

# 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

Mission Bell Elementary, Angelena Aguilar, 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:

Mission Bell Elementary is committed to advancing its role as a community-centered school by aligning its practices with the California Community Schools Framework. Our developmental plans prioritize the creation of racially-just, relationship-centered spaces through equity-driven professional development, inclusive engagement, and culturally responsive initiatives. We are fostering inclusive school cultures by embracing an asset-based, strengths-driven approach and 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 and promote shared power. Our commitment to continuous improvement and possibility thinking is demonstrated through ongoing reflection, data analysis, stakeholder feedback, and transparent communication. These efforts reflect a shared understanding

and commitment to the Community Schools model and ensure our practices remain responsive, equitable, and effective.

JUSD partners with families by building on their strengths and experiences, offering culturally respectful learning opportunities and support for mental health and social needs. We are committed to helping families grow stronger and more independent by fostering trust, reducing the stigma around seeking help, and ensuring that teachers and staff engage in ongoing learning to better support our community. Through mentoring, regular check-ins, and relationship-building efforts, we create safe, supportive school environments where students and families feel valued. Once that foundation of trust is established, we are able to provide additional resources and support as needed.

JUSD utilizes restorative practices by providing districtwide training for administrators and staff, including a specialized two-day certification focused on conflict resolution, emotional regulation, and building positive relationships. Community and Restorative Circles are actively used to support these efforts, with the TSA for Community Schools offering ongoing guidance to help school staff effectively implement these practices.

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 families 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 Mission Bell, we are proud to model this vision through initiatives like:

- **Book Buddies Program**, which pairs sixth grade students with kindergarten students, where the older students read to and mentor the younger ones, fostering a love of reading and building strong connections in this partnership
- **Feel Good Fridays & 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)** offer students extra time to engage in academic support, enrichment activities such as the EarlyAct Rotary Club and Mission Bell Spirit Club, and culturally respectful learning experiences through cultural literacy lessons, supporting their growth in both academic achievement and personal development.
- **Parent Engagement Workshops**, Parent Literacy classes with an emphasis on ELD, Literacy and Math Night, Financial Literacy, and Literacy and reading strategies presented by the Literacy TSA, guest speakers and presentations such as the Japanese exchange students, as well opportunities to push into kindergarten and first grade classrooms to support early literacy and foster a love of reading, 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 EarlyAct (Rotary Service Club)** 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. In addition, these programs provide opportunities for students to collaborate, foster creativity, and to gain development of critical thinking skills and real-world experience to succeed in either higher education or directly in their chosen career path.

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**

| <b>Initiative or Purchase</b>                                                                                              | <b>SPSA Goal</b>                                           | <b>Rationale + CS Pillar</b>                                                                                                                    | <b>Baseline Data from SPSA or Other Source</b>                                                                                                                          | <b>Anticipated Goals</b>                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Extended Learning Opportunities (ELO)</b> -includes Saturday School, Fall ELO, Test Prep ELO, Spring ELO, EPAC Prep ELO | SPSA Goal 1: All students will be college and career ready | <b>Extended Learning Time &amp; Opportunities</b> – Provides additional academic support and time for students at risk of not meeting standards | CAASPP:<br><br>ELA:-79.4 points below standard<br><br>Math: -89.6 points below standard<br><br>ELPAC:<br><br>ELL making progress: 32.5%<br><br>ELLs Reclassified: 3.49% | CAASPP:<br><br>ELA: Decrease by 10 points below standard<br><br>Math: Decrease by 5 points below standard<br><br>ELPAC:<br><br>Raise to 51.7% of ELLs making progress<br><br>ELLs Reclassified: Raise to 10% |

