

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN 2026-2027

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. : **IMPLEMENTATION**

PLAN

School Site Contact Information

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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:

Mira Loma Middle School (MLMS) is a Title I school serving students in grades 7 and 8, located within the diverse community of Riverside County. As one of three middle schools in the Jurupa Unified School District, MLMS currently serves approximately 720 students for the 25-26 school year and will absorb 250 more students in the 26-27 school year. In the 26-27 school year, MLMS will have around 950 students enrolled.

As a designated community school, MLMS is committed to meeting the diverse needs of all students through the use of multiple data sources and evidence-based strategies. The school upholds a whole-child philosophy, ensuring that all aspects of student development and well-being are addressed through targeted supports and comprehensive systems.

MLMS emphasizes fostering a sense of belonging and creating a welcoming environment where students and families feel valued and empowered to actively engage in the educational process. In collaboration with behavioral health services, the school provides a dedicated wellness center, offering a safe and supportive space for students to process personal experiences that may impact their academic success.

The school promotes collaboration and trust-building among all stakeholders by encouraging active participation in shared leadership opportunities. These include the English Learner Advisory Committee (ELAC), School Site Council, Community School Council, Where Everybody Belongs (WEB), and various other shared decision-making platforms. These collaborative efforts ensure that every member of the school community has a voice in shaping the school environment and educational outcomes.

MLMS utilizes restorative practices to build community and trust, manage conflict, prevention, and foster equity and inclusivity. The school also prioritizes social-emotional learning through the implementation of Positive Behavioral Interventions and Supports (PBIS). We are currently PBIS Gold and are working on Platinum. We have a Tier 1, 2, and 3 team to support ALL of our students and those who fluctuate between all three tiers. Each year staff members are trained in SEL, and thus far, 90 Staff members have received

training in Trauma-Based Relational Interventions (TBRI) including both certificated and classified personnel—and 32 certificated staff members have received “Trauma and the Brain,” and restorative practices, enabling them to respond effectively to student needs. Additionally, staff has been trained in CBITS (Cognitive Behavioral Intervention for Trauma in Schools).

Through strategic partnerships and extended learning opportunities, MLMS provides enriched educational experiences that connect classroom learning to real-world contexts. Instruction is grounded in the California State Frameworks and designed to engage students in complex, meaningful learning that enhances their academic and personal growth.

Aligned with the School Plan for Student Achievement (SPSA), Mira Loma Middle School (MLMS) implements targeted action plans informed by data collected from students, staff, and community members to address current needs and effectively support students and families throughout their educational journey.

Reflecting on the data and the dedicated commitment to help students improve both academically and emotionally, MLMS continually explores ways to ensure all students have the ability and pathway to succeed.

Developmental Plans:

Social and Emotional Well Being:

The Wellness Center

- A safe space open for all students to regulate their emotions, decompress, and to reduce their stress levels utilizing different techniques and calming devices such as fidgets, art, lighting, SEL coloring and activities, regulation stations, and peaceful videos on the PAW Room media screen.

The Mountain Lion Boutique (MLB):

- Utilize the MLB to teach organizational and retail skills and for restorative practices and other means of correction (OMC). Students can learn important organizational and retail skills when helping maintain the MLB. Additionally, the school site leadership students can help organize donations and learn the necessary skills to assist in “managing” the MLB when it is the “Shopping Spree for Free at the MLB!” Also, continue to include and invite parents to volunteer in the MLB to engage parents in volunteerism at the middle school level and to help maintain the community boutique.

PAW (Peace and Wellness) Day:

- Although PAW Day (outreach service for students) reaches approximately 75% of students during lunch time, we need to increase more involvement and participation among students that are more interactive.

PBIS:

- Assist with refining both Tier 1, Tier 2, and Tier 3 components and incorporating into SEL activities (CICO, restorative/Community circles, school-wide presentations) and providing pertinent training for all staff to apply in varying situations. All PBIS teams strive to maintain and sustain processes and activities that are effective for our students to achieve.

Community Building:

- **WEB Leaders:** Continue to maximize opportunities that allow WEB Leaders to promote safety, a

sense of belonging and welcoming by having WEB Leaders assist in PAW Day, more advisory activities, and events, and providing opportunities for students to learn how to become leaders through empowerment. Students will learn how to become leaders by participating in activities to promote a welcoming school culture. WEB Leaders actively promote a welcoming, safe, and a sense of belonging environment that fosters relationship building and trust by presenting in each advisory period about specific topics related to our ROAR (responsibility, organization, attitude and respect) philosophy. WEB Leaders will engage in leadership excursions and trainings to enhance their leadership and team building skills, whilst WEB Coordinators help facilitate the importance of student democracy, voice, and leadership. WEB has become more enmeshed with other leadership groups such as ASB and AVID to help sustain a welcoming and safe environment where all students can achieve.

