

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

Nueva Vista High School, James Wandrie Principal
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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
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 (Relationship Focus)

Current Elements:

- NVHS is focused on building a stronger sense of community by building relationships with our

students' families and by providing support along the way as their child works towards meeting graduation requirements.

- Invites community members to participate in school enrichment activities which will promote ownership and building stronger ties in the community. Provides opportunities for our students to connect.
- The Panorama platform promotes a positive school climate by collecting feedback on belonging, teacher-student relationships, engagement, and school safety.
- JUSD's committees address gaps in specific student populations such as African American, homeless, foster youth, English Learners, and Special Education.

Developmental Plans:

- Continue strengthening the school's approach to being community asset-driven and strengths-based by inviting families to share their talents and feedback to our school community.
- Use twice-yearly Panorama surveys to identify and address needs impacting positive school culture.

2. Shared power (Shared input)

Current Elements:

- Established Community Schools Council with bylaws and quarterly meetings.
- All stakeholders' opinions, ideas, and needs are valued in program development.
- District parent leadership systems and governance include SSC, and ELAC.
- Comprehensive data collection through various surveys: Community Schools Needs Assessments, LCAP surveys, Panorama surveys.
- Multiple methods for collecting parent responses (technology and paper-pencil surveys)

Developmental Plans:

- Increase parent response rates through multiple collection methods at school community events
- Ensure Community Schools Council provides regular feedback on the Implementation Plan
- Strengthen and formalize the process of using stakeholder feedback to inform decision-making

3. Classroom-community connections

Current Elements:

- Working towards strengthening sustainable relationships with local businesses, community partners, and the district with career events during lunchtime
- Parent Involvement & Community Outreach (PICO) regularly engages with community partners
- Developing partnerships providing specific services: Vision to Learn (eye exams, vouchers for glasses)
- Collaboration with Riverside University Health System and Community Health Systems for services for our families
- Community collaboratives with Reach Out

Developmental Plans:

- Develop new relationships and expand and deepen existing community partnerships (i.e. Rubidoux Youth Opportunity Center and Lions International)
- Continue to contribute towards updating the annual community resource guide available to all sites
- Strengthen the connection between classroom learning and community resources by having more guest speakers visit our classes to enrich learning
- Create more opportunities for community members to contribute their talents and experiences to share guidance to our students entering the workforce

4. A focus on continuous improvement and possibility thinking

Current Elements:

- Via surveys, school will regularly review data from needs and assets assessments
- Use of LCAP surveys to inform development of Single School Plan for Student Achievement
- Site attendance committee working to identify barriers to attendance

Developmental Plans

- Utilize Panorama data to plan and address school culture issues
- Establish more formal continuous improvement cycles using collected data
- Enhance communication about the community schools approach through various channels such as newsletters via email, parent square and social media

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.

Engagement Strategies by Stakeholder Group

Administrators

- **Processes:** Monthly leadership meetings, quarterly review sessions, and representation on Community Schools Council
- **Deepening Approach:** Aligning initiatives with administration's vision and goals that dually support SPSA goals
- **Tool Enhancement:** Integrate Panorama platform data with other assessment tools to create comprehensive understanding of school climate needs including CS School Survey

Certificated Staff

- **Processes:** Department meetings, representation on Community Schools Council
- **Deepening Approach:** Encourage attendance for professional development focused on culturally responsive practices
- **New Initiative:** Develop visioning for, "why a community school, for our school?"

Classified Staff

- **Processes:** Staff surveys, representation on Community Schools Council, and CS Staff Survey
- **Deepening Approach:** Conduct one-on-one interviews with classified staff to better understand their unique perspectives on student and family needs
- **New Initiative:** Create specific classified staff asset mapping exercise to identify hidden talents and connections to community

Students

- **Processes:** Panorama surveys, CS Needs Assessment Student Survey
- **Deepening Approach:** Establish student focus groups facilitated by the Community Schools Teacher on Special Assignment (CS TSA)
- **New Initiative:** Implement community circles to gather qualitative data on student experiences and needs
- **Engaging Marginalized Groups:** Create safe spaces for various student groups through targeted

outreach

Family Members

- **Processes:** Multiple survey formats (digital and paper-pencil), School Site Council (SSC), English Language Advisory Council (ELAC), CS Council
- **Deepening Approach:** Conduct one-on-one interviews and home visits to reach families who don't typically participate
- **New Initiative:** Host community visioning exercises at school events to gather input in accessible formats
- **Engaging Marginalized Groups:** Provide translation services, and multiple scheduling options for all engagement activities

