



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

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 Middle School, Alicia Heimer, Principal alicia_heimer@jUSD.k12.ca.us 951-222-7842

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:

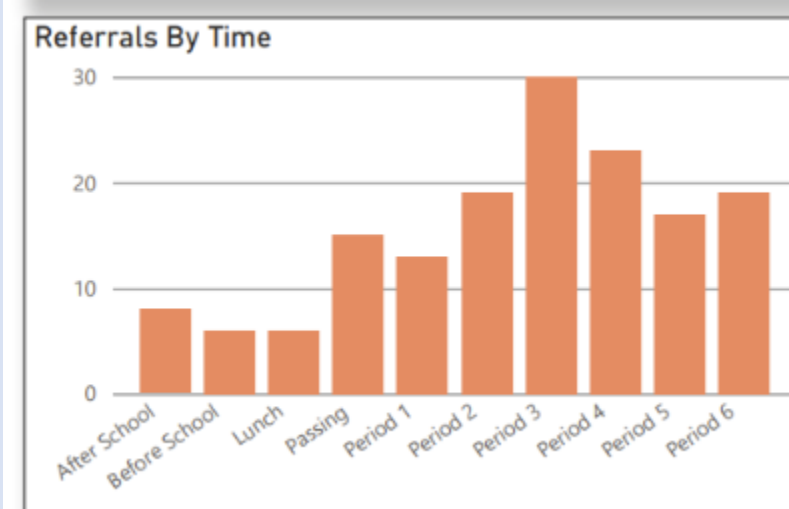
1. Racially-just, relationship-centered spaces

Mission Middle School's (MMS) TSA attended training on the following topics: Restorative Practices (restorative and community circles), Trauma Informed Practices, Building Belonging and Exploring our B.I.A.S., and Working on Wellness as a way to support the school site with these practices. It is needed to support racially just and restorative school climates. We are evolving in this practice. The district has mandated a two-day restorative practices certification training for all administrators and support staff and they offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict.

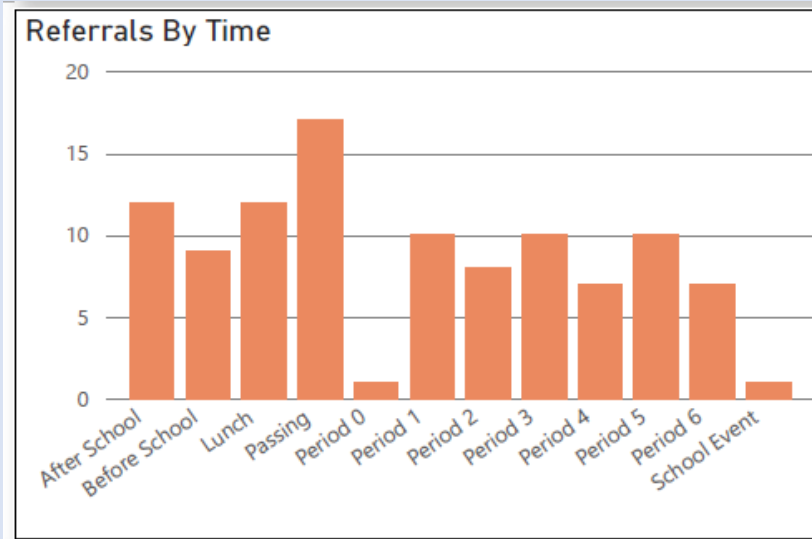
The wellness center opened in the 23-24 school year to support students in managing their mental wellbeing. Procedures, guidelines, and expectations will be explained to staff and students, annually. Students can receive 1-on-1 therapy, small group therapy, check-ins, and/or 15-minute self-regulation.

Student engagement opportunities began in 22-23 and will continue during lunch time in the lunch area. Movie/Music Monday, where student chosen music will be played at lunch in the outside table area or a movie will be played in the MPR. Wellness Lunch will be held on Wednesday and Thursday, where students can play structured and non structured games and do crafts/activities. Wellness Lunch has a range of anywhere from 30-50 students. When asked, "Does being in 1A at lunch improve your mental health/emotional state?" 93% of the students responded, "Yes". Fun Friday offers games in the quad area, such as jumbo jenga, jumbo connect four, jumbo ball pong, and cornhole.

Data from April 2026 indicates that engagement at lunch has helped in continuing to decrease the percentage of referrals for behavior. (6 referrals/.98%)



data from April 2025 (12 referrals/ 1.15%)



MMS holds an incoming 7th grade night, showcasing elective and club offerings to make connections with incoming students and families to grow their program/club.

AVID, ASB, Music, Outreach, Second Teams, PALs, and other clubs on campus conduct various activities throughout the year to engage students in heritage month activities, kindness activities, and other monthly awareness activities.

