

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

Rubidoux High School
Kevin Corridan, Principal
(951) 222-7700

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:

Jurupa Unified School District (JUSD) is actively working towards the sustainability of integrated services by leveraging various funding sources and forging partnerships. One notable effort is the expansion of JUSD's contract with Riverside University Health System - Behavioral Health under EPSDT (Early and Periodic Screening Diagnostic Treatment) billing. The aim is to transition the funding of Behavioral Health Staff to EPSDT, which has already shown promising results with an increase in the contract's grant funding. Additionally, JUSD is collaborating with Riverside University Health System - Behavioral Health to establish co-located substance abuse treatment and prevention programs.

In the pursuit of sustainable funding, JUSD is exploring different avenues. The district is looking into the possibility of becoming contract providers of managed care plans, capitalizing on the momentum surrounding CalAIM (Medical) and mental health reform at the state level. Private insurance is another area of interest, with a proposal in progress to become an approved provider for mental health services through Kaiser Permanente. This proposal is contingent upon JUSD employing an adequate number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. To support the development of mental health pathways, JUSD is partnering with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University. This collaboration aims to establish dual enrollment programs in the field of social work/mental health, providing paid internship opportunities for students. These efforts align with JUSD's internally developed Student Support Services Action Plan.

As we complete our fourth year of implementation, we are actively working to integrate our Community School pillars to our SPSA academic goals to ensure the sustainability of our efforts. Our current metrics aim to align to improve our Dashboard data.

By leveraging funding sources and by aligning the school's focus, enhanced by strategic partnerships, JUSD is dedicated to ensuring the sustainability of integrated services and expanding support for our students and families.

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.

As part of the planning process for the implementation grant and obtaining site-level resources, Rubidoux High School enhances its own needs and asset assessments at critical parts of the year (beginning, middle, and end) by targeting the entire community to identify community school priorities and to help support administration's vision through a variety of targeted strategies.

1. Surveys:

- Building upon existing District survey tools such as Local Control Accountability Plan (LCAP) Education Partners Survey, Panorama Education (administered twice a year for students, families, and staff members), and the California Healthy Kids Survey, Hanover Diversity, Equity Inclusion & Belonging Survey, & Common Sense Digital Citizenship Survey.

This year's students' participation response rate by grade (higher is better) with Needs/Assets Assessment:

9th - 56.4%
 10th - 41.9%
 11th - 56.8%
 12th - 34.5%

2. Interviews:

- Diversification: Conducting targeted one-on-one interviews with representatives from historically marginalized groups to delve deeper into their specific needs and aspirations.
- Focus Groups: Leveraging existing focus groups (School Site Council, English Language Advisory Committee, GATE meetings, School Site Leadership Team, by ensuring diverse participation, specifically inviting historically marginalized community members. We also created a Student Advisory Council and Peer Leadership class that helps represent student voice when needed. This advisory council, YES (Youth Equity Stewards) consists of one student representative from each advisory class.
- Integration: We are actively working to include family voice to represent our multilingual students and other key family groups to be part of the conversations that shape Rubidoux High School

3. Committees that assist in providing input on student and community needs:

- Community School Committee: meeting multiple times throughout the year to assist the Community School TSA with direction of the mission and vision
- Community of Practice Committee: monthly meetings with all district's Community School TSAs, along with opening our doors to our community partners and potential partners to network and see how strong partnerships can be forged to fulfill the needs of the schools.
- Attendance Team: members help engage and support students and families by aiming to remove barriers and address ways Rubidoux is able to support them to decrease chronic absenteeism and excessive tardies during the school day. Group is looking to see who to involve all members so we have a united method for targeting and implementing excessive tardies and absences.
- Coordination of Services Team (COST): members help manage and coordinate various learning supports and resources for students. COST aims to identify and address student needs holistically and ensure that the overall system of support works together effectively.

- Youth Equity Steward (YES) provide student voice to issues/concerns on campus from a student perspective. The group aims to expand the network of collaborators and allies in the work of equity and inclusion in schools by allowing a framework that addresses educational inequities.
- ELAC: facilitator provides our multilingual parents the opportunity to voice their thoughts as to how the school can best support students and families.
- School Site Council: members discuss what is actively happening on campus with regular updates from the principal, assistant principals, and Community School TSA so that members are able to provide knowledgeable input on how best to direct the growth and development of the school as a whole.