- **Intramural Sports:** Intramural sports continues to advance and enhance students to participate in an extracurricular sport to give them a chance to grow socially and emotionally and academically. We offer soccer, volleyball, and basketball and for the 26-27 school year, we will introduce track. The inclusion of after school opportunities to participate in sports has allowed an outlet to learn sportsmanship, leadership, and relationship building and trust.

Extended Learning Opportunities:

Fieldtrips: Students have travelled to various places such as the tide-pools and other environmental sites to extend their understanding of various scientific concepts through real-time, hands-on experiences. The extended learning trips continue to grow and become more inclusive for all students.

Literacy support: Students travel to various elementary schools to read aloud as guest readers and assist teachers in reading centers (working on sight word practice and listening to students read) primary and upper grades to promote and model literacy skills and to help reinforce fluency and comprehension skills for all students participating.

- **Transportation:** District vans will be used to transport middle school students to the elementary schools, and to participate in student engagement field trips.
- **Building Leadership:** Middle School students will model leadership skills by engaging in various interactive, relational building activities with students at the elementary.
- **Relationship building:** students will create a sense of welcoming and belonging to the elementary students. This allows elementary students to form a positive perspective about relationship building among various school environments and creates a solid transition from the elementary to the middle school.
- **Training:** Provide training for all department chairs (to introduce to department members) in the area of literacy skills to help students acquire stronger fluency and comprehension skills that are consistent and evidenced based via all subject areas, and collaborative teaching training to assist students in the collaborative classes.

Enrichment and Extended Learning Opportunities: students can participate in extended learning opportunities to enhance and support academic progression.

- **ELO classes:** providing the ability to engage in literacy, mathematical enrichment, academic support, real world learning experiences, and enhancement opportunities to ensure academic progression. We will continue to develop and create more learning instances in the arts, physical health, academics, music, life skills, etc.... for students to participate and explore different interests

that will directly impact their achievement.

Family Engagement and Learning Workshops:

- **Learning Opportunities:** Offering a variety of learning opportunities such as college and career ready guest speakers and activities, understanding trauma and mental health, and more in an environment that promotes participation for family members to learn how to work with their students. Creating equitable learning environments for the community by utilizing instruments that assist with learning such as translation devices. Based on the Needs and Assets Assessment and the community needs, workshops will be utilized in the 26-27 school year.
- **Expanding:** Expanding learning opportunities and creating engagement activities that allow families to participate in relational and enriching events that foster trust and community. Additionally, creating a learning opportunity to help families work together to support student achievement.
- **Volunteerism:** Inviting family and community members to collaborate with MLMS staff to enhance a sense of belonging and safety to the campus. Increasing volunteerism greatly forms relationships and builds trust.

Increasing partnerships:

- We will continue to increase a strong partnership base with varying outside agencies to meet the needs of our students and community. Current partners such as IEHP, HealthCorps, SBX, Interact, Stemivate, RUHS, Deputy District Attorney’s office, Heart and Sole (girls on the Run), and SOAR help with academic enrichment, mental health awareness, healthy minds, and prevention.

The plans to support, sustain, and implement including ALL learners are all based on a collection of data and aligned to the MLMS SPSA Plan:

Action Plan 1:

Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
Extended Learning Opportunities (ELO) Academic support, enrichment, tutoring, Saturday School, and other learning opportunities in conjunction with VAPA and AMS	SPSA Goal #1: All students will be college and career ready	Extended Learning Time and Opportunities Focuses on the importance of academic and enrichment support for students to feel intrinsically motivated and successful	CAASPP 25-26 ELA: 58.1 points below standard (yellow). Increased by 5.5 points. EL: 134.3 points below standard. Maintained 2 points R-FEP: 27.5 below standard. Increased 15.4 points. 37 students Reclassified EO: 49.8 points below. Maintained 1.9 points.	CAASPP ELA: decrease the below standard to 56.1 and increase 5k points. Continue to progress monitor the 25-26 dashboard and the current NWEA to determine growth in the area of ELA in all student groups.

			<p>SWD: 132.6 points below standard. Declined 8.4 points.</p> <p>NWEA: Overall Scores 35th percentile</p> <p>7th: 30th percentile (311 students) 8th: 37th percentile (322 students)</p> <p>CAASPP</p> <p>Math: 112.3 points below standard. Declined by 11.5 points</p> <p>EL: 152.2 points below standard. Declined 7.7 points.</p> <p>LTEL: 174.2 points below standard. Declined 20.4 points</p> <p>SED: 114.6 points below standard. Declined 11 points.</p> <p>SWD: 187.1 points below standard. Declined 25.8 points.</p> <p>NWEA Winter: Overall scores: 34th percentile</p> <p>7th grade: 36th percentile 8th grade: 31st percentile</p>	<p>CAASPP</p> <p>Math: Decrease the below standard points to 110.0. Decrease the declined points by 3 points.</p> <p>Continue to monitor 25-26 and 26-27 CAASPP and NWEA data to determine growth through comparisons over 3-4 years..</p>
<p>Action Steps</p>	<ol style="list-style-type: none"> 1. Create more ELO and tutoring opportunities before and after school. 2. Heavily promote ELO opportunities via different communication platforms to 			