PBIS PRIDE chats are held each semester and PRIDE recognition awards are given by teachers each grading period (6weeks).

Throughout the year, our Community is invited to various events, such as Zumba, Club Outreach family nights and Dia Del Nino, and annual Car Show.

In advisory classes, Next Step curriculum is taught to focus on SEL.

There are 15 specialty advisory classes where students get to choose a topic of their interest. (I.E. Art, Music, e-Sports, PALs, Ballet Folklorica, etc.)

Club rush is held in September, showcasing the various clubs offering to our students.

2. Shared power

Mission Middle established a Community Schools Council and provided bylaws. The meeting will take place four times each year, and the council will provide feedback on the extent MMS is fulfilling the 4 pillars and capacity building strategies and will review the Implementation Plan. Members of this council include the CS TSA, parents/guardians, teachers, administration, our community ambassador, counselors, and our TSA for discipline.

The CS TSA holds a monthly student advisory council where students can voice their opinions about the changes they want to see on our campus.

Other opportunities are School Site Council, English Learners Advisory Committee, Coffee with the Principal, Parent Teacher Conferences, Student Support Team meetings, 504 meetings, and IEPs.

3. Classroom-community connections

The MMS TSA and a teacher have attended PAL (Peer Assistance Leadership) training to help facilitate classroom and community connections. A PAL speciality advisory class began in the 25-26 school year. The goal is to connect our program with RHS' program to make a seamless connection to high school. PALs leaders attend a team-building fieldtrip.

MMS partners with Teens Make Health Happen (called the Wellness Club on campus) where a small group of students will plan events that connect with the school community and local community. These events focus on social, emotional, physical, and mental well-being.

MMS will provide eligible students access to expanded and enriched learning opportunities (ELO). These opportunities may include academic enrichment, career exploration, team building, or cultural learning opportunities.

MMS has 15 clubs that are offered either before school, during lunch, and/or after school, and 3 intramural sports (Soccer, Volleyball, and Basketball).

MMS will partner with other district schools for community engagement opportunities. For example, RHS' Wellness Fair and Ina's Career and College Fair.

4. A focus on continuous improvement and possibility thinking

The Wellness Center will be expanding to include the neighboring room. This new space will include the existing staff (therapists, peer mentor, and CS TSA) with the addition of the counselors, psychologist, and a meeting space for IEPs, COST, small groups, etc. It will also expand the existing self regulation space to accommodate more students.

CS Needs and Assets Assessments are given to the staff, students, and families, LCAP surveys are offered to families each year, and Panorama surveys are taken by students twice a year to help grow practices at MMS and support our community.

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 Middle School (MMS) uses a variety of tools to learn from all stakeholders.

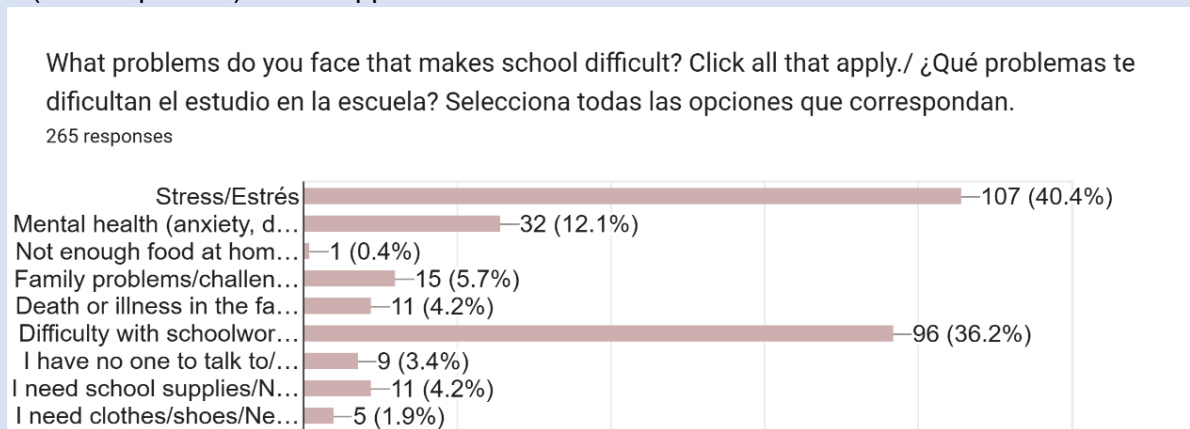
The School participates in the Panorama survey held twice a year and is completed by every student and teacher. The data is used to address the needs impacting positive school culture.