4. Visioning Exercises: Within our shared leadership model we integrate inclusive visioning by incorporating visioning exercises during existing meetings to capture the aspirations and priorities for our Rubidoux Community.

5. Culturally Sensitive Outreach: Our preliminary needs and assets survey showed us that our families interact mainly in English and Spanish. All of our outreach aims to be culturally sensitive by ensuring families feel comfortable and empowered to participate by having all our information in both languages. Our district also has additional translation services that we can reach out to if other language needs arise.

6. Community Ambassador: Our site has appointed an ambassador to ensure that the community voice is heard and have a direct contact person to communicate with. Our Community School TSA and Outreach Worker work closely with the ambassador to facilitate communication and engagement.

Utilizing Additional Supports:

- Community Resource Booths: Integrating information on community resources and engagement opportunities within existing community resource booths during school events.
- Family Workshops: utilizing the Needs and Assets Assessments to continually evolve in bringing to our families opportunities for growth and development. We have created shared workshops that expand to our feeder pattern to be able to continually grow as a community.
- Leveraging Healthcare Connections: Collaborating with healthcare partners to ensure healthcare-related needs are addressed within the community engagement process.

This integrated approach aims to build on existing programs and strategies, ensuring that the community engagement process is thorough, inclusive, and sensitive to the unique needs and aspirations of all members of the Rubidoux High School community.

Re: Student challenges from Staff perspective (N=79)

- 82.3% Mental health
- 78.5% Family stress
- 74.7% Expressing their emotions
- 62.0% Expressing their needs
- 62.0% Academic stress
- 46.8% Lack of food
- 39.2% Bullying
- 35.4% Grief/loss of family members
- 31.6% Hygiene

17.7% Athlete stress

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

Student Leadership Development and Opportunities:

Our Vision for Student Leadership and Support:

At RHS, we are dedicated to fostering student leadership opportunities across campus. A central element of this vision is our Falcon Nest, a component of RHS' Wellness Center. We envision the Falcon Nest as a vital nexus, connecting all student leadership groups by providing them with essential resources and dedicated staff support to fuel their growth and initiatives:

- Directing Change competition

Action Steps:

A key focus in expanding our leadership capacity is the evolution of our Peer Leadership program into a robust Peer Mentoring group. Our ongoing goal is to cultivate the Peer Leadership class to function effectively as a mentoring resource, capable of supporting all students in diverse ways. To achieve this, we are actively taking the following action steps:

- Exploring various scheduling options to identify the most beneficial placement for the Peer Leadership class within the school day.
- Investigating the potential of strategically linking the Peer Leadership class with an Advisory class. This connection would serve as a crucial step in initiating outreach efforts and building the overall capacity of the program.
- Once we reach a sufficient level of trained peer mentors, this program will be instrumental in supporting the Falcon Nest's expanding role and better serve the evolving needs of our RHS student body.

Our Progress and Future Target:

Our commitment to this development is reflected in the growth of student interest in Peer Leadership. Our data shows the following enrollment trends:

2023-2024: 14 students

2024-2025: 21 students

2025-2026: 22 students

Looking ahead, our goal for the 2026-2027 academic year is to have an average of 20 students within the

Peer Leadership program ready to transition into active mentoring roles by the end of the first semester. This milestone will mark a significant step towards realizing the full potential of our Peer Mentoring initiative and its ability to support the Falcon Nest and the wider student population.