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Enrichment ELO</b><br>EarlyAct Service Club participation)   | SPSA Goal 1: All students will be college and career ready                                                                                                                                                                                                                                                                                                                                                                                          | <b>Extended Learning Time &amp; Opportunities</b> – Positively impact academic performance as it is linked to improved concentration, memory, and better classroom behavior. Provide opportunities for students to collaborate, foster creativity, and to gain development of critical thinking skills and real-world experience to succeed in either higher education or directly in their chosen career path. | Student Needs Assessment Spring 2024- 41.9% of 3rd-6th Graders preferred after school activities to help them succeed in school | 4th, 5th and 6th graders participate<br><br>This opportunity will be for 30 students, 10 from each grade level.<br><br>Collaborate with Admin, ELF, and teachers to select new students for upcoming school year with an emphasis on giving opportunities to marginalized student and family groups, including English Learners, foster youth, low-income families, and those with limited access to traditional engagement structures. |
| <b>Action Steps</b>                                             | <ol style="list-style-type: none"> <li>1. Promote ELO offerings, including Saturday School</li> <li>2. Collaborate with ELF to ensure EL students are equitably represented in all ELOs</li> <li>3. Monitor student achievement and ELO data.</li> <li>4. Communicate ELO opportunities to families using translated flyers, Class Dojo, ParentSquare, and direct outreach</li> <li>5. Promote EL participation in EarlyAct Service Club</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Feel Good Fridays, Mental Health Resource Fair, Wellness</b> | <b>SPSA Goal 2:</b> All students will have a safe, orderly, and inviting                                                                                                                                                                                                                                                                                                                                                                            | <b>Integrated Student Supports</b> – Enhances SEL                                                                                                                                                                                                                                                                                                                                                               | Panorama Data: 63% of students rated favorably in positive feelings                                                             | Panorama Data: Increase the percentage of students rated                                                                                                                                                                                                                                                                                                                                                                                |



|                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                       |                                                                                                                                                               |                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Groups</b> includes SEL for students and mindfulness and self-regulating activities</p>                                                                                | <p>learning environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>and coping resources for students in moments of stress and anxiety</p>                                                             | <p>42% of students responded favorably in emotion regulation</p> <p>150 students visits for Feel Good Fridays</p>                                             | <p>favorably on positive feelings to 66%.</p> <p>Raise emotion regulation to 45%</p> <p>Raise visits to 200 students for Feel Good fridays</p>           |
| <p><b>Action Steps</b></p>                                                                                                                                                   | <ol style="list-style-type: none"> <li>1. Promote awareness of Feel Good Fridays and Mental Health Fair to staff, students, and parents by continuing to include Parent Academy and parent volunteer support in engaging Health Fair activities and posting pictures on social media platforms.</li> <li>2. Coordinate Feel Good Fridays and other SEL-based activities (e.g., mindfulness, creative expression, breathing activities, Mindful Yoga).</li> <li>3. Analyze Panorama data and Needs assessment data twice and Needs Assessment data during CSC meetings to identify trends and student needs.</li> <li>4. Lead SEL campaigns and targeted outreach to underserved groups</li> <li>5. Collaborate with BHA and mental health partners to schedule workshops and plan wellness presentations and activities.</li> <li>6. Incorporate Feel Good Friday tips on PBIS newsletter PAL students to continue to promote and volunteer at the Mental Health Resource Fair.</li> <li>7. Collaborate with BHA to hold a Mental Health Fair in September during Suicide Prevention Month as well as May during Mental Health Awareness Month.</li> <li>8. Continued collaboration with MTSS TSA to hold Level Up Girl groups and expand to include Level up Boy groups</li> </ol> |                                                                                                                                       |                                                                                                                                                               |                                                                                                                                                          |
| <p><b>Student Engagement &amp; Leadership Programs-</b><br/>Includes Peer Assistance Leadership (PAL) groups, ropes course and service learning<br/><br/>EarlyAct Rotary</p> | <p><b>SPSA Goal 2:</b> All students will have a safe, orderly, and inviting learning environment.</p> <p><b>SPSA Goal 3:</b> All students will feel connected to their school community through engaging educational practices and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Collaborative Leadership + Integrated Supports</b> – Builds peer connections, student voice, and campus leadership capacity</p> | <p>Panorama favorability response of 90% students having Supportive Relationships</p> <p>Peer Assistance Leadership (PAL) student enrollment: 12 students</p> | <p>Increase Panorama favorability response to 95 % students having Supportive Relationships</p> <p>Increase Peer Assistance Leadership (PAL) student</p> |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Service Club        | partnerships with parents and community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | <p>EarlyAct student enrollment:</p> <p>18 6th grade students<br/>7 5th grade students<br/>7 4th grade students</p> | <p>enrollment to 14 students</p> <p>Increase EarlyAct student enrollment for 4th and 5th grade students for more equal enrollment across the grade levels.</p> <p>Collaborate with Admin, teachers and EarlyAct officers to expand opportunities for more EL students participation.</p> <p>10 6th grade students</p> <p>10 5th grade students</p> <p>10 4th grade students</p> |
| <b>Action Steps</b> | <p>PALs</p> <ol style="list-style-type: none"> <li>1. Promote PALs in 4th and 5th grade classrooms and do interviews to recruit new students into the program</li> <li>2. Partner with teachers and current PAL students to identify students who would benefit from being mentored and those who could serve as mentors.</li> <li>3. Lead planning for student engagement events, including team-building field trips (e.g., ropes course), mental health awareness campaigns, and leadership workshops.</li> <li>4. Facilitate wellness activities with PAL students during kindness and mental health week</li> <li>5. Ensure PAL meetings are scheduled during lunch time as not to disrupt instructional time</li> <li>6. Ensure equity of access by coordinating transportation, and outreach for students with barriers to participation.</li> </ol> |  |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                 |