	<p>students and families.</p> <ol style="list-style-type: none"> 3. Continually provide academic support through Lunch and Learn, Think Together, and other tutoring ventures. 4. Monitor attendance (Chronic absenteeism, and students who are borderline CA) and progress. 5. Continue and increase academic opportunities with Saturday School that target specific areas of need. 6. Implement more enrichment AND SEL opportunities for students to feel a sense of belonging. 7. Partner with AVID and ASB to create more opportunities for all students to become aware of career pathways and the requirements for HS graduation and colleges and trade schools. 8. Increase the amount of community partners and organizations for college and career day. 9. Build stronger relationships with community education partners to develop opportunities for students and parents to participate in learning opportunities. 10. Invite partners to Lattes and Leadership to discuss college requirements, financial pathways, and other collegiate expectations.
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Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
<p>Literacy Support</p> <p>Provide materials for students to engage in literacy activities Provide transportation to different sites and allow for varying ways for students to strengthen fluency skills.</p> <p>Trainings in the area of literacy for teachers to utilize in their classrooms that focus on reading and writing.</p>	<p>SPSA Goal #1 All students will be college and career ready</p>	<p>Extended Learning Time and Opportunities</p> <p>Encourages and supports the importance of literacy and the connection to career pathways and success</p>	<p>ELA: 58.1 points below standard (yellow). Increased by 5.5 points.</p> <p>EL: 134.3 points below standard. Maintained 2 points</p> <p>R-FEP: 27.5 below standard. Increased 15.4 points. 37 students Reclassified</p> <p>EO: 49.8 points below. Maintained 1.9 points.</p> <p>SWD: 132.6 points below standard. Declined 8.4 points.</p> <p>NWEA: Overall Scores 35th percentile</p> <p>7th: 30th percentile</p>	<p>ELA: decrease the below standard to 56.1 and increase 5k points.</p> <p>Deep dive into the domains to determine growth in specific areas and use the data to support students access and increase their reading fluency and comprehension</p>

			(311 students) 8th: 37th percentile (322 students)	
Action Steps	<ol style="list-style-type: none"> 1. Provide and increase opportunities for students to reinforce their literacy skills by visiting elementary sites to work with primary grades in groups 2. Allow instances for students to be Guest Readers at different elementary sites 3. Continue to increase ELO opportunities for students to develop stronger reading skills and to target specific reading fluency and comprehension skills to improve their overall reading capabilities. 4. Work on how to implement “book clubs,” and other types of activities to assist with developing literacy skills and to inspire reading interest. 5. Discover various ways to increase literacy skills via interactive activities and demonstrations 6. Work on creating a vocabulary activity for students to learn and understand Tier 2 and Tier 3 words. 7. Regularly monitor growth and declined growth to determine areas of focus. 			
Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
<p>Wellness Center</p> <p>Sound and aromatherapy, lighting for moods, calming and stress relieving tools, art therapy items, animal therapy, and relaxation tools</p> <p>Training for staff in the area of restorative practices and mental health</p> <p>May: Mental Health Month</p> <p>PAW Day for SEL outreach</p>	<p>SPSA Goal 2</p> <p>All students will have a safe, orderly, and inviting learning environment.</p>	<p>Integrated Student Supports</p> <p>The wellness center supports students' social and emotional well being by providing a safe space to decompress and regulate emotions.</p> <p>Allowing opportunities for staff to engage in learning groups to understand trauma informed practices and to implement varying restorative practices within their classrooms</p>	<p>Baseline Data</p> <p>Panorama:</p> <p>Supportive Relationships:</p> <ul style="list-style-type: none"> ● 85% decreased by 1 point <p>Challenging Feelings:</p> <ul style="list-style-type: none"> ● 59% decreased by 5 points <p>Emotion Regulation:</p> <ul style="list-style-type: none"> ● 46% with a 2 point increase 	<p>Anticipated Growth</p> <p>Student: Increase by 2 points in each category on the Panorama</p>