Community School Needs and Asset Assessments will be conducted (at minimum, annually) by staff, students, and parents/guardians. Each survey asks questions on how each interest holder could be supported to be more successful in their perspective group. This information guides the teacher on special assignments for Community Schools with the Community Schools Council to seek out, organize, and provide the necessary support. This is an ongoing effort to continually provide for the MMS community.

A goal for needs assessment surveys is to increase the amount of responses by all parties to include at least 75% of our population. As of now we have 43% (265 responses) of students, 3% (20 responses) of our families, and 35% (31 responses) of our staff.

Based on feedback from the 25-26 school year (data gathered from February-April 2026) we will focus on the following for 26-27:

- Students (265 responses) need supports in

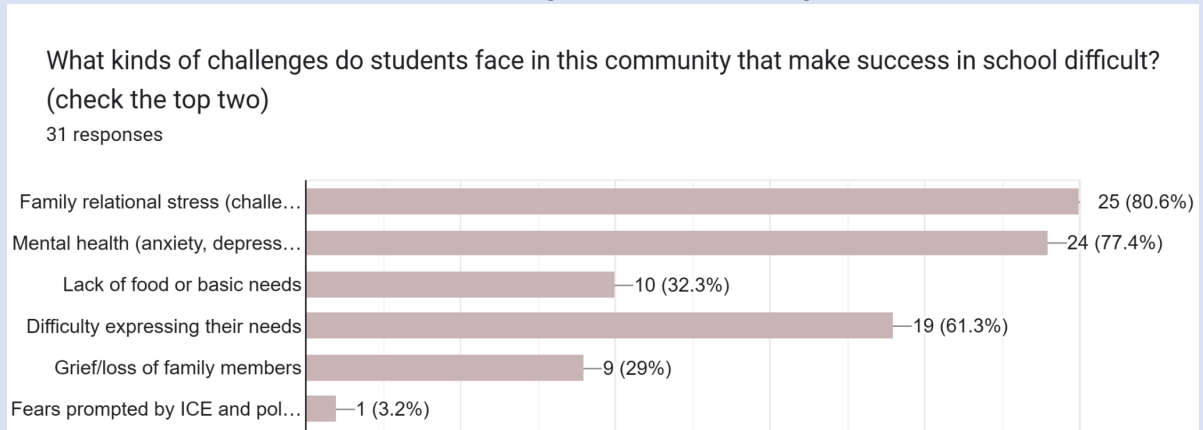


To support these needs, we will do Check-in/Check-out (CICO) and/or do check-ins with the peer

mentor in the Wellness Center. We will also make sure that students know the purpose of the Wellness Center and the option for 15-minutes self-regulation. Club Outreach provides school supplies, food, and clothing.

-Bullying was also entered, by a few students, as something that makes school difficult.

- Staff responses (31 responses) were similar in regards to the challenges students face

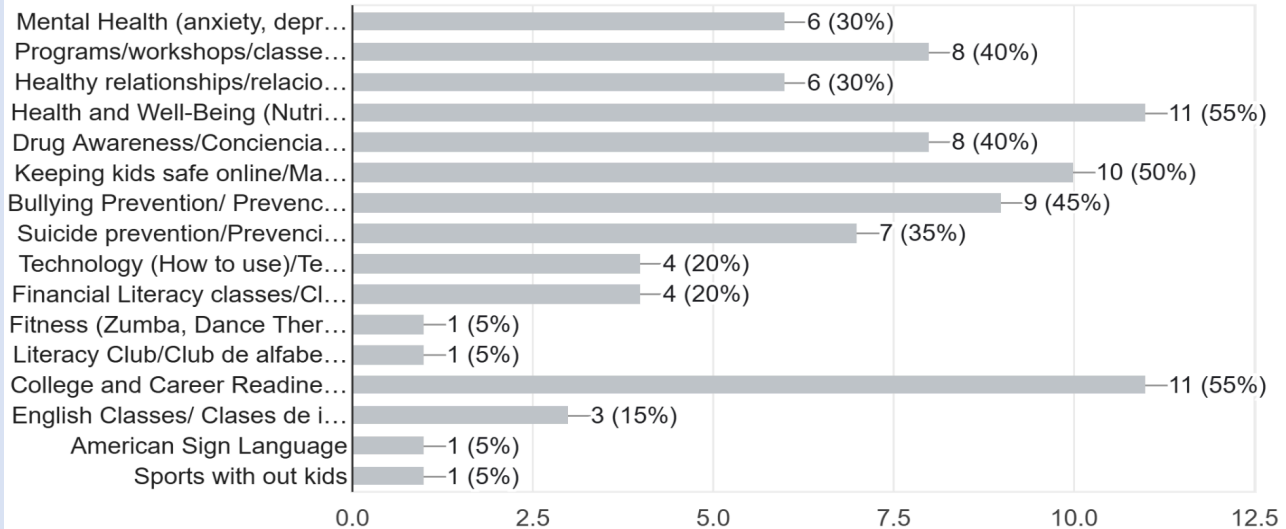


Families (20 responses)

- When asked:

What activities/trainings for adults would you like to see offered at your child(ren)'s school? (Check all that apply.) ¿Qué actividades/clases/capacit...an en su escuela? (Marque todo lo que corresponda)

20 responses



The CS TSA will coordinate to support these needs with community partners to provide these offerings at MMS or feeder schools in the area.