|                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                          |                                                                                                                                 |                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                          | <p>EarlyAct</p> <ol style="list-style-type: none"> <li>Promote Early Act at Back to School Night Student Leadership Booth</li> <li>Hold interest meeting after school during first week of school</li> <li>Partner with teachers and current EarlyAct students and EarlyAct Rotary support to identify students who would benefit from being mentored and those who could serve as mentors.</li> <li>Ensure equity of access to this after school club to students who are enrolled in Think Together by coordinating with Think Together to allow students to attend biweekly after school meetings, breaking down barriers to participation for these students.</li> <li>Collaborate with student leaders to design service-learning opportunities that reflect student voice and community connection.</li> </ol>                                                                          |                                                                                                                          |                                                                                                                                 |                                                                                                                                                                     |
| <p><b>Parent and Family Engagement Events</b> – Includes, continued enrollment and expanded recruitment of Parent Academy participants, informational workshops, outreach nights, and resource fairs</p> | <p><b>SPSA Goal 2:</b> All students will have a safe, orderly, and inviting learning environment.</p> <p><b>SPSA Goal 3:</b> All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Family &amp; Community Engagement</b> – Promotes academic partnership, community connection, and accessibility</p> | <p>Parent Workshops Offered:</p> <p>Parent Needs Assessment Responses: 76</p> <p>Attendance from Family Events: 40 families</p> | <p>Raise Parent Workshops/Classes offered to</p> <p>Raise Parent Needs Assessment Responses to 150</p> <p>Increase attendance from Family Events to 60 families</p> |
| <p><b>Action Steps</b></p>                                                                                                                                                                               | <ol style="list-style-type: none"> <li>Plan and host monthly workshops that align with parent-identified needs (e.g., positive parenting, mental health, academic support, parent literacy classes, English Language Development classes).</li> </ol> <p>To ensure the monthly workshops are effective and responsive to the needs of our families, the use of a data-driven, <b>outcomes-based approach</b> that evaluates both short-term success and long-term impact will be employed.</p> <p>The workshops will be aligned with topics identified by families and stakeholders such as positive parenting, mental health, academic support, parent literacy, and English Language Development (ELD).</p> <p><b>Prior to launching or refining workshop series, existing survey data will be analyzed:</b></p> <ul style="list-style-type: none"> <li>Parent Needs Assessments</li> </ul> |                                                                                                                          |                                                                                                                                 |                                                                                                                                                                     |

- Student Needs Assessments
- Staff Assessments
- Panorama Survey
- LCAP Survey

**This data will help identify key themes in areas such as:**

- Parental confidence in supporting children academically
- Mental health awareness and access
- Literacy and English language development needs
- Family engagement and communication with the school

These insights will guide the **topics and structure** of each monthly workshop.

