, and the district strongly supports including parents and students in the process. This includes formal agreements with NEA-Jurupa that define the structure of Community School Councils and enforce shared governance.

At Ina Arbuckle, we are proud to model this vision through initiatives like:

- **Book Buddies Program**, which pairs high school students with elementary school students, and the older students read to and mentor the younger ones, fostering a love of reading and building strong connections in this partnership
- **Mindful Mondays & Mental Health Resource Fair**, are a guided time for elementary students to focus on their mental health through activities that help them relax, reflect, and build emotional awareness.
- **Extended Learning Opportunities (ELO)**, offers students extra time to engage in academic support or enrichment activities, like sports, helping them grow in both learning and personal development.
- **Parent Engagement Workshops**, such as Raising a Reader, Literacy and Math Night, STEAM Night, Zumba, and English classes, provide families with valuable tools and resources to support their children's education, promote a healthy lifestyle, and strengthen the school community.
- **Peer Assistance Leadership (PAL) and Kiwanis Kids (K-Kids)** these programs empower students to take on leadership roles, fostering responsibility, promoting teamwork, and emphasizing the importance of student voice in creating a positive and inclusive school environment.

All initiatives are guided by our SPSA data and designed to close achievement gaps, especially for English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved groups.

Community Schools Strategy 1 Alignment Table

Initiative or	SPSA Goal	Rationale + CS	Baseline Data	Anticipated

Purchase		Pillar	from SPSA or Other Source	Goals
Extended Learning Opportunities (ELO)-includes Saturday School, Fall ELO, Test Prep ELO, Spring ELO	SPSA Goal 1: All students will be college and career ready	**Extended Learning Time & Opportunities** – Provides additional academic support and time for students at risk of not meeting standards	CAASPP: ELA:-120.8 points below standard Math: -105.6 points below standard ELPAC: ELL making progress: 45.7% ELLs Reclassified: 7.45%	CAASPP: ELA: Decrease to 10 points below standard Math: Decrease to 10 points below standard ELPAC: Raise to 48.7% of ELLs making progress ELLs Reclassified: Raise to 11%
Enrichment ELO (After-School Sports)	SPSA Goal 1: All students will be college and career ready	**Extended Learning Time & Opportunities** – Positively impact academic performance as it is linked to improved concentration, memory, and better classroom behavior.	Student Needs Assessment Spring 2024- 41.9% of 3rd-6th Graders preferred after school activities to help them succeed in school	5th and 6th graders participate in Intramural sports
Action Steps	1. Promote ELO offerings, including Saturday School 2. Collaborate with ELF to ensure EL students are equitably represented in all ELOs 3. Monitor student achievement and ELO data. 4. Communicate ELO opportunities to families using translated flyers, Class Dojo, ParentSquare, and direct outreach			
Mindful Mondays, Mental Health Resource	**SPSA Goal 2**: All students will have a safe, orderly,	**Integrated Student Supports** –	Panorama Data: 59% of students rated favorably in	Panorama Data: Raise percentage of students rated

Fair, Wellness Groups includes SEL for students and mindfulness and self-regulating activities	and inviting learning environment.	Enhances SEL and coping resources for students in moments of stress and anxiety	positive feelings 34% of students responded favorably in emotion regulation 380 students visits for Mindful Mondays	favorably on positive feelings to 62%. Raise emotion regulation to 37% Raise visits to 391 students for Mindful Mondays
Action Steps	1. Promote awareness of Mindful Mondays and Mental Health Fair to staff, students, and parents by posting pictures on social media platforms 2. Coordinate Mindful Mondays and other SEL-based activities (e.g., mindfulness, creative expression, breathing activities). 3. Analyze Panorama data twice a year to identify trends and student needs. 4. Lead SEL campaigns and targeted outreach to underserved groups 5. Collaborate with BHA and mental health partners to schedule workshops and plan wellness presentations and activities. 6. Incorporate Mindful Monday tips on a newsletter and invite families to volunteer at the Mental Health Resource Fair.			
Student Engagement & Leadership Programs-Includes Peer Assistance Leadership (PAL) groups, ropes course and service learning	**SPSA Goal 2**: All students will have a safe, orderly, and inviting learning environment. **SPSA Goal 3:** All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	**Collaborative Leadership + Integrated Supports** – Builds peer connections, student voice, and campus leadership capacity	Panorama favorability response of 89% students having Supportive Relationships Peer Assistance Leadership (PAL) student enrollment: 11 students	Raise Panorama favorability response of 92% students having Supportive Relationships Raise Peer Assistance Leadership (PAL) student enrollment to 14 students
Action Steps	1. Promote PALs in 4th and 5th grade classrooms and do interviews to recruit new students into the program 2. Partner with teachers and current PAL students to identify students who would benefit from being mentored and those who could serve as mentors. 3. Lead planning for student engagement events, including team-building field trips (e.g., ropes course), mental health awareness campaigns, and leadership			