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.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to all students. It enables schools to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Focus Groups- Mission Middle has the following advisory groups: School Site Council, English Language Advisory Council, GATE – gifted and talented, and SEPAC – Special Education Parent Advisory Committee. They are used as respective focus groups at Mission Middle to inform decision making and the development of the SPSA.

As a Community School, the teacher on special assignment (TSA) will continue to focus on chronically absent students (focusing on SPED and EL populations), working with administration and COST, to discuss the barriers and provide support. Additionally, an ongoing focus is on restorative practices and using circles for building community and enhancing conversations in focus groups to help improve attendance. Our attendance goals were as follows:

A COST (Coordination of Services Team) group has been formed at MMS to identify students who would benefit from individual service or groups provided by the Behavioral Support Team. This team discusses students with specific challenges and connects them to the services available through Behavioral Health, ERMHS, SAPT, etc.

The TSA formed a Student Advisory Council to get input from the students on what they would like to see on campus. This group is composed of a representative from each advisory class, approximately 32 students, who meet once a month to discuss items of interest. The following day, the representative delivers the information discussed to their advisory class. Representatives are encouraged to discuss the topics of interest prior to the meeting or short topical informal surveys will be conducted to get input from the advisory classes.

Mission Middle has established a Positive Behavior Intervention and Supports team, of which the CS TSA is a member, to promote positive, predictable, safe environments for everyone in the school.

Mission Middle has established connections with Neighborhood Healthcare. Neighborhood Healthcare will provide school based dental services with the use of a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site. Riverside Community Health Foundation (RCHF) offers Zumba in the MPR to our community twice a week in the Fall and Spring.

This ongoing community engagement supports the development of new relationships providing services at Mission Middle. As a result, our Parent Involvement and Community Outreach (PICO) department has a community resource guide, which is available to all sites.

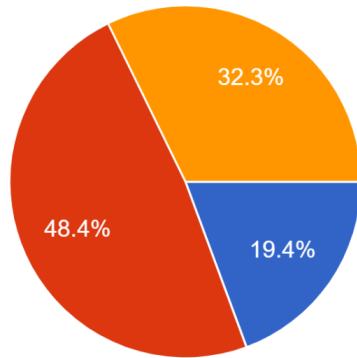
(<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>)

The Community School TSA will review PICO's resources on an annual basis.

The graph below shows where our staff believes we are in regard to this priority:

JUSD's Community Schools' vision is to transform schools by empowering diverse communities, promoting equity and access to break barriers, nur...rstanding, and Priorities which phase would we be?

31 responses



- Visioning: Site launches a communications campaign, through surveys and voting to understand community school strategy. Site plans...
- Engaging: To ensure voices of all interest-holders, 75-100% have participated in a needs assessment. Results are shared in a report.
- Transforming: All interest-holders engage in collective action in teams that are formed based on priority needs.

The Community School Council conducted a self-assessment on all Capacity Building strategies. [Here](#) is a link to the data collected.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>1- During School (learning pathways, differentiated instruction, lab times, etc.)</p> <p>Aligns with SPSA goal 1- to be career and college ready, students need to be at school.</p>	<p>Chronic Absenteeism Rates By May 2027: Decrease chronic absenteeism rates in ELs from 20% to 18% Decrease chronic absenteeism rates in SPED from 28% to 26%</p> <p>According to the 2025 fall CA Dashboard, Chronically Absent students declined 3.8%- we are in the yellow. ELs declined 2.3% and SPED declined 9.5% both are in the orange.</p> <p>School Attendance Rate By May 2027: Improve ADA for ELs from 91.65% to 93.65% Improve ADA for SPED from 90.93% to 92.93%</p>

<p>2- Increasing student supports</p> <p>Aligns with SPSA goal 2 (Students will have a safe, orderly, and inviting learning environment)</p>	<p>By May 2027:</p> <ul style="list-style-type: none"> -Increase responses of 3s and 4s by 3% to 60% for the following NAA question: When asked “Do you feel your opinions and ideas are heard by the adults at school?” 7.9% answered “1” (never), 35.1% answered “2”, 45.7% answered “3”, 11.3% answered “4” (always). -Lower suspension rate from 3.51% to 2.51%.