<p>Improving Academic Achievement</p>	<p>Our Vision for Improving Academic Achievement:</p> <p>The Student Management and Accountability (SMA) Office is dedicated to fostering a positive and supportive school environment rooted in the Multi-Tiered System of Supports (MTSS) framework. Our overarching goal is to support the holistic well-being of each student, ensuring that behavioral interventions are thoughtful, equitable, and consider diverse perspectives. A key aspect of this is to reduce reliance on exclusionary discipline practices like out-of-school suspensions, while actively promoting restorative approaches and addressing factors impacting student engagement, such as tardiness.</p> <p>Action Steps:</p> <p>To achieve our goal of a more supportive and effective approach to student management, the SMA Office is undertaking several key action steps:</p> <ul style="list-style-type: none"> ● Robust COST group enabling staff to establish comprehensive protocols that ensure students receive the appropriate level of support and that decisions are informed by multiple viewpoints. ● Proactively working to cultivate a positive school climate through various positive reinforcement campaigns designed to encourage behaviors aligned with our PBIS “We ARE Rubidoux” Matrix. <ul style="list-style-type: none"> By May 2026 improve school culture and climate measures: <ul style="list-style-type: none"> from 41% to 50% favorability for student leadership development of ELs and Students with Disabilities ● A significant focus remains on decreasing the number of out-of-school suspensions by strategically utilizing Other Means of Correction and Restorative Practices as primary responses to student behavior: <ul style="list-style-type: none"> Student Management and Accountability (SMA) will review data such as Panorama
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and LCAP to best meet our students' needs as we continue to reduce students absences and behavior challenges.

- Recognizing the impact of lost instructional time, we are partnering closely with site leaders to develop and implement effective strategies aimed at reducing student tardiness and absences. This includes proactive measures such as parent meetings to foster a shared understanding of the importance of punctuality, opportunities to recover attendance via ELOP and Saturday School.

RHS will continue communicating the importance of attendance. Goal is to reinforce it with incentives, with the aspiration that our students will develop better understanding and practices to be in school every day. We will reduce the Chronic Absenteeism rate by 5% from 33% to 28%

- Provide comprehensive support for student well-being, we are continuously expanding our network of student support groups through strong collaborations with the RHS Falcon Nest (part of RHS' Wellness Center) and the JUSD Behavioral Health team.
- Academically, we are committed to providing more opportunities for student success by expanding and adapting our Saturday School offerings and revamping our tutoring format to meet diverse learning needs.
 - Hour of Code/Saturday STEAM Workshops

Our Process and Future Target:

The following data provides insights into our progress that inform our future direction:

- On Campus Intervention (OCI) saw an increase from 142 in 2023-24 to 163 in 2024-25

- We have achieved a significant reduction in Off-Campus Suspensions, decreasing from 111 in 2023-24 to 48 in 2024-25, indicating a shift towards alternative interventions.
- Expulsion Recommendations have also decreased substantially, from 33 in 2023-24 to 15 in 2024-25, highlighting a focus on keeping students connected to their education.
- The number of Expulsions remained relatively stable, increasing slightly from 14 in 2023-24 to 15 in 2024-25.
- The use of Restorative Circles/Conflict Mediations done by SMA decreased from 55 in 2023-24 to 32 in 2024-25, because support groups for students expanded and students were referred to the 8 week group sessions during advisory time.
- Data on the total number of students suspended shows a positive trend:
 - 2022: 85
 - 2023: 72
 - 2024: 63
 - 2025: 49
- This reflects an approximate 15% year-over-year decrease, demonstrating the impact of our current strategies.
- Building on this positive momentum, our goal for the 2025-2026 school year is to achieve a further 10% decrease in the total number of students suspended. Simultaneously, we aim to increase the utilization of "Other Means of Correction" and Restorative Practices by 2% in the 2025-2026 school year, reinforcing our commitment to supportive and restorative approaches that prioritize keeping students in school and addressing the root causes of behavior.