workshops.
4. Facilitate wellness activities with PAL students during kindness and mental health week
5. Collaborate with student leaders to design service-learning opportunities that reflect student voice and community connection.
6. Ensure PAL meetings are scheduled during lunch time as not to disrupt instructional time
7. Ensure equity of access by coordinating transportation, and outreach for students with barriers to participation.

Parent and Family Engagement Events – Includes informational workshops, outreach nights, and resource fairs	**SPSA Goal 2:** All students will have a safe, orderly, and inviting learning environment. **SPSA Goal 3:** All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	**Family & Community Engagement** – Promotes academic partnership, community connection, and accessibility	Parent Workshops Offered: 6 Parent Needs Assessment Responses: 104 Attendance from Family Events: 2,343	Raise Parent Workshops/Classes offered to 8 Raise Parent Needs Assessment Responses to 120 Increase attendance from Family Events to 2,500
Action Steps	1. Plan and host monthly workshops that align with parent-identified needs (e.g., positive parenting, mental health, academic support, English classes,). 2. Promote workshops using multilingual flyers, Class Dojo, ParentSquare, and targeted phone calls/texts to underrepresented families. 3. Distribute the Parent Needs Assessment in multiple formats (paper, QR code, links, in-person at events, posted at front office). 4. Collaborate with ELAC, SSC, and teach adult ESL programs to reach specific parent groups and offer culturally relevant sessions. 5. Coordinate interpretation services, childcare, and food to eliminate barriers to participation. 6. Create a calendar of events to share with families every month for transparency and consistency. 7. Recognize family involvement publicly, e.g., with certificates, shoutouts, or raffles. 8. Partner teachers, and classified staff to co-lead sessions that build trust and capacity.			
Basic Needs & Student Supports – Includes	**SPSA Goal 2:** All students will have a safe, orderly, and inviting learning	**Integrated Student Supports** – Removes barriers to	Care Closet Attendance: 772	Increase Care Closet Attendance to 810

school-based clothing, hygiene support, and food access initiatives	environment.	learning by addressing fundamental needs	Thrifting Thursday Events: 20	Thrifting Thursday Events: 23
Action Steps	1. Promote Thrifting Thursdays on Class Dojo, flyers, and health aide referrals 2. Continue to host weekly "Thrifting Thursday" events 3. Collaborate with parent volunteers and community to help organize, restock care closet 4. Coordinate with office staff and wellness team to discreetly refer students in need and ensure availability during school hours 5. Partner with community donors and organizations for clothing, hygiene kits, and backpacks			
Planning & Coordination Time – Includes compensated time for staff to design programs and collaborate with community partners	**SPSA Goal 2:** All students will have a safe, orderly, and inviting learning environment.	**Collaborative Leadership** – Ensures that initiatives are well-planned, intentional, and aligned to school goals	CS Agendas and Minutes Workshops where parents were invited to plan together: 2	Continue use of CS Agendas and Minutes Increase workshops where parents are invited to plan together to 3 times a year
Action Steps	1. Maintain and update a shared CS planning agenda and minutes log to track meeting topics, progress, and decisions 2. Allocate compensated time for teachers, counselors, and classified staff to collaboratively design programs (e.g., ELOs, wellness activities, mentoring) 3. Align meetings and goals with ELAC and School Site Council 4. Invite parents and community members to participate in planning sessions at least 3 times a year (e.g., parent-led workshops, advisory input) 5. Use parent feedback from planning sessions to inform future events and community engagement efforts			

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.

Ina Arbuckle has carried out a comprehensive needs and assets assessment to identify key priorities and implement meaningful, measurable actions. This process has been guided by schoolwide data, district systems, community feedback, and input from students and families. Rooted in the four pillars of the California Community Schools Framework—Integrated Student Supports, Family and Community Engagement, Extended Learning Time and Opportunities, and Collaborative Leadership and Practices—this approach is aligned with our School Plan for Student Achievement (SPSA).