3- Increasing student connectedness to campus
 Aligns with SPSA goal 3 (All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.)

Positive and restorative school climate (Positive Behavioral Supports, Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.), and Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices))

Provide clubs before, during (at lunch), and after school. Engage our “at promise” students to improve attendance, student connectedness and belonging to create a positive school climate.

Maintain or increase club offerings. MMS currently has 15 clubs (2 before school, 8 during lunch, and 6 after school)

Continue intramural sports, partnering with PICO and teacher coaches (Basketball, Soccer, Volleyball).

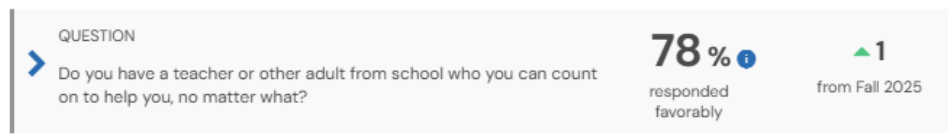
Continue activities at lunch with Music Monday, Wellness Lunch (wed. Thurs.), and “Fun Friday” (games in the quad).

Continue to partner with Inland Empire Water Keeper’s River KATS for a lesson and a fieldtrip on watershed and environmental factors.

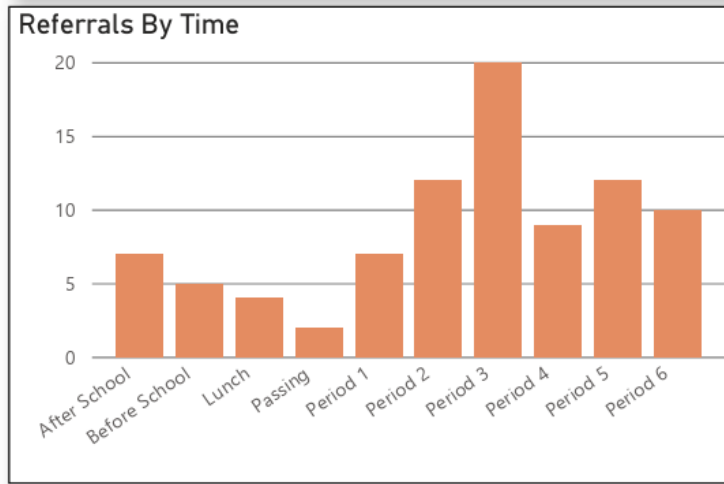
Continue our PALs (Peer Assistance Leadership) advisory to provide more opportunities for students to be involved as leaders.

The Student Management and Accountability Office continues to use the MTSS model when handling behaviors on campus, which supports the whole child. Other means of correction and Restorative practices are used in response to behaviors. COST meetings help students in need get connected with supports and services.

Increase favorable responses from fall to spring/winter on the Panorama Survey question “Do you have a teacher or other adult from school who you can count on to help you, no matter what?” from 72% (spring) and 70% (fall) to 74% (spring) and 72% (fall). Fall 2025- 77%, Winter (replaced spring) 2026- 78%



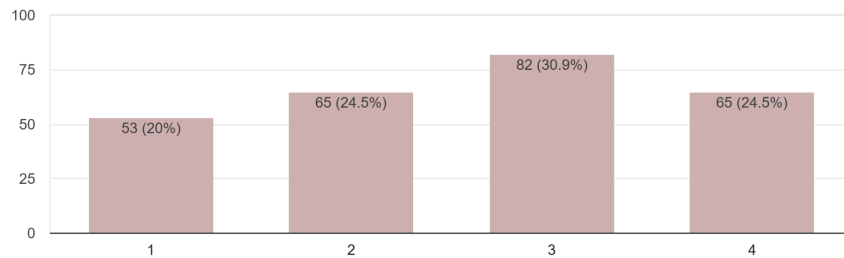
Continue to monitor lunch behavior incidences, keep under 10.



Continue to increase participation from 54.4% to 59.4% in clubs/activities. (Based on CS Needs Assessment question percentage of 3s and 4s)

Have you participated in clubs/activities at our school? / ¿Has participado en clubes o actividades en nuestra escuela?

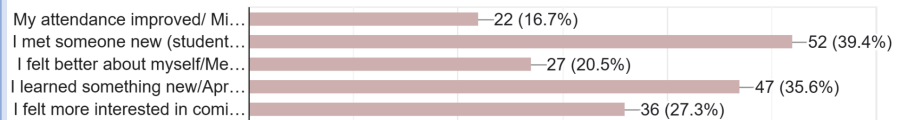
265 responses



Continue to track a new question on the Needs Assessment to track benefits of connections to campus: "If you have participated [in clubs] what have you gained from the experience?"