<p>Student and Family Wellness</p>	<p>Our Vision for Student and Family Wellness</p> <p>The Community School TSA is dedicated to providing targeted support to English Learner (EL) students to ensure they can effectively meet their academic goals and achieve English language proficiency. Our primary goal is to empower Long-Term English Learners (LTELs) to successfully reclassify as Fluent English Proficient (FEP) and to ensure all EL students have the necessary resources and support to thrive academically, as demonstrated by their performance on the ELPAC and CAASPP assessments.</p> <p>Action Steps:</p> <p>To achieve this goal, the TSA is actively engaged in the following action steps:</p> <ul style="list-style-type: none"> ● Identifying English Learners as a key subgroup needing focused support and collaborated closely with the school's English Language Facilitator to analyze their needs and provide targeted assistance. ● Our EL facilitator is currently prioritizing the reclassification of our LTEL students through focused interventions and support throughout the year. ● Continuing to provide every LTEL student with access to an accessibility testing tool. This will directly support them in preparing for and successfully passing the ELPAC and CAASPP assessments. ● Continue to host informational focus group meetings with students to provide guidance, address their questions, and actively support their reclassification efforts. ● Falcon Nest staff created a support group in their predominant first language, Spanish, to better assist students' well being in their native tongue for newcomers and LTELs. <p>Our Process and Future Target:</p> <ul style="list-style-type: none"> ● Our current California Dashboard data indicates that 25.1% of our student population are identified as English Learners.
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	<ul style="list-style-type: none"> ● Our current Limited English Proficient (LEP) numbers by grade level are: <ul style="list-style-type: none"> 9th Grade: 116 10th Grade: 103 11th Grade: 91 12th Grade: 88 ● Our current Fluent English Proficient (FEP) numbers by grade level are: <ul style="list-style-type: none"> 9th Grade: 108 10th Grade: 118 11th Grade: 141 12th Grade: 150 ● Our Reclassification of FEP students shows the following trend: <ul style="list-style-type: none"> 2023-2024: 40 students reclassified 2024-2025: 15 students reclassified <p>Looking ahead, our expected goal for the 2026-2027 school year is to demonstrate a 5% increase in the reclassification rate of English Learner students. This will be achieved through the continued efforts of our EL facilitator, the strategic use of accessibility testing tools, and ongoing student support through informational focus groups and support groups. During the 2024-2025 school year, we had at 46% growth (15 students).</p>
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Strategy 2: Centering Community-Based Learning

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

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

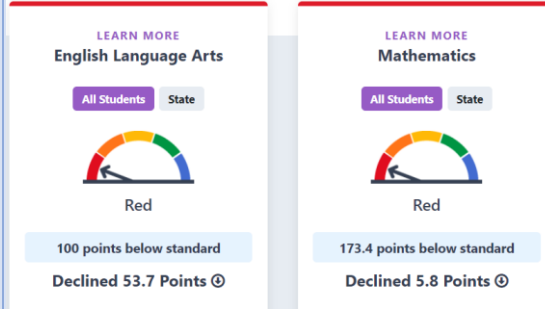
Site Level Goals and Measures of Progress

Goals

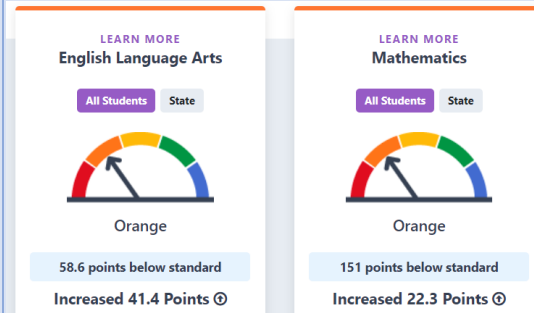
Action Steps

RHS staff will continue to improve instructional Collaborative Teams to align to the culture and climate of our community.

RHS will continue to collect data to improve instruction. Using the California Dashboard, we aim to improve academic grades. RHS is committed to provide release time for teachers to work on collaborative teams to discuss student progress and to better align RHS' teaching to the culture and climate of the community.