Districtwide Tools for Needs Identification

Surveys:

- **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.
- **Panorama Survey**: held twice a year. This survey is administered twice a year and is completed by every student, teacher, and parent. The data is used to address the needs impacting positive school culture and informs strategies around SEL.
- **California Healthy Kids Survey (CHKS):** an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students in 6th grade. It enables our school to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.
- **Ina Arbuckle Community Schools Needs Assessment:** 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 system

Site specific survey results directly shape Ina Arbuckle's community school investments, tailoring services to immediate needs. The feedback updates the Community Schools Implementation Plan and guides decisions within the Community Schools Council, ensuring the plan reflects local voices and experiences.

- **Ina Arbuckle Coffee & Conversations**: held throughout the school year, these workshops serve as informal forums for families to express concerns, suggest new ideas, and help shape the school's

priorities. Feedback gathered from these meetings often complements survey data and provides insight into the lived experiences of families across our community.

Focus Groups and Community Voice

Ina Arbuckle is committed to engaging its school community through structured focus groups that involve student, family, and staff voice. These focus groups are used to inform the development and continuous improvement of both the School Plan for Student Achievement (SPSA) and the Community Schools Implementation Plan.

- The principal at Ina Arbuckle 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), English Learner Advisory Committee (ELAC), GATE Committee, and SEPAC-Special Education Parent Advisory Committee are regularly engaged in decision-making and goal development. Their feedback is instrumental in aligning programs and services to actual community needs.

Committees Guiding Action

COST(Coordination of Services Team):

At Ina Arbuckle, the COST committee integrates the work of attendance, academic, mental health, and behavior support systems. Rather than operating in separate silos, this team meets regularly to review student needs, identify barriers, and coordinate appropriate interventions across departments. COST combines the responsibilities of traditional attendance teams, SSTs, and intervention referral processes, ensuring a holistic approach to student support that aligns with our Community Schools goals and SPSA priorities.

PBIS and MTSS Team:

Ina Arbuckle 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.

Centering Marginalized Voices

We are especially committed to engaging historically marginalized student and family groups, including English Learners, foster youth, low-income families, and those with limited access to traditional engagement structures. To do this:

- We will co-host focus groups in both English and Spanish, facilitated by trusted bilingual staff or community partners.

- We will proactively reach out to students and families who do not regularly attend events by using

personal invitations, home calls, and incentive-based participation.

● For students, we will continue to develop peer-led outreach to create safe spaces for feedback and representation.

Data-Driven Priorities & Actions Taken

Based on the analysis of survey results, 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 (7.45%)	ELPAC workshops for parents, inclusive academic support spaces.	Integrated Supports, Family Engagement
ELA/Math Performance	13.91 % of students met or exceeded ELA standards 15.19% of students met or exceeded Math standards	Saturday School, ELO, teacher compensation for after-school instruction	Extended Learning Time
SEL and Wellness	Student anxiety, stress, and need for SEL resources	Second Step Lessons, classes, Mindful Mondays, Mental Health Resource Fair	Integrated Supports
Parent Engagement	Language and access barriers; families unsure how to connect	Weekly ESL classes will be taught by Community Schools TSA and Classified Staff to translate	Family & Community Engagement
Student Leadership and Voice	Lack of structured student leadership or mentoring opportunities	Weekly PAL meetings, ropes course	Collaborative Leadership, Extended Learning
Access to Basic Needs	Students without access to clean clothes or supplies	Care closet is open weekly, expand closet by purchasing racks and hangers	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.

Systematically organize and strengthen our Social and Emotional Learning (SEL) supports.	**Actions Taken (Year 1, 2, and 3):** ● Established the Wellness Wednesdays, Mindful Mondays, Mental Health Resource Fair featuring: ○ activities for students to focus on their mental health ● Purchased items to support student engagement and well-being, including: ○ Yoga mats ○ Fidgets, mindfulness games for Wellness Wednesdays or Mindful Mondays ○ Supplies for create mental health activities (diamond painting, breathing sticks, stress balls, paint, yarn, etc) ● Partnered with PICO BHA and RUHS: ○ Community and Restorative circles ○ Anti-bullying workshops ○ Mental health and wellness support ○ Body Confidence Workshop (6th Grade) ● Implemented student support groups: ○ Girls (6th Grade) Wellness Group ○ Hosted on-campus Red Ribbon events, drug awareness workshops, Kindness Activities ○ SBX Mentorship (2nd Grade) Lunch Activities **Outcomes/Indicators for 2025–2026:** ● Increase Panorama SEL emotional regulation score from 34% to 37% favorable ● Increase number of students attending Mindful Mondays ● Launch peer-led campaigns to normalize SEL support use ● Continue to model Community Building Circles in classrooms and facilitate Restorative Circles as needed