If you have participated, what did you gain from this experience? Select all that apply. / Si has participado, ¿qué beneficios obtuviste de esta exp...? Selecciona todas las opciones que correspondan

132 responses



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural

wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

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

Site Level Goals and Measures of Progress

Goals

Actions

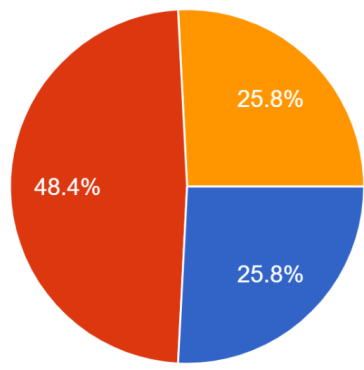
<p>To ensure we are culturally relevant in community schools.</p>	<p>Provide Professional Development on the importance of culturally relevant practices.</p> <p>To be able to provide robust conversations and collaboration in the classroom, Teachers have received PD on AVID strategies, QTEL strategies, AI in the classroom, and a site wide writing strategy (R.A.C.E.).</p> <p>RiverKATS delivered Science lessons and provided a fieldtrip.</p> <p>HealthCorps supports Wellness Club delivering lessons about overall mental, physical, and emotional health.</p> <p>PALs- a teacher has been trained to run an advisory class beginning in the 25-26 school year.</p> <p>Provide Professional Development on restorative practices, trauma informed practices, and bias.</p>
<p>Provide in class presentations to address school community needs.</p>	<p>A “Know The Signs” (suicide) Presentation was delivered to all students by a PICO Clinician.</p> <p>CBITs questionnaire completed by 7th graders. Then identified students participate in CBITs group.</p> <p>Mustang PRIDE chats are held twice a year, explaining campus expectations.</p>
<p>Provide expanded and enriched learning opportunities</p>	<ul style="list-style-type: none"> ● We will support learning loss and social emotional learning by providing after school ELO (Math and ELA) and summer school. ● MOU with Inland Empire Water Keeper and HealthCorps ● Intramural sports began 24/25

<p>Provide training to address mental health stigma.</p>	<p>Ensure key staff members get training on Applied Suicide Intervention Skill Training.</p> <p>The CBITS team comes annually to present to the staff and create small groups. (7 students participated in CBITS the 25-26 school year)</p>
<p>Connections with feeder schools</p>	<p>Student leaders from RHS give presentations about college and career and club and elective offerings.</p> <p>RHS counselors visit MMS to discuss class registration with 8th graders. 8th graders attend “Falcon Pride Day” at RHS where they see performances from cheer, colorguard, choir and rotate through some of the CTE and elective offerings.</p> <p>MMS counselors visit feeder elementary schools to discuss their elective and class options.</p> <p>MMS band, choir, and orchestra performs at elementary feeder schools.</p> <p>We share any community engagement opportunities (Zumba, Strengthening Families, Computer classes, English Classes, etc.) within our feeder pattern inviting all families to attend.</p> <p>Clubs will participate and/or perform at festivals or community events (I.E. ballet Folklorico will perform, clubs will sale items to fundraise)</p> <p>MMS hosts an incoming 7th grade night, showcasing clubs and electives.</p>

The graph below shows where our staff believes we are in regard to this priority:

When considering Centering Community-Based Learning, which phase would we be?

31 responses



- Visioning: A shared understanding has been created around principles of community-based learning, working to provide a supportive environment ena...
- Engaging: The implementation of community-based learning and supportive learning environments are increased through robust, teacher-led...
- Transforming: Community-based learning in restorative, relationship-centered climates form the basis of ac...

The Community School Council conducted a self-assessment on all Capacity Building strategies. [Here](#) is a link to the data collected.

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	Actions
Continue to meet with all the above current parent advisory groups. (Strategy 1, part B)	<ul style="list-style-type: none"> • Calendar regular meetings • Communicate with parents and other committee members to facilitate the needs assessment feedback. • Invite/ Re-invite a variety of education partners
Establish Community Schools Advisory Council	<ul style="list-style-type: none"> • Use District Sample Bylaws to form site based community school advisory including a minimum of four meetings per year and decide on them at the beginning of the year. • Schedule for council to present findings at School Site Council annually.