<p>HealthCorps: Outreach by the students during lunch</p>			<p>School Safety:</p> <ul style="list-style-type: none"> ● 55% decreased by 5 points <p>School Climate:</p> <ul style="list-style-type: none"> ● 40% decreased 5 points <p>Sense of Belonging:</p> <ul style="list-style-type: none"> ● 47% decreased by 4 points <p>SWD: 121/709 17%</p> <p>51 students reported a strength in SEL topics</p> <p>38 students have not reported a strength in SEL topics</p> <p>-ELL's: 188/709 26%</p> <p>-McKinney Vento: 13/709 1.8%</p> <p>Needs and Assets:Fall</p> <p>50.0% state they not have any problems affecting their learning</p> <p>33.5% stated they feel stressed or anxious</p> <p>26.6% have a difficult time with organization</p>	<p>Continue to monitor the data from the NAA to target areas of need. Compare data to the spring NAA and the winter Panorama data to find correlations and discrepancies.</p>
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			<p>Wellness Center Check ins: 3812</p> <p>WC interest form</p> <p>CICO: 12 students EL: 10 SWD: 4</p> <p>Needs and Assets: parent, staff, and student:</p> <p>Mental Health: Staff: 87% Student: 33.5%</p>	
<p>Action Steps</p>	<ol style="list-style-type: none"> 1. Create videos, QR Codes, announcements, flyers and other sources of information media to inform students and families about the wellness center. 2. Design and disseminate the procedures regarding referrals and check ins 3. Educate staff about the intentions of the wellness center and how it is effective for students 4. Showcase the wellness center by providing staff, student, and family tours 5. Provide outreach services at BTSN, incoming 7th grade night, and other family engagements 6. Promote WEB and recruit leaders to increase classroom visits, activities, and shared leadership 7. Increase learning environments for staff to understand and implement restorative practices 8. Monitor the data of check ins and COST referrals 9. Continue with PAW (Peach and Wellness Days) during lunchtime to provide learning opportunities about mental health topics for students at least once a month 10. Engage students to learn about mental health and how to practice self-care by celebrating events for mental health awareness in the month of may 11. Educating students about trauma and its impact by visiting classes and presenting and engaging in interactive activities 12. Consistently maintain COST meetings and provide effective interventions for all 3 tiers. 13. Consistently provide a safe space in the Wellness Center for students to de-escalate and decompress. 14. Work closely with PBIS Tier 1 and Tier 2 teams to cultivate a welcoming and safe school culture. 15. Engage parents in workshops that focus on mental health, parenting, and understanding trauma. 16. Compare the data from previous years to identify trends and areas to target. 			

Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
<p>Social and Emotional Well Being</p> <p>Invest in leadership groups such as WEB and provide opportunities for WEB Leaders to participate in leadership interactive training and experiences.</p> <p>Continue with peer support and activities in the Wellness Center and increase opportunities for students to work with community agencies to understand the importance of involvement and community</p> <p>Involve parent volunteers to help with the connection from school to community</p> <p>Increase the amount of partners to build the bridge between school and the community</p> <p>Maintain the Mountain Lion Boutique by</p>	<p>SPSA Goal 3: All students will feel connected to their school community through engaging and education practices and partnerships with parents and community</p>	<p>Integrated Student Supports and Collaborative Leadership and Practices</p> <p>Promoting positive mental health strategies and opportunities for students to become more self aware of their emotions and how to manage and regulate is essential for student success</p>	<p>The percentage of parents who "Strongly agree or agree"" with "This school encourages me to be an active partner with the school in educating my child." 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024"</p> <p>Panorama: Valuing of school: 46%</p> <p>Teacher-Student Relationships: 52%</p> <p>Supportive Relationships: 85%</p>	<p>Increase percentage to 94%</p> <p>Raise to 48%</p> <p>Raise to 50%</p> <p>Raise to 88%</p>

<p>incorporating appropriate storage and accessibility. Also, including a washer and dryer to help families with laundering.</p> <p>Increase parent volunteerism to create connectivity to the school.</p> <p>Increase social and emotional presentations to address topics that need to be addressed based on data correlations.</p>				
<p>Action Steps</p>	<ol style="list-style-type: none"> 1. Continue with training WEB Leaders to assist with welcoming incoming 7th grade students 2. Continue to build the bridge between the high school leadership groups and the middle school leadership groups 3. Provide opportunities such as the rope course, literacy support, and attending community organizations to feel empowered 4. Using transportation to travel to outside organizations to learn about community and leadership 5. Increase partners to educate parents in varying workshops and to connect real world experiences for students 6. Collaborate with partners, leadership team, ELAC, 7. Consistently providing more outreach services during lunch time with partners and behavioral health staff 8. Teaching students how to organize and structure a “clothing store” as other means of correction instead of using punitive measures to correct behavior allow a student to learn a pathway skill 			