One of our goals is to consistently and accurately conduct needs assessments to inform and guide our initiatives.	**Actions Taken (Year 1, 2, and 3):**
	
	● Developed and administered an Ina Arbuckle Community Schools Needs Assessment Survey
	   ○ Survey collected input from students, staff, and families
	   ○ Topics included: effective supports, services families want, and school climate
	● Collected:
	   ○ 307 student responses
	   ○ 36 staff responses
	   ○ 104 parent/community responses
	   ○ Conducted targeted outreach to ELAC, SSC, ESL classes, and events
	● Embedded surveys into:
	   ○ Back to School Night, ESL classes, and Parent Workshops
	   ○ Simplified the format for ease of use (digital & paper)
	   ○ Added bilingual facilitation and QR codes for easier access
	
	Outcomes/Indicators for 2025–2026:
	
	● Increase parent/community response count to 200
	● Fully embed surveys into parent workshops, and family events
	● Analyze data by stakeholder group (staff, student, parent) and update action steps
	● Use collected data to adjust programming, event design, and school communications
	● Share outcomes publicly at SSC, ELAC, and CS Council meetings

Enhance parent involvement, engagement, and outreach, fostering a collaborative partnership between the school and parents to support the overall well-being and academic success of students.	**Actions Taken (Year 1, Year 2 and 3):** ● Hosted over 20 family events/workshops in 3 years, including: 　○ Strengthening Families 　○ Anti-Bullying Parent Workshop 　○ Mental Health Parent Workshop 　○ Nutrition Classes 　○ Abriendo Puertas 　○ Watch D.O.G.S and M.O.M.S 　○ Zumba classes for family wellness 　○ Family Math & Literacy Night Make and Take Activities 　○ STEAM Night Make and Take Activities 　○ 3 Raising a Reader Series Workshop 　○ Family Paint Night 　○ Fall Festival 　○ Trunk or Treat 　○ Lunch with a Loved One 　○ Walk to School Day 　○ Coffee & Conversations 　○ Coffee & Champurrado 　○ Winter Program 　○ Family Game Night 　○ Mingling with Mrs. Herrera 　○ Read Across America Parent Guest Readers 　○ Sneaker Ball ● Created and promoted Spring Festival (resource fair + student celebration) ● Shared info via ClassDojo, ParentSquare, Instagram, Facebook, and Flyers ● Purchased items for ESL class to begin in August 2025 ● Hosted food and opportunity drawings at workshops to reduce participation barriers ● Integrated student leadership PALs to promote events, present at events, and **Outcomes/Indicators for 2025–2026:** ● Increase number of parent/family workshops and events to 20+ per year ● Teach an ESL Parent Class alongside a bilingual classified staff ● Teach Parents how to be successful volunteers in or outside of the classroom ● Offer childcare and food at high-priority events to improve access ● Conduct post-event feedback surveys to guide planning ● Collaborate with PTA on Family Events

	● Offer Strengthening Families 13 week Parent Workshop

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

Ina Arbuckle is committed to building an inclusive learning environment where students see their identities, histories, languages, and lived experiences reflected in the curriculum. Community-based curriculum and pedagogy is a key pillar of our Community Schools approach. It deepens engagement, fosters cultural pride, and equips students to think critically about real-world issues within their own communities.

Our data highlights both promising opportunities and pressing needs: while there has been an increase in the percentage of English Learners achieving proficiency from the initial ELPAC to the summative ELPAC—from 8.11% to 9.47%—future growth should aim for a more substantial increase of 3% to 5% for English Language Learners. In response, Ina Arbuckle 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 Goals
Promote academic equity and multilingual achievement through culturally and linguistically sustaining instruction	Goal 1: All students will be college and career ready	**Integrated Student Supports** -Provide academic and language-specific services to address barriers and promote multilingual	ELL making progress: 45.7% 7.45% Reclassified EL Learners	Raise EL progress rate by 3%-5% Increase to 11% Reclassified Improve ELLs progress outcomes