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):

Leadership Team	
Alicia Heimer	Principal
Joel Gordillo	Assistant Principal
Nancy Sanchez	Counselor
Edgardo Moreno	Counselor
Department Chairs	
Maureen Thurman	English Language Arts
Valeria Delgado	Science
Nathan Linares	Social Studies
Marci McGray	Physical Education
Sabrina Beltran	Special Education

Amber Shaw
Ross Yohonn

Mathematics
Electives

COST meetings- Student Management and Accountability Teacher on Special Assignment, Administration, Community School Teacher on Special Assignment, Behavioral Health, School Psychologist, School Mental Health Counselor, PICO Director, Community School District Coordinator, Academic Counselors, Translator Clerk, District Foster/McKinney-Vento Representative

Second teams- (PBIS/Attendance/BSEL, Culture Awareness Committee, Including Practices and Supports, AVID and Instructional Leadership, School Culture/Spirit and Activities)

School Site Council
ELAC

Community School Council- Student Management and Accountability Teacher on Special Assignment, Community School Teacher on Special Assignment, Community Ambassador/Campus Supervisor, Two teachers, Administration, Behavioral Health- Peer Specialist, School Psychologist.

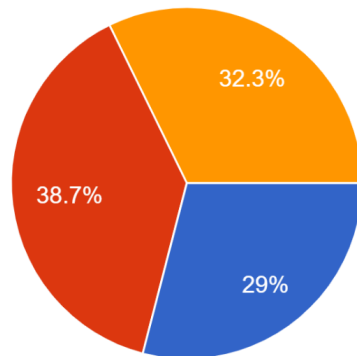
Coffee with the Principal

Student Advisory Council- at least one representative from each advisory class

The graph below shows where our staff believes we are in regard to this priority:

When considering Collaborative Leadership, which phase would we be?

31 responses



- Visioning: To cultivate a shared vision of increased power and voice, the community school implementation team maps existing spaces if shared deci...
- Engaging: To build the capacity to share power and voice, schools launch or revamp school site leadership structures or governance councils that are divers...
- Transforming: Student, educator, family, and community voice increased in decision-making process. All parties e...

The Community School Council conducted a self-assessment on all Capacity Building strategies. [Here](#) is a link to the data collected.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain appropriate staffing.	<p>Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP).</p> <p>Increase capacity to add graduate level interns to support Mental Health services and case management.</p> <p>Community schools TSA (site coordinator)</p>
<p>To increase all staff Capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: <u>self reporting</u>, <u>attendance</u>, <u>academics</u>, <u>discipline data</u>.</p>	<p>Provide PD for MMS Staff</p> <ul style="list-style-type: none"> - Provide Restorative Practices training - Provide Trauma Informed training - Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites. - Send English Language Facilitator (ELF) and SPED Department Chair to Equity Conference to focus on restorative practices for their programs with the goal of identifying and addressing necessary staff adjustments to meet student needs - which will be shared during staff led professional development cycles. - that supports the CS pillars. ● Train and monitor all staff in 2nd Step social emotional learning curriculum ● Seek out PD for Counselors on the topics of anxiety, depression, and suicide and fund out of CS budget, if needed.

Key Staff/Personnel

Alicia Heimer	School Site Principal
Joel Gordillo	Assistant Principal
Chelsea Black	Community School TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	District Community Schools Coordinator
Elvia Gallo	Behavioral Health Therapist/Associate

Jose Camacho	Peer Mentor

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 (Early and Periodic Screening, Diagnostic and Treatment) 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.

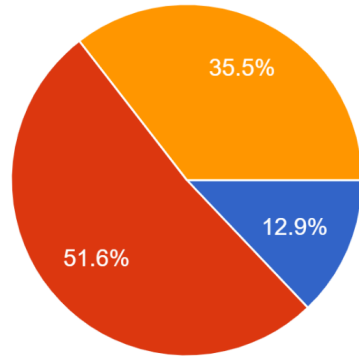
Jurupa Unified plans to explore the following funding streams

3. Managed Care Plans. With CalAIM (MediCal) and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
4. 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.
5. 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).

The graph below shows where our staff believes we are in regard to this priority:

When considering Sustaining Staff and Resources, which phase would we be?

31 responses



- Visioning: Schools recognize that all educators play an important role in implementation. Teams have requisite mindsets and identify staffing resourc...
- Engaging: Traditional roles of staff are re-imagined, and a coordinator (TSA) has been assigned. Critical workforce and professional learning data is track...
- Transforming: A community culture is fostered where community schooling is imagined as the standard approach to...

The Community School Council conducted a self-assessment on all Capacity Building strategies. [Here](#) is a link to the data collected.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships.	Explore new partnerships. Community School TSA to engage the community groups listed in the narrative.
Establish collaborative relationships and ways to engage new partners	List all collaborative groups including elected officials for community schools teachers on special assignment (coordinators) to engage with.
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC).

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 Middle School has collaborated with Neighborhood Healthcare Dental providing on-campus treatment and Riverside University Health Systems (RUHS) for Zumba.