9. Allowing parents to volunteer to maintain the boutique helps bridge the school to the community

Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
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<p>Intramural Sports</p> <p>Continually and consistently offer sports afterschool for each season so students can feel a part of something and to motivate them to become more successful academically and behaviorally</p> <p>Inspire and educate students about the importance of academics and career pathways</p> <p>Increasing the amount of needed equipment for each sport</p>	<p>SPSA Goal 1, 2 and 3:</p> <p>All students will be college and career ready</p> <p>All students will have a safe, orderly, and inviting learning environment.</p> <p>All students will feel connected to their school community through engaging and education practices and partnerships with parents and community</p>	<p>Integrated Student Supports</p> <p>Promotes a sense of belonging and motivation for students to feel connected to school</p> <p>Allows students to have an outlet for emotion regulation</p> <p>Directly impacts student achievement</p>	<p>Needs and Assets Survey</p> <p>After School Activities:</p> <p>Staff: 77.2%</p> <p>Parents: 67.6%</p>	<p>Scores decreased for Intramural sports because the need is being met. For the 25-26 school year, a full season of intramural sports was introduced.</p>
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<p>Action Steps</p>	<ol style="list-style-type: none"> 1. Consistently provide seasonal sports for students to participate 2. Intramural sports as a motivator is essential 3. Bridge the community to the school by allowing family and community members to watch 4. Engage staff to become more involved with intramural sports 5. Update the staff and community about the teams and the game times 6. Monitor players grades and attendance to ensure they are progressing 			
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Plan to implement and/or purchases	SPSA Goal	Pillar	Baseline Data	Anticipated Growth
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<p>Parent Engagement</p>	<p>All students will be college and career ready</p>	<p>Active Family and Community Engagement</p>	<p>Parent and Family Engagement California School</p>	
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<p>Partnering with parents to engage in their students' academics and extracurricular activities to bridge the connection between school and community and to empower families to feel a sense of belonging within the school.</p> <p>Providing a comfortable safe space for parents to volunteer and/or learn.</p> <p>Breaking the language barrier by using translation devices</p>	<p>All students will have a safe, orderly, and inviting learning environment.</p> <p>All students will feel connected to their school community through engaging and education practices and partnerships with parents and community</p>	<p>Collaborative Leadership Practices</p>	<p>Needs and Assets:</p> <p>Parent Survey</p> <p>Create more opportunities for parent involvement</p> <p>Create more events to attend</p> <p>Afternoon activities</p> <p>Create student and parent nights</p>	<p>Increase attendance to workshops and opportunities to volunteer by 5% attendance.</p>
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<p>Action Steps</p>	<ol style="list-style-type: none"> 1. Provide creative ways for parents to volunteer at the secondary level 2. Increase workshops for families and community members to learn about a variety of topics to help their students 3. Continue providing opportunities for family and community members to learn and a safe space to voice their concerns with Coffee and the Community, ELAC, Community Schools Council, School Site Council and other forms of leadership committees 4. Begin working on focus parent focus groups 5. Distribute and collect data from the Needs and Assets Assessment twice a year to determine the learning interests 6. Explore times of day family and community members can attend workshops 7. Heavily promote each workshop 8. Create videos describing the workshop and use district communication to send to families. 9. Ensure all members are represented by determining translation needs
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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.

In an effort to strengthen and enhance stakeholder engagement in the needs and assets assessment process, Mira Loma Middle School (MLMS) is committed to implementing more effective strategies for collecting data from a diverse range of educational partners. This improved approach aims to generate critical insights that will more accurately identify and address the most essential needs of our community school.

A myriad of assessments are used to determine the needs of our school:

- **Local Control and Accountability Plan (LCAP)**
 - Administered 1 time a year district wide to students, staff, and families
- **MLMS Needs and Assets Assessment: student, parent, and staff**
 - Given 2 times a year to determine the needs of MLMS and what resources and learning environments are best suited for our community
- **California Healthy Kids Survey (CHKS)**
 - Administered to grades 6, 7, 9, and 11 to assess school culture and wellness.
- **Panorama Survey**
 - Given twice a year, once in the fall and once in the spring, to gauge student wellness, safety, and climate of the school.
- **California Parent Survey**
 - Provides teachers, administrators, and school staff to determine parents' perception of the school and for the school to utilize the information to foster positive learning environments, student achievement, and well-being.
- **California School Climate Health and Learning Surveys**
 - Administered to gain data regarding the learning and teaching environment, supports for parents, school staff, and students that foster learning and school success.
- **1:1 conversations**
 - Informal conversations with family and community members regarding success and areas to grow as a school community.

Administrators and Leadership:

- **Meetings and Forums:** Collect and review data trends and discrepancies among varying leadership groups to determine the appropriate steps and strategies to target specific needs. Ensure all administration attends meetings that address community schools initiatives to provide feedback and vision. Share data with the leadership team, the PBIS team, School Site Council, ELAC, staff meeting members, DELAC, DAC, and other forms of committees and meetings to gain input.
- Consistently hold COST meetings to determine the needs of students in varying tiers so the appropriate supports and resources are available.