Community Members and Partners

- **Processes:** Community collaboratives like Healthy Jurupa with ReachOut, Rubidoux Youth Opportunity Center
- **Deepening Approach:** Foster deeper partnerships with local businesses to identify community assets concentrated on helping our students soon to enter the workforce
- **New Initiative:** Host quarterly community forums with facilitated dialogue between school and invited community members
- **Tool Enhancement:** Develop comprehensive community asset map with existing and potential partners

Specific Strategies for Engaging Historically Marginalized Groups

Culturally Responsive Approaches

- Utilize professional development in culturally responsive practices to inform engagement strategies
- Provide professional development to staff in trauma-informed approaches to create safe engagement spaces. Leverage Community Partners and work with mental health experts like Riverside University Health System and Riverside County Office of Education

Addressing Barriers to Participation

- Provide multiple methods for collecting feedback (technology, paper-pencil, verbal)
- Hold meetings at varying times and locations accessible to all community members
- Ensure all materials are available in languages represented in our community

Building Trust Through Relationship-Centered Approaches

- Leverage the Strengthening Families Framework to build relationships before seeking deeper engagement
- Use "lower level services" like mentoring and check-in/check-outs to develop trusting relationships
- Address stigma reduction related to mental health and self-sufficiency services
- Create safe spaces for marginalized student groups and their families to feel seen and heard

Targeted Outreach Strategies

- Develop specific outreach plans for English Language Learners and their families

- Create engagement opportunities through the student resources room and care closet
- Utilize community circles facilitated by the CS TSA in partnership with health teacher
- Leverage existing district committees focused on African American students, homeless students, foster youth, and other marginalized groups

Integration with Implementation Process

Community Schools Council Role

- Utilize quarterly meetings to review and refine the engagement process
- Encourage representation from historically marginalized groups on the council
- Develop bylaws that prioritize inclusive decision-making processes

Data Analysis and Continuous Improvement

- Share assessment findings transparently with all stakeholder groups
- Use qualitative and quantitative data to identify top community school priorities
- Establish a feedback loop to refine engagement strategies based on participation rates and quality of input

Vision Development

- Create a collaborative visioning process that incorporates perspectives from all stakeholder groups
- Utilize arts-based and culturally responsive methods for vision creation
- Ensure the resulting vision reflects the full diversity of the NVHS community

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

MTSS Multi-Tiered System of Supports:
Attendance and Behavior

- Improve attendance by monitoring it monthly and improve chronic absenteeism by engaging in home visits where resources are shared to lower barriers for attendance.

Baseline data (starting point): 84% (February 2025)

Goal (after these interventions): 80% (2025-2026 school year)

- Provide additional counseling services for students who continue to struggle with behavior goals with the support of PICO services.
- TSA received training and can support staff with restorative practices and conduct workshops to increase student's sense of belonging through community circles.

Baseline data (starting point): Servicing 4 classes

Goal (after these interventions): Servicing 6 classes

- Connect with chronically absent students to a goal/path/program that can appropriately support their post graduation career goals to post high school pathways.

Baseline data (starting point): 5 students

Goal (after these interventions): 10 students

| | |
|--------------------------------------|---|
| <p>Parent Learning Opportunity</p> | <ul style="list-style-type: none"> • Provide site-based workshops and encourage attendance including a variety of parent engagement opportunities based on site-based parent and student needs • <p>Baseline data (starting point): 2 parents Goal (after these interventions): 6 parents</p> <ul style="list-style-type: none"> ○ Per our 24-25 Community Schools Parent Survey they have requested Computer Classes, English Classes and Parenting Classes <ul style="list-style-type: none"> • Meetings may be held virtually and/or in-person. EL parents will be invited for opportunities to gain insight around ELPAC testing and reclassification process. <p>Baseline data (starting point): 1 parents Goal (after these interventions): 2 parents</p> <ul style="list-style-type: none"> ○ According to the 24-25 CS Parent Survey, 35.7% preferred morning and 60% preferred afterschool or evening scheduling of workshops/classes |
| <p>Health Screening and Services</p> | <ul style="list-style-type: none"> • Student Center/Care Closet-Improve student wellness and provide basic resources (food, clothing, and personal toiletries) <p>For the Care Closet:</p> <p>Baseline data (starting point): Approximately 25 students and 3 parents Goal (after these interventions): 40 students and 5 parents</p> |