#### **Ongoing Workshop Evaluation Tools**

**For each workshop, I will implement the following tools:**

- Pre- and Post-Workshop Surveys to assess growth in knowledge, confidence, and satisfaction related to the topic
- Attendance logs and participation data to track engagement and reach
- Feedback forms asking for future topic suggestions and open-ended reflections on workshop usefulness

**This will allow me to evaluate the immediate effectiveness of each session and adjust accordingly.**

2. Promote workshops using multilingual flyers, Class Dojo, ParentSquare, social media 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 Parent Academy Class 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.

|                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                             | <ol style="list-style-type: none"> <li>Recognize family involvement publicly, e.g., with certificates, shoutouts, social media and School Website highlights.</li> <li>Partner teachers, and classified staff to co-lead sessions that build trust and capacity.</li> <li>Incorporate guest speakers</li> <li>Model and practice community circle and restorative practice circles during each Parent Academy class or workshop.</li> </ol>                                                                                                                                                                                                                                        |                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                                                |
| <b>Basic Needs &amp; Student Supports</b><br>– Includes school-based clothing, hygiene support, and food access initiatives | <b>SPSA Goal 2:</b> All students will have a safe, orderly, and inviting learning environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Integrated Student Supports –</b><br>Removes barriers to learning by addressing fundamental needs | Care Closet Attendance: approximately 80 -100 parent visits over 20 Thrifting Thursdays held before and after school<br><br>200 student visits over 20 Thrifting Thursdays lunch recess sessions<br><br>Thrifting Thursday Events: 20 | Increase Care Closet Attendance to 200 parent visits 250 student visits over 25 Thrifting Thursdays lunch recess sessions<br><br>Thrifting Thursday Events: 25 |
| <b>Action Steps</b>                                                                                                         | <ol style="list-style-type: none"> <li>Promote Thrifting Thursdays on Class Dojo, flyers, and health aide referrals</li> <li>Continue to host weekly “Thrifting Thursday” events</li> <li>Collaborate with parent volunteers and community to help organize, restock care closet</li> <li>Continue to coordinate with office staff and wellness team to discreetly refer students in need and ensure availability during school hours</li> <li>Put together clothing care packages to be picked up after school hours, including Think Together parent pick up time.</li> <li>Partner with community donors and organizations for clothing, hygiene kits, and backpacks</li> </ol> |                                                                                                      |                                                                                                                                                                                                                                       |                                                                                                                                                                |
| <b>Planning &amp; Coordination Time</b> – Includes compensated time                                                         | <b>SPSA Goal 2:</b> All students will have a safe, orderly, and inviting learning environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Collaborative Leadership –</b><br>Ensures that initiatives are                                    | CS Agendas and Minutes                                                                                                                                                                                                                | Continue use of CS Agendas and Minutes                                                                                                                         |

|                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                        |                                                          |                                                                                  |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------|
| for staff to design programs and collaborate with community partners through subs for professional development |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | well-planned, intentional, and aligned to school goals | Workshops where parents were invited to plan together: 7 | Increase workshops where parents are invited to plan together to times a 10 year |
| <b>Action Steps</b>                                                                                            | <ol style="list-style-type: none"> <li>1. Maintain and update a shared CS planning agenda and minutes log to track meeting topics, progress, and decisions</li> <li>2. Allocate compensated time for teachers, counselors, and classified staff to collaboratively design programs (e.g., ELOs, wellness activities, mentoring)</li> <li>3. Align meetings and goals with ELAC and School Site Council</li> <li>4. Invite parents and community members to participate in planning sessions at least 3 times a year (e.g., parent-led workshops, advisory input)</li> <li>5. Use parent feedback from planning sessions to inform future events and community engagement efforts</li> </ol> |                                                        |                                                          |                                                                                  |

**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.

Mission Bell 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.
- **Mission Bell Community Schools Needs Assessment:** distributed biannually 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 Mission Bell'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.

- **Mission Bell's Parent Academy:** held every Friday morning from 8:00 am to 9:30 am beginning in October and ending in May incorporates parent workshops and resources, serves as informal forums for families to express concerns, suggest new ideas, and help shape the school's priorities. It grows agency and provides a pathway for parents to grow into participation in school site advisory councils such as SSC, ELAC, CSC and DAC and DLAC at the district level. 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

Mission Bell 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 Mission Bell 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) and Mission Bell Parent Academy 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