Certificated and Classified Staff:

- Consistent communication and correspondence regarding community schools and updates based on data indicating specific needs
- Engage in 1:1 conversations and discussions regarding our community school and collecting feedback
- Inspire and engage staff in community circles to gather ideas, opinions, and strategies regarding data trends
- Continue to include classified staff and increase the amount of both certificated and classified staff in the Community Schools Council meetings
- Increase and interact with the Booster Club and Think Together to produce more data regarding the needs of MLMS and to build a stronger community
- Encourage ALL staff to participate in the Needs and Assets Assessment and the LCAP.

Students:

- Create student focus groups to review and discuss the needs of MLMS and how to implement such needs as a Tier 1 support
- Increase the amount of students attending PBIS meetings to gain their perspective about the SEL needs to help improve attendance, participation, academics and behavior
- Promote a quarterly newsletter in conjunction with PBIS and students to demonstrate Community School Events and news.
- Create leadership focus groups to determine the needs of the school and how to implement specificities to include all stakeholders
- Increase student leadership awareness to construct more student input on pertinent focus points

Family members:

- Consistently provide a forum for parents and family members to voice their perspectives about the culture and needs of the school.
- Continue with Coffee with the Community to interact with families and community members about real time events occurring at MLMS and how it impacts our students and families.
- Connect with family members to participate in critical surveys to help them understand how important their voice is to creating a strong, positive cultural learning environment.

Community Members and Partners:

- Consistently include community members and partners in outreach events, school events, and other opportunities to engage with the community to provide information and resources.
- Form consistent modes of feedback from partners and community members to determine critical focus areas
- Continue to present meaningful information regarding Community Schools in the Community Schools' Council meetings.
- Invite partners to CSC meetings to learn more about MLMS and to provide input.

Committees and Teams**PBIS and MTSS**

- PBIS PBIS Tier 2 teams and MTSS meets quarterly 2 discuss how to create a positive campus culture and appropriate, restorative interventions for students to be successful academically and socially and emotionally.
- PBIS Tier 1 and 2 teams ensure the inclusion of students, staff, and parents/community members to target critical areas of attendance and behavioral needs of students and to implement evidence based strategies to support
- The teams, in conjunction with behavioral health, focus on all students to ensure equity and inclusion using partners such as SBX, HealthCorps, Rise, PAWS to Share, and Stemivate.

(<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.

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

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

Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Regularly monitor and analyze student attendance data on a weekly basis to identify trends and guide timely interventions. Implement targeted, data-driven strategies to increase daily attendance and reduce chronic absenteeism from 16.7% to 15% by May 2027, with quarterly progress monitoring to ensure steady improvement.</p>	<p>Work to improve overall attendance by 1.5% using the following strategies:</p> <p>Year 1:</p> <ul style="list-style-type: none"> ● Attendance Groups (students) ● Student engagement activities ● Consistent academic meetings targeting specific areas and needs ● Root Cause Analysis-Administration, Counselors, TSA-SMA, Community School TSA, Attendance Secretary discussed reasons students have chronic absenteeism and ways to improve attendance ● Classroom attendance competitions ● Collaborating with district staff (PICO) to solicit support and resources (transportation, parent meetings, resources) <p>Year 2: 20.5% of students are Chronically absent with a decline of 5.6% from the previous year.</p> <ul style="list-style-type: none"> ● Consistent COST Meetings ● Attendance committee to address ways to ensure students are attending school regularly. ● Increased attendance challenges to once a month ● Held a ROAR Rally ● Increased recognition for good attendance ● Met with chronically absent students ● scheduled home visits for chronically absent students ● Provided more interactive systems of recognition for all students to become motivated to attend school ● Analyzed critical data to support growth or declines ● Increased SART meetings ● Provided a meet and greet for our Coffee with the Community to discuss the correlation between attendance and success.
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Year 3: 16.7% of students are chronically absent with a decline of 3.8% from 24-25.

- Schedule and increase SART meetings
- The attendance team met regularly to target students who were chronically absent and who was borderline
- WEB Leaders created an interactive lesson about the importance of attendance and presented to all advisory periods
- Analyzed data to determine causes and correlations
- Met with chronically absent students
- scheduled home visits for chronically absent students
- Discussed students needs thoroughly during monthly COST meetings
- PBIS Tier 1 and 2 teams met monthly to address specific, school-wide needs