Strategy 2: Centering Community-Based Learning

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|--|--|
| All students will be college and career ready | <p>Nueva Vista will empower educators with training and guidance. Will collaborate with CTE teachers and college and career center to develop partnerships to boost college and career readiness.</p> <p>Baseline data (starting point): 3 students Goal (after these interventions): 5 students</p> <ul style="list-style-type: none"> Expand college and career participation through structured events for career exploration. The 24-25 CS survey revealed that helping motivate students succeed in life is a priority. |
| Students will have a safe, orderly and inviting learning environment | <p>Nueva Vista will work with staff to model and facilitate restorative practices to help foster student belonging, improve student behavior outcomes, and enhance school safety.</p> <p>Baseline data (starting point): 4 classes Goal (after these interventions): 6 classes</p> |
| Students will feel connected to their school community | <p>Nueva Vista will empower educators by collaborating with the BSEL Coordinator to design activities and lessons that can be used in advisory.</p> <p>Baseline data (starting point): 4 classes Goal (after these interventions): 6 classes</p> |

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 |
|--|---|
| Shared Decision-Making Bodies that center the voices of students, families and community | <ul style="list-style-type: none"> • The council will meet 4 times each year. • CS TSA will support processes and promote representation from all stakeholders. • On-going information and agenda items provided at advisory meetings. (SSC, ELAC, etc.) • Share school data and solicit input from the school community (parents, students, staff, etc.) |
| Parent Leadership Development and Opportunities | <ul style="list-style-type: none"> • Schedule regular meetings each year. • Communicate with parents and other committees. members to facilitate the needs assessment feedback. • Invite a variety of education partners. • Provide information and resources to support parents CS TSA will reach out individually, when needed to assess and connect families to the appropriate resources. |

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):

The Community Schools Advisory Council at Nueva Vista will meet regularly to discuss site needs and goals. The community school teacher on special assignment will hold a position on this council and will be responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. Nueva Vista's Advisory Council will engage the community through the lens of the community school pillars to support alignment with the community school's implementation plans and the site Single Plan for Student Achievement. The Community Schools committee meetings will be open to all parents from our school community. The National Education Association further supports JUSD's community school teams through Jurupa's participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site-based parent groups and site leadership to inform and support updating the implementation plan, which will be posted online.

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. | Community Schools TSA (site coordinator) Involve other staff as part of the planning process of events and maintain a public network of partners to ensure partnerships continue to flourish. |

Key Staff/Personnel

| | |
|-----------------|---|
| James Wandrie | Principal |
| Connie Baltazar | Assistant Principal |
| Elizabeth Arias | Community Schools TSA |
| Jose Campos | Director, Parent Involvement & Community Outreach |
| Shayna Golbaf | Coordinator of Community Schools |
| Isabel Cortez | Mental Health Therapist |

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Jurupa Unified School District (JUSD) is working on the sustainability of integrated services through various funding sources and partnerships. These include:

- Reimbursement through Medi-Cal and other funding sources
- Leveraging already available and existing resources
- Establishing a strong network and involving permanent staff members as part of the process

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.

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:

The following partnerships have been established by JUSD or Nueva Vista HS:

- RUHS Riverside University Health System
- Riverside County Family Resource Network
- Healthy Jurupa Collaborative
- Jurupa Area Recreation and Parks
- Wiley Center
- Neighborhood Healthcare Dental
- TODEC
- Youth Enrichment Services

- IEHP Career Health Workers (Assistance Navigating Medi-Cal Benefits and DPSS Benefits)
- Riverside County Social Security Office Mail In Requests (18 and over)
- Laundry Love
- Rubidoux Youth Opportunity Center
- Launch Apprenticeship Programs
- HIRE Program (Reach Out)
- Riverside County Bar Association Speaker's Bureau
- Path of Life

Working to develop relationships with:

- Meals on Wheels Riverside County
- Kiwanis International
- Lions Clubs International
- Friday Night Live Riverside County

Additionally, we annually update our community resource guide, which is available to all sites.
<https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx>

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|---|---|
| Develop Partnerships with Local Businesses | TSA will do outreach work to offer the opportunity for local businesses to support initiatives on campus. |
| Establish Clubs with our Community Partners | Bring clubs on campus that will give students the opportunity to grow and develop skills while simultaneously improving connection on campus. |

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