#### PBIS and MTSS Team:

Mission Bell 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 Community Schools TSA, 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 (3.49%) | ELPAC workshops for parents, inclusive academic support spaces. | Integrated Supports, Family Engagement |

|                              |                                                                                                        |                                                                                                                                                                    |                                             |
|------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| ELA/Math Performance         | 13.91 % of students met or exceeded ELA standards<br>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, Feel Good Fridays, Mental Health Resource Fair, Level Up Girls Group, Level Up Boys Group (CS TSA/MTSS TSA Collaboration)            | Integrated Supports                         |
| Parent Engagement            | Language and access barriers; families unsure how to connect                                           | Weekly Parent Academy Classes and Literacy classes with a focus on English language Development and Early Literacy skills will be taught by Community Schools TSA. | Family & Community Engagement               |
| Student Leadership and Voice | Lack of structured student leadership or mentoring opportunities                                       | Weekly PAL meetings, ropes course<br><br>EarlyAct Rotary Service after school club held biweekly                                                                   | Collaborative Leadership, Extended Learning |
| Access to Basic Needs        | Students without access to clean clothes or supplies                                                   | Care closet is open weekly, expand closet by implementing a permanent, designated structure to house an on site care closet                                        | 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.

|                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Systematically organize and strengthen our Social and Emotional Learning (SEL) supports.</p> | <p><b>Actions Taken (Year 1 and 2):</b></p> <ul style="list-style-type: none"> <li>Established Feel Good Fridays, Mental Health Resource Fair featuring:<br/>activities for students to focus on their mental health supported by Parent Academy Parents, BHA and MTSS TSA</li> <li>Purchased items to support student engagement and well-being, including:<br/>Yoga mats<br/>Fidgets, mindfulness games for Feel Good Fridays or open mindfulness recess activities<br/>Supplies to create mental health activities (diamond painting, breathing sticks, stress balls, paint, yarn, etc)</li> <li>Partnered with PICO BHA and RUHS:<br/>Community and Restorative Circles<br/>Anti-bullying workshops<br/>Mental health and wellness support</li> <li><i>Neighborhood Healthcare</i>: Dental mobile unit serving all campuses and preschool screenings<br/>Implemented student support groups:<br/>Girls (6th Grade) Level Up Group (MTSS TSA Collaboration)<br/>Hosted on-campus Red Ribbon events, drug awareness workshops, Kindness Activities</li> </ul> <p><b>Outcomes/Indicators for 2025–2026:</b></p> <ul style="list-style-type: none"> <li>Increase Panorama SEL emotional regulation score from 42% to 50% favorable</li> <li>Increase number of students attending Feel Good Fridays from 150 visits to 200 visits and Open recess mindfulness activities in room 27</li> <li>Launch peer-led campaigns to normalize SEL support use</li> <li>Continue to model Community Building Circles in classrooms and facilitate Restorative Circles as needed</li> </ul> |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>One of our goals is to consistently and accurately conduct needs assessments to inform and guide our initiatives.</p> | <p style="text-align: center;"><b>Actions Taken (Year 1 and 2):</b></p> <ul style="list-style-type: none"> <li>● Developed and administered an Mission Bell Community Schools Needs Assessment Survey <ul style="list-style-type: none"> <li>○ Survey collected input from students, staff, and families</li> <li>○ Topics included: effective supports, services families want, and school climate</li> </ul> </li> <li>● Collected: <ul style="list-style-type: none"> <li>○ 143 student responses</li> <li>○ 18 staff responses</li> <li>○ 74 parent/community responses</li> <li>○ Conducted targeted outreach to ELAC, SSC, Parent Academy, and events to</li> </ul> </li> <li>● Embedded surveys into: <ul style="list-style-type: none"> <li>○ Parent Academy Class, ELAC, and Parent Workshops</li> <li>○ Simplified the format for ease of use (digital &amp; paper)</li> <li>○ Added bilingual facilitation and QR codes for easier access</li> </ul> </li> </ul> <p style="text-align: center;"><b>Outcomes/Indicators for 2025–2026:</b></p> <ul style="list-style-type: none"> <li>● Increase parent/community survey response count to 100</li> <li>● Increase Staff needs survey to 25</li> <li>● Fully embed surveys into parent workshops, and family events</li> <li>● Analyze data by stakeholder group (staff, student, parent) and update action steps</li> <li>● Use collected data to adjust programming, event design, and school communications</li> <li>● Share outcomes publicly at SSC, ELAC, and CS Council meetings</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Enhance parent involvement, engagement, and outreach, fostering a collaborative partnership between the school and parents to support the overall well-being and academic success of students.</p> | <p style="text-align: center;"><b>Actions Taken (Year 1 and 2):</b></p> <ul style="list-style-type: none"> <li>● Hosted over 20 family events/workshops in 2 years, including: <ul style="list-style-type: none"> <li>○ Anti-Bullying Parent Workshop</li> <li>○ Mental Health Parent Workshop</li> <li>○ Nutrition Classes</li> <li>○ Abriendo Puertas</li> <li>○ Watch D.O.G.S and M.O.M.S</li> <li>○ Family Math &amp; Literacy Night</li> <li>○ Walk to School Day</li> <li>○ Jurupa Reach Out Community Safety presentation</li> </ul> </li> <li>● Collaborated and promoted Family Math/Literacy Night with Literacy TSA/team (resource fair + student celebration)</li> <li>● Shared info via ClassDojo, ParentSquare, Instagram, Facebook, and Flyers</li> <li>● Hosted food and provided childcare at workshops to reduce participation barriers</li> <li>● Integrated student leadership PALs to promote events, present at events, and promote student engagement</li> <li>● Integrate student leadership EarlyAct to promote events, present at events, promote student engagement and provide opportunities for students to collaborate, foster creativity, and to gain development of critical thinking skills and real-world experience to succeed in either higher education or directly in their chosen career path.</li> </ul> <p style="text-align: center;"><b>Outcomes/Indicators for 2025–2026:</b></p> <ul style="list-style-type: none"> <li>● Increase number of parent/family workshops and events to 20+ per year (1 presented through Parent Academy and 1 after school or Saturday, depending of parent feedback from surveys</li> <li>● Collaborate with Literacy TSA to Expand Parent Literacy Class with emphasis on English Language Development and early literacy skills</li> <li>● Teach Parents how to be successful volunteers in or outside of the classroom</li> <li>● Offer childcare and food at high-priority events to improve access</li> <li>● Conduct post-event feedback surveys to guide planning</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 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