<p>Strengthen and expand schoolwide social-emotional learning (SEL) systems to support student well-being, resilience, and academic growth. Integrate SEL practices consistently into daily instruction and promote a positive learning environment and increase student engagement and connectedness by May 2027.</p>	<ul style="list-style-type: none"> ● Provide a myriad of SEL opportunities to support students. Currently, we have: <p>Year 1:</p> <ul style="list-style-type: none"> ● A PBIS Team to meet, learn, explore, and implement evidenced based strategies to enhance SEL ● Consistently scheduled Wellness Wednesdays to increase and support SEL activities and student support ● Implemented a Mountain Lion Boutique to assist with clothing, shoes, and accessories needs ● Provided staff training in trauma informed educational and restorative practices ● Opened The P.A.W. Room (Peace and Wellness) for students to have a safe space to meet with the Mental Health and Behavior Team, receive SEL support ● COST team to address students emotional and mental health needs ● Mental Health support staff to work with students and their emotional and mental health needs ● Student engagement activity opportunities ● Student Focus groups to discuss current events, attendance, and to build leadership and confidence ● Provide Parent Engagement presentations/workshops to assist with positive parenting, restorative practices, mental health, and how to access important resources ● Classified staff trained in restorative practices and trauma-based relational intervention training (TBRI) ● By 2024-2025, all certificated staff will be trained in restorative practices and TBRI. ● Habits of the Heart and Mind in advisory ● Advisory announcements reinforcing Positive SEL strategies <p>Year 2:</p> <ul style="list-style-type: none"> ● The Wellness Center is fully operational ● PAW Day delivers topics that addresses critical topics for students to learn and utilize
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- Worked with SBX to provide after school enrichment activities
- Partnered with SBX to provide small group, mentoring services
- SAP-T services for other means of correction
- Partnered with RISE and HealthCorps to provide valuable information regarding mental health
- Worked with the Deputy District Attorney's office to provide educational workshops for family and community members that align with the same presentation students received
- Gathered data from the Needs and Assets assessment to determine focus areas:
 - ❖ 34 parent responses
 - ❖ 580 student responses
 - ❖ 54 staff responses
- Implemented the 5 Star program to promote and recognize positive social and emotional behavior
- Habit of the Heart and Minds
- Interact Club
- Advisory announcements reinforcing Positive SEL strategies
- Provided Trauma and the Brain for staff
- Presenting an interactive presentation for Trauma, Stress, and the Brain for students
- Providing a self-care fair for students and staff
- Shouts outs for staff members
- Provided learning opportunities for parents to understand how to positively parent
- Implemented the WEB program into MLMS and had 46 Leaders to create a sense of belonging, welcoming, and a feeling of safety
- We implemented our first ROAR Rally
- Stemivate taught in three different science classes. They taught 1 class last year
- CoEd intramural sports
- **2025.2026**
- Increase partnerships to maintain and sustain crucial programs that support students and families

- Increase the amount of WEB Leaders
- Recognize and shout out more to students, parents, and staff to increase a sense of belonging and community
- partner with PBIS, ASB and Interact to create more opportunities for students and staff to shine
- Sustain intramural sports
- UCR Ropes field trip

Year 3:

- Expanded Intramural sports from 1 seasons to 3 seasons
- Designed recognition events for both staff and students
- Increased partnerships that help sustain current SEL programs
- Recognized parent volunteers
- Continued to grow the 5 Star program so 75% or more staff members can recognize students actions and accomplishments
- Continued to assist with Booster Club
- Utilized leadership strategies with WEB

<p>Strengthen family engagement by developing consistent, meaningful partnerships that keep families informed, connected, and actively involved in student learning. Increase two-way communication, improve access to school resources, and expand inclusive opportunities for family involvement to support improved student achievement, attendance, and school connectedness by May 2027.</p>	<p>Using the needs assessment survey and through focus groups and interviews, determine what are the critical needs and learning interests for parents/guardians:</p> <p>Year 1:</p> <ul style="list-style-type: none"> ● We have provided learning workshops for parents in the areas of need: Stress Management, Mental Health, Positive Parenting, and Anti Bullying strategies. ● We currently have monthly meetings (Coffee and Conversations) to meet with parents and provide workshops to assist with behavior, attendance, trauma, internet safety, and self care ● We have ELAC, Community Schools Meetings, and Watch D.O.G.S. for parents/guardians to participate and contribute their ideas <p>Year 2:</p> <ul style="list-style-type: none"> ● Used the Needs and Assets survey to determine what workshops would be most beneficial for parents and community members ● Formed Coffee with the Community to provide important learning topics that directly impact students and families once a month (9 workshops: Narcan training; ACEs; Suicide: know the signs; Internet Safety and Cyberbullying; Meet and Greet with the counselors to learn about attendance and grades; IEHP; and more. ● 4 part workshop Financial Literacy Series ● El Dia de Los Muertos parent engagement <p style="text-align: center;">2025.2026:</p> <ul style="list-style-type: none"> ● Increase the amount of learning workshops such as J-Tep and ESL classes ● Partner with the DDA office to provide more workshops aligned to preventative measures ● Provide more mental health classes ● Increase parent volunteerism ● Establish a consistent opportunity for parents to visit the Mountain Lion Boutique after a workshop.
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	<ul style="list-style-type: none"> ● Increase family engagement opportunities to 2 a year <p>Year 3:</p> <ul style="list-style-type: none"> ● Created more opportunities for family volunteerism ● Increased attendance to the Community School's Council ● Increased attendance for ELAC ● Provided more interesting topics for ELAC ● Donations increased from the community for the Mountain Lion Boutique
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Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide culturally relevant training to staff members	<ul style="list-style-type: none"> ● Provide more, in depth trainings about restorative practices to staff members in a variety of settings such as leadership team meetings, staff meetings, and within classrooms ● Demonstrate what restorative practices entail including restorative circles in classrooms, PBIS meetings, and student leadership meetings ● Invite staff to participate in PAW Day outreach services that focus on current mental health issues ● Continue to inform staff about trauma and stress and how it affects the brain in various training sessions during the year.
Work with on site teams to utilize evidence-based strategies to support long term English Language Learners	<ul style="list-style-type: none"> ● Provide in depth training about how to utilize specific strategies and imbed them into the curriculum. All our core teachers were retrained in Qtel strategies and all Instructional Aides will be trained in Qtel.
Provide culturally enriching expanded learning opportunities	<ul style="list-style-type: none"> ● Work with CS TSA, and VAPA to provide culturally enriching ELOs and after school activities ● Increase family engagement opportunities to interact and learn about the community
Increase partnerships to implement learning opportunities for students, staff, and families	<ul style="list-style-type: none"> ● Continue to work with HealthCorps, RISE, SBX, and more to provide more diverse expanded and enrichment learning opportunities