		success		
Action Steps:	**ESL Classes for Parents** to support parents in learning English empowers them to better engage in their child's education, ultimately helping students succeed on the ELPAC **Host ELPAC Workshop** collaborate with EL facilitator to support ELL students with targeted academic prep and increase test familiarity **Expand family workshops** to build understanding of the reclassification process and the ELPAC **Use student data to identify ELs not making progress** and design tailored supports (eg., tutoring, academic mentors, bilingual paraeducator assistance) **Newcomer Liaison** to support families who have been in the country less than 3 years and provide information and resources for any of their needs **Embed culturally responsive materials** and language development strategies into core content instruction to support engagement and retention			
Celebrate student identity and cultural pride through inclusive, community-based learning experiences	Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community	**Active Family and Community Engagement** – Empower families and students to connect learning to culture, identity, and lived experiences	In 2023 Culturally responsive lessons were taught to all grade levels. In 2024, 2 culturally responsive class were taught to 6th grade	Increase the number to 15 culturally responsive lessons taught.
Action Steps	**Integrate cultural learning projects** into classroom activities and with PAL students. **Partner with community organizations** (e.g., TODEC) to provide culturally relevant workshops (e.g., immigration rights, heritage celebrations) **Include cultural recognition activities during school wide events**, such as assemblies, resource fairs, and family nights **Invite RHS Ballet Folklorico** to cultural events to share the history of their dance **Promote events in multiple languages** and through ClassDojo, Parent Square and social media, and flyers **Utilize multicultural books** to teach lessons on diversity and inclusivity			
Expand project-based and	Goal 1 & 3	**Expanded Learning Time**	College & Career Day	Raise the amount of community

place-based learning through community partnerships		**and Opportunities** – Offer real-world, hands-on learning beyond the school day through local partnerships	14 book buddies from RHS partnered with 68 TK/K students 3 times this school year 25 students attended Eddie Dee Smith Senior Center	partners to attend the College & Career Day Increase amount of visits from RHS book buddies Increase amount of students to 28 and 2 visits a year to the Eddie Dee Smith Senior Center
Action Steps	**Invite community partners to present during advisory meetings, college & career day** connecting students to local activism, leadership, and career paths **Coordinate transportation and permissions proactively** to remove barriers for students participating in off-site experiences **Track student participation** in community-based programs and align with ELO data for visibility and evaluation			

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps

Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.	**Action Steps:**
	
	● Send monthly Community Schools updates in newsletters, calendars and emails (highlight events, wins, student stories, resources, and progress toward goals).
	● Offer short PD/learning segments during staff meetings or PD days on:
	  ○ What Community Schools is
	  ○ How teachers can refer students for supports
	  ○ Examples of Integrated Supports and Family Engagement that work
	● Create and post a Community Schools updates in staff lounge
	  ○ Event flyers and volunteer sign-ups
	  ○ Updates from CS Advisory meetings
	● Share "Community Schools in Action" stories from teachers, students, or events via email, staff bulletin, or ParentSquare.
	
	Measures of Progress:
	
	● 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
	Collect feedback from staff on clarity and accessibility of CS-related communication/tools

Strengthen and sustain the Community Schools Advisory Committee by increasing engagement, representation, and leadership development among students, parents, and community members.	- 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., student CS liaisons 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. - Schedule 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. **Measures of Progress:** - Increase average parent/community member attendance at CS Advisory meetings by 25% - Maintain consistent student involvement (minimum 2 students per meeting) - Ensure that each CS Advisory meeting includes at least one actionable feedback opportunity - Schedule 1–2 presentations to SSC or other parent advisory groups by end-of-year - Collect pre/post surveys from advisory members to assess confidence in understanding CS pillars and decision-making role

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Ina Arbuckle 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 2023-2024 school year, Ina Arbuckle held Coffee and Conversations meetings—a strategic forum

20

designed to strengthen parent voice and deepen engagement in school improvement efforts. These meetings serve as inclusive platforms for families to provide input on school climate, student needs, and academic priorities. To remove barriers to participation, Community Schools funding has supported compensation for childcare, and meals during morning meetings—ensuring families feel welcomed and supported.

As part of our broader governance structure, we formally established the Community Schools Advisory Committee during the 2022 school year. This committee includes students, parents, teachers, classified staff,, 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 (PAL) to serve on the committee—a step that deepens authentic youth engagement in decision-making. We also began aligning the committee's work with the School Site Council (SSC) and ELAC, creating opportunities for cross-representation and shared feedback loops between groups.