Mission Bell 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 reveals both promising opportunities and urgent needs. Although there has been a 17.9% decline in English Learner proficiency on the summative ELPAC by cohort, this trend highlights the need for targeted interventions. With strategic support and systematic changes, future growth should focus on reversing this decline and improving language proficiency outcomes for English Learners. In response, Mission Bell 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                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Promote academic equity and multilingual achievement through culturally and linguistically sustaining instruction</b> | Goal 1: All students will be college and career ready | <b>Integrated Student Supports</b><br>-Provide academic and language-specific services to address barriers and promote multilingual | ELL making progress: 32.5%<br><br>3.49% Reclassified<br><br>EL Learners | Raise EL progress rate by 3%-5%<br><br>Increase to 10% Reclassified<br><br>Improve ELLs progress outcomes |

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                               |                                                                                                                                                                                    |                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | success                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                  |
| <b>Action Steps:</b>                                                                                         | <p><b>Continued language and literacy support and workshops through Parent Academy and Parent Literacy Class</b> with emphasis on English Language Development and early literacy skills to support parents in learning English to empower them to better engage in their child's education, ultimately helping students succeed on the ELPAC</p> <p><b>Collaborate with Literacy TSA to support EI families and students</b> by continuing to provide monthly workshops delivered through Parent Academy and expand opportunities for parents who do not participate in parent Academy class.</p> <p><b>Host ELPAC Workshop</b> collaborate with EL facilitator to support ELL students with targeted academic prep and increase test familiarity</p> <p><b>Support Admin ELPAC Family information and test prep meetings and expand family workshops</b> to build understanding of the reclassification process and the ELPAC</p> <p><b>Use student data to identify ELs not making progress</b> and design tailored supports (eg., tutoring, academic mentors, bilingual paraeducator assistance)</p> <p><b>Embed culturally responsive materials</b> and language development strategies into core content instruction to support engagement and retention</p> |                                                                                                                                               |                                                                                                                                                                                    |                                                                                                                                                                                                  |
| <b>Celebrate student identity and cultural pride through inclusive, community-based learning experiences</b> | Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Active Family and Community Engagement</b> – 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, lessons were taught to 4th through 6th grade, PAL students, EarlyAct Students, and Parent Academy. | Teach culturally responsive lessons to all grade levels as was done in year one, culminating in a schoolwide literacy art project which will include parent participants from the Parent Academy |
| <b>Action Steps</b>                                                                                          | <p><b>Integrate cultural learning projects</b> into classroom activities and with PAL and EarlyAct students.</p> <p>Cultural Literacy Lessons for grades 4th through 6th, PAL students, EarlyAct students and Parent Academy - "Dreamers" by Yuri Morales presented with a monarch butterfly art project. Theme: Culture and SEL(Resilience)</p> <p><b>Partner with community organizations</b> (e.g., TODEC) to provide culturally relevant workshops (e.g., immigration rights, heritage celebrations)</p> <p>Based on parent feedback, TODEC flyers and immigration information/resources</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                               |                                                                                                                                                                                    |                                                                                                                                                                                                  |