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
Increase opportunities for students, staff, families, and partners to contribute their ideas and feedback	<ul style="list-style-type: none"> ● Increase 1:1 conversations ● Communicate with parents consistently ● Invite partners to CSC meetings and big events ● Create a representative council for students to discuss important SEL topics
Establish and maintain a Community School Advisory Committee	<ul style="list-style-type: none"> ● Calendar regular meetings (4 a year) ● Share findings with other leadership groups ● Present information in staff meetings

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):

School leadership teams will play a central role in developing and sustaining a cohesive, high-functioning community school through shared responsibility and collaboration. These teams—including administrators, teacher leaders, staff, ELAC, Community Schools Council, School Site Council, Leadership Team, PBIS Team, Attendance Team, COST, WEB, ASB, AVID, Booster Club, and community partners—will work in alignment through structured collaboration, regular planning meetings, data-informed decision-making, and clear communication systems.

Guided by a unified vision, teams will coordinate programs and resources to support student achievement, attendance, and well-being while addressing the broader needs of families and the community. This collective leadership approach will integrate academic, behavioral, and social-emotional supports, fostering an inclusive school environment where all stakeholders are engaged, valued, and empowered to contribute to student success.

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

Goals	Action Steps
Hire appropriate staffing to support the community school.	Mental Health staff Community schools TSA (site coordinator)
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

Key Staff/Personnel

Lindsay Connell	School Site Principal
Shane Wells	Assistant Principal
AnnMarie McCoy	TSA Community Schools
Tim Palmer	School Management and Accountability (SMA)
Lizet Rios	Behavioral Health Therapist/Associate
Itzul Flores	Behavioral Health Peer Specialist
Jose Campos	Director: Parent Involvement and Community Outreach (PICO)
Shayna Golbaf	Community School's Coordinator

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.
 7. Provide childcare to ensure families can participate in parent engagement activities.
 8. Staffing for student engagement support.
 9. Provide classified staffing for parent engagement events after school hours

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

Goals	Action Steps
Explore and increase partnerships	<ul style="list-style-type: none"> Work with local government and non-profit organizations to partner with MLMS
Sustain current partners	<ul style="list-style-type: none"> Increase the amount of time current partners are providing enriching opportunities

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:

Sigma Beta XI (SBX) Works with students to provide culturally relevant activities and mentoring opportunities for all students.

HealthCorps: provides an opportunity for students in class to learn about nutrition and the impact on mental health.

RISE/SOAR: presents pertinent information 3 times a year such as suicide awareness and prevention, opioid awareness and prevention, and a path to resiliency. They also provide workshops for parents that align with what their students are learning.

RUHS: Triple P allows parents to learn about positive parenting for teens and how to work with their students as they progress through their adolescent years.

PAWS to Share: impacts social and emotional by providing animal therapy to students and staff members.

IEHP: assists family members and students with valuable resources such as mental health and Medi-Cal

Stemivate: College to Middle School: Stemivate comes into classes to teach real world events via STEM curriculum. This connects college students to the school.

Deputy District Attorney's office: Presentations that align to current preventative issues such as cyber bullying, gangs, and fentanyl are pertinent for students and families to learn about the dangers of each.

Reach Out: Another valuable resource for students and families to access important information regarding Narcan, nutrition, and more.

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 onsite 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 Consulate 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 provides 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.
- America's 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 organizations and nonprofits 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 Senator 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.