MMS offers Watch DOGS/MOMS which is a parent engagement/volunteer program focusing on upbringing role models to our campus. Watch DOGS/MOMS is introduced at Back to School Night, reviewing the expectations and benefits of the program with prospective volunteers.

MMS will partner with HealthCorps to provide Teens Make Health Happen as a wellness opportunity after school on Mondays.

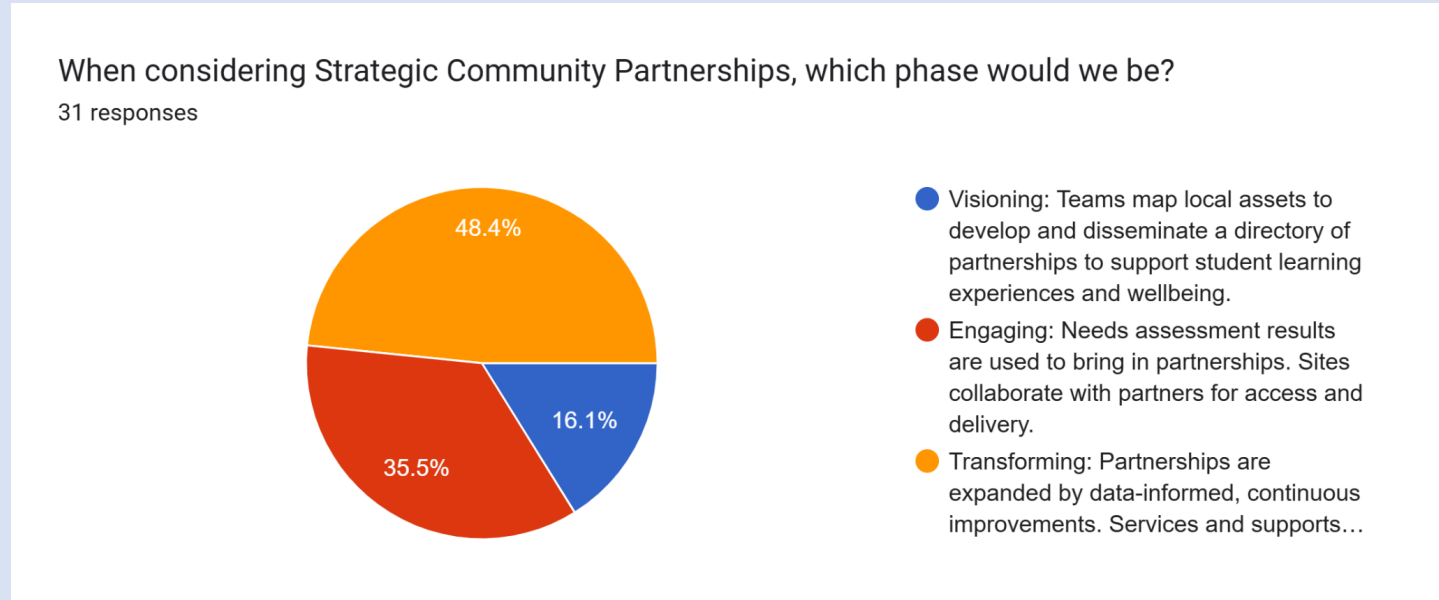
Jurupa Unified School District is a long time collaborator with the Healthy Jurupa Collaborative, The Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Service Act - Prevention and Early Intervention Collaborative. Staff leadership have sat on the County Behavioral Health Commission, Children’s Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs.

Below is a brief list of organizations / contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites. (<https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
 - System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialist for Transitional Aged Youth (TAY).
 - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
 - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
 - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide these services in our schools for grades 6-9.
- MFI - My Family Inc: is a mental health and substance treatment agency we provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
- Vision Y Compromiso provides promotoras (Community Health Workers) to provide parent education and support through a variety of programs. Vision Y Compromiso is a lead grass roots organization based out of Los Angeles which has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
- Cal Baptist University provides mental health graduate interns and is a lead partner of the School Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to then be able to hire and retain mental health professionals.

- Community Health Systems Federally Qualified Health Center provides both medical mobile unit and integrated mental health supports.
 - Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
- First 5 Riverside contracts JUSD as one of the region’s largest home visitation providers and a member of the Riverside County Family Resource Center.
- Alma Family Services is an EPSDT provider co-located at JUSD’s Children & Family Services location and provides school based EPSDT mental health services.
- Wylie Center provides parenting classes
- America’s Best Eyeglasses allows JUSD’s PICO office to provide four referrals a month for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students accessed by school staff.
<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

The graph below shows where our staff believes we are in regard to this priority:



The Community School Council conducted a self-assessment on all Capacity Building strategies. [Here](#) is a link to the data collected.

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Updated by C.B. 5/12/2026