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                     | <p>were provided to families per request as needed</p> <p><b>Include cultural recognition activities during school wide events</b>, such as assemblies, resource fairs, and family nights</p> <p><b>Survey student interest in a folklorico dance club</b> to share the history of their dance</p> <p><b>Promote events in multiple languages</b> and through ClassDojo, Parent Square and social media, and flyers</p> <p><b>Utilize multicultural books</b> to teach lessons on diversity and inclusivity</p> |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Expand project-based and place-based learning through community partnerships</b> | Goal 1 & 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Expanded Learning Time and Opportunities</b></p> <p>– Offer real-world, hands-on learning beyond the school day through local partnerships</p> | <p><b>College &amp; Career Day</b></p> <p>Costco Tutors maintained their partnership with Mission Bell, expanding their focus to include Kindergarten in addition to 4th grade. They provided targeted literacy support for one hour per week over ten weeks, with three cohorts running from Fall to Spring, ultimately servicing over 30 students schoolwide.</p> | <p>Increase the amount of community partners to attend and participate in College &amp; Career Day</p> <p>NWEA district data will continue to show growth in 4th grade that correlates with the intervention provided by Costco Tutors.</p> <p>Kindergarten students demonstrate readiness for SIPPS reading, group placement following their participation.</p> |
| <b>Action Steps</b>                                                                 | <p><b>Invite community partners to present during elo classes, PAL lunch meetings, EarlyAct after school meetings and college &amp; career day</b> connecting students to local activism, leadership, and career paths</p> <p><b>Coordinate transportation and permissions proactively</b> to remove barriers for students participating in off-site experiences</p>                                                                                                                                            |                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |



|  |                                                                                                                      |
|--|----------------------------------------------------------------------------------------------------------------------|
|  | <b>Track student participation</b> 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 |
|-------|--------------|
|-------|--------------|

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.</p> | <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Send monthly Community Schools updates in PBIS/School newsletters, calendars and emails (highlight events, wins, student stories, resources, and progress toward goals).</li> <li>• Offer short PD/learning segments during staff meetings or PD days on: <ul style="list-style-type: none"> <li>○ What Community Schools is</li> <li>○ How teachers can refer students for supports</li> <li>○ Examples of Integrated Supports and Family Engagement that work</li> </ul> </li> <li>• Create and post a Community Schools updates in staff lounge <ul style="list-style-type: none"> <li>○ Event flyers and volunteer sign-ups</li> <li>○ Updates from CS Advisory meetings</li> </ul> </li> <li>• Share “Community Schools in Action” stories from teachers, students, or events via email, staff bulletin, or ParentSquare.</li> </ul> <p><b>Measures of Progress:</b></p> <ul style="list-style-type: none"> <li>• Deliver monthly CS updates at staff meetings</li> <li>• Increase staff awareness of CS pillars and services (measured through annual staff needs assessment)</li> <li>• Document at least two CS-focused PD/learning sessions annually</li> <li>• Increase number of staff-initiated student referrals or event collaborations</li> </ul> <p>Collect feedback from staff on clarity and accessibility of CS-related communication/tools through on-line surveys and one on one interviews/questionnaires to foster an effective and inclusive work environment. Utilizing a combination of online surveys and one-on-one interviews/questionnaires can provide comprehensive insights.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Strengthen and sustain the Community Schools Advisory Committee by increasing engagement, representation, and leadership development among students, parents, and community members.