To ensure staff are consistently engaged in the Community Schools vision, we've provided newsletters, a presentation on the pillars of Community Schools. A Community Schools bulletin board in the staff lounge and a monthly "Community Schools in Action" newsletter will further enhance transparency and staff participation.

Additionally, we are collaborating with Riverside University Health System (RUHS) to deliver anti-bullying assemblies to students and parents. These efforts are led collaboratively by site and district staff and support our goal of integrating restorative and trauma-informed practices into our broader student support systems.

To ensure effective planning and implementation, Ina Arbuckle will continue to allocate Community Schools funding for extended planning time outside of contract hours. This allows our educators and site leaders to thoughtfully design and improve programs, coordinate across departments, and align efforts with both SPSA goals and the four CS pillars.

As we move forward, our next steps include:

- Increasing consistent attendance and engagement at Community Schools Advisory Committee meetings

- Creating pathways for student-led presentations and peer mentorship initiatives

- Enhancing cross-communication between the CS Committee, SSC, and ELAC

- Documenting and sharing outcomes of community input to ensure transparency and shared accountability

Through these layered systems of governance, Ina Ar continues to build 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

Goal	Action Step	Measures of Progress
Sustain key Community Schools staffing positions	- Advocate for continued TSA in site/district budget planning - Identify future funding (Title I, LCAP, etc.)	- TSA included in 2025–2026 staffing plan - School board/district presentations made to justify ongoing roles
Strengthen and sustain PAL program	- Refine course curriculum through student/staff feedback - Train mentor teacher with PD and planning time - Develop rubric to measure outcomes (GPA, behavior, attendance)	- Course remains in master schedule 90% of enrolled students complete course with passing grade - Student leaders participate in at least 2 outreach events
Promote awareness and normalize access to services	- Host mental health fair presentations at parent events - Create student-led awareness campaigns around available supports - Integrate wellness info into classroom & advisory settings	- Increase in self-referrals and wellness center visits - Positive shifts in Panorama SEL domains and stigma-related survey items

Key Staff/Personnel

Tina Herrera	School Site Principal

Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Fides Cook	TSA Community Schools
Joaly Vega	Behavioral Health 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 Permante 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

Goal	Action Step	Measures of Progress
Deepen and expand partnerships responsive to student, staff, and family needs	- Engage with new partners including MFI Recovery - Re-engage food distribution partners impacted by COVID - Connect students to hands-on learning and service opportunities	- New MOUs or formalized collaborations with at least 3 new partners - Resource fair and CS events feature 10+ agency partners annually
Strengthen coordination with existing partners	- Maintain ongoing communication with Community Health Dental, Reach Out, RUHS and public health agencies - Include partners in planning meetings and advisory conversations	Increased co-location and integration of services at Ina Arbuckle
Increase visibility and accessibility of partner supports to families	- Promote partner services at Back-to-School Night, and family engagement events - Ensure culturally and	- Measurable increase in parent participation and awareness through surveys - Services accessed by a

	linguistically accessible promotion materials	wider range of families, including newcomers and non-English speakers

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:

Ina Arbuckle, 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 longstanding relationships support core services at JVHS:

- **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 clinics

New and Expanding Partnerships at Ina Arbuckle

● **TODEC Legal Center:**
Provides *Know Your Rights* immigration presentations and advocacy workshops for families, expanding access to culturally relevant legal information for our predominantly Latino community.

● **Reach Out:**
Community health education partner presenting workshops on topics such as **Narcan use**, substance abuse prevention, and mental health, as part of parent engagement nights.

● **IEHP Health Navigators:**
Support families in navigating Medi-Cal, health coverage, and access to care. IEHP attends major school events and conducts direct outreach.

● **HealthCorps:**
A peer-led student wellness program embedded in the school day, focused on nutrition, mental health, and physical activity. HealthCorps students participate in schoolwide campaigns and leadership

events.

- **Friday Night Live (FNL):**
  A student-led leadership group promoting healthy choices, drug-free lifestyles, and community involvement through weekly projects.

- **National Alliance on Mental Illness (NAMI):**
  A partnership currently being explored to bring peer-based mental health education and support to Ina Arbuckle students and families.

- **Machado Family Giving** charitable foundation that provides children with the essentials they need to feel supported and confident for a positive and enriched future.

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