- Continue to hold four committee meetings annually, aligned to implementation review cycles.
- Expand attendance of parents at CSC meetings to include parents who are not only Parent Academy participants through early calendar planning, personalized invitations, and follow-up reminders. Currently meetings are sustained with the same parental presence and while the group has grown there is not enough evidence that supports a broader outreach.
- 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 through PAL student leaders and EarlAct student officers). By formalizing the roles of these student leaders as CS liaisons, we aim to create a structured and inclusive approach to collecting valuable insights, ultimately enhancing the effectiveness of CS-related communications and tools within our educational community.
- 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:**

- Track and record how many non Parent Academy parents attend CSC meetings
- 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 or other graphic):

Mission Bell 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.

As part of our broader governance structure, we formally established the Community Schools Advisory Committee during the 2023 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.

To ensure effective planning and implementation, Mission Bell 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
- Strengthened student voice by inviting student representatives (PAL/EarlyAct) to serve on the committee—a step that deepens authentic youth engagement in decision-making.
- Begin 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, a presentation on the pillars of Community Schools. A Community Schools bulletin board in the staff lounge and a monthly update via PBIS/School newsletters
- 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, Mission Bell 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                                                                                                                                                                                                        |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengthen and sustain PAL program                 | <ul style="list-style-type: none"> <li>Refine course curriculum through student/staff feedback</li> <li>Train mentor teacher with PD and planning time</li> <li>Develop rubric to measure outcomes (GPA, behavior, attendance)</li> </ul>                  | <ul style="list-style-type: none"> <li>Course remains in master schedule</li> <li>90% of enrolled students complete course with passing grade</li> <li>Student leaders participate in at least 2 outreach events</li> </ul> |
| Promote awareness and normalize access to services | <ul style="list-style-type: none"> <li>Host mental health fair presentations at parent events</li> <li>Create student-led awareness campaigns around available supports</li> <li>Integrate wellness info into classroom &amp; advisory settings</li> </ul> | <ul style="list-style-type: none"> <li>Increase in self-referrals and wellness center visits</li> <li>Positive shifts in Panorama SEL domains and stigma-related survey items</li> </ul>                                    |

### Key Staff/Personnel

|                   |                                                     |
|-------------------|-----------------------------------------------------|
| Angelena Aguilera | School Site Principal                               |
| Jose Campos       | Director, Parent Involvement and Community Outreach |
| Shayna Golbaf     | Pupil Services Coordinator                          |
| Angelica Quintero | TSA Community Schools                               |

Joanna Mancera

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 Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the need of its existing Medi-Cal based and uninsured referrals. Community Schools Funding would accelerate this work by increasing the mental health workforce to meet current needs.
6. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan (artifact 11).

## Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress

| Goal                                                                          | Action Step                                                                                                                                                                                                                                              | Measures of Progress                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deepen and expand partnerships responsive to student, staff, and family needs | <ul style="list-style-type: none"> <li>Engage with new partners</li> <li>Re-engage food distribution partners impacted by COVID</li> <li>Connect students to hands-on learning and service opportunities through EarlyAct Rotary Service Club</li> </ul> | <ul style="list-style-type: none"> <li>New MOUs or formalized collaborations with at least 2 new partners</li> <li>Resource fair and CS events feature 5+ agency partners annually</li> <li>Continue to identify service projects through EarlyAct, at the school level, community level and expand to an international service project opportunity.</li> </ul> |
| Strengthen coordination with existing partners                                | <ul style="list-style-type: none"> <li>Maintain ongoing communication with Community Health Dental, Reach Out, RUHS and public health agencies</li> <li>Include partners in planning meetings and advisory conversations</li> </ul>                      | <ul style="list-style-type: none"> <li>Increased co-location and integration of services at Mission Bell</li> <li>Invite community partners to Community Schools Council meetings</li> </ul>                                                                                                                                                                    |
| Increase visibility and accessibility of partner supports to families         | <ul style="list-style-type: none"> <li>Promote partner services at Back-to-School Night, and family engagement events</li> <li>Ensure culturally and linguistically accessible promotion materials</li> </ul>                                            | <ul style="list-style-type: none"> <li>Measurable increase in parent participation and awareness through surveys</li> <li>Services accessed by a wider range of families, including newcomers and non-English speakers</li> </ul>                                                                                                                               |



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:

Mission Bell, 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
- **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 Mission Bell**

- **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.
- **Friday Night Live (FNL):**

A student-led leadership group promoting healthy choices, drug-free lifestyles, and community involvement through weekly projects.
- **Machado Family Giving** charitable foundation that provides children with the essentials they need to feel supported and confident for a positive and enriched future.