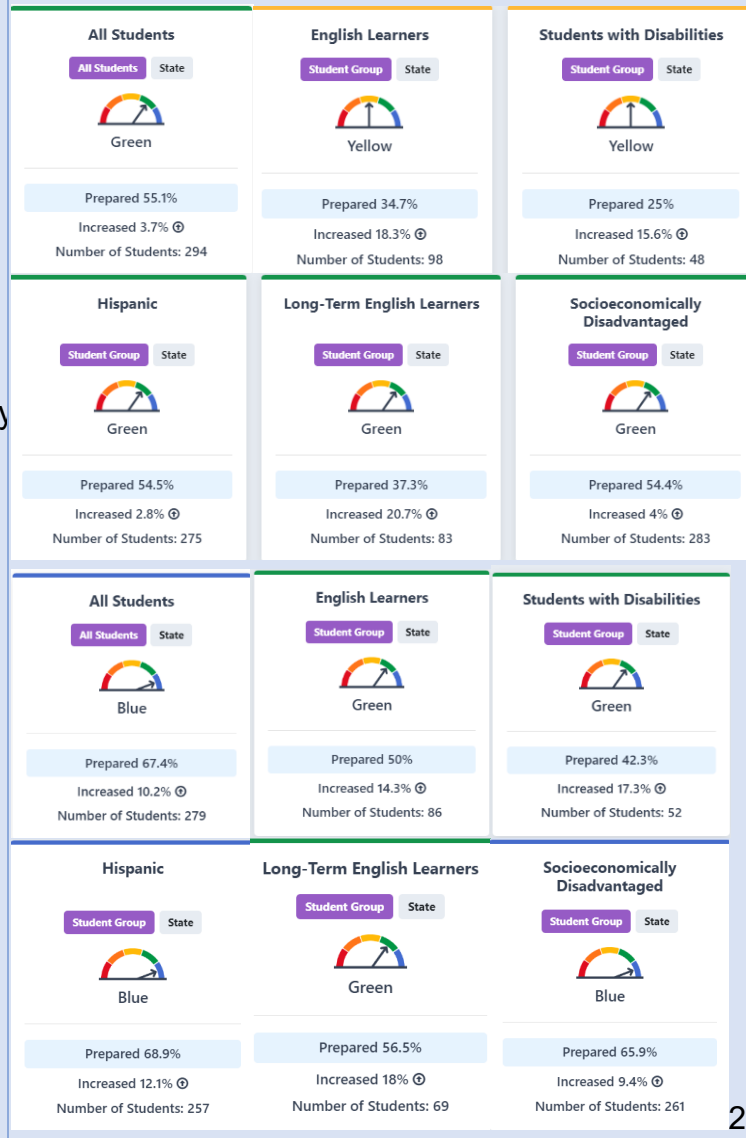
2024



2025

Continue refining our 6 year plan for students (8th to 12th grade), increasing student awareness, providing professional development for staff, and continue to link students with services that provide for the whole child. Our goal is to create as much alignment as possible between our feeder patterns to best support families as they transition from one school to the next, so that it may culminate in improving our CCI indicators across the board.

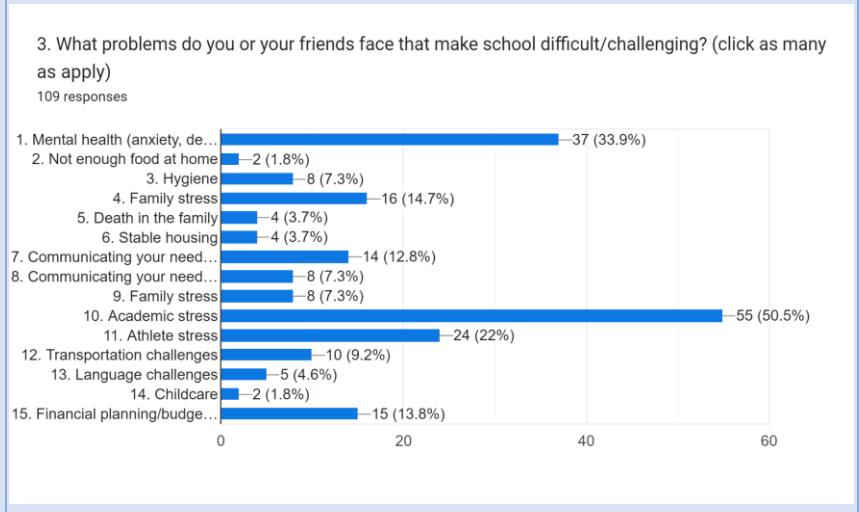
RHS students and staff will work on improving progress on our CCI (College & Career Indicator) rate. Particularly the at promise subgroups by practices that take into account the needs of families and students.



Improve student's self-efficacy

Continue to increase a student-centered learning approach in classrooms, increase active parental involvement, connect students and families to provide for the whole child. In addition, provide additional support groups for students to help them develop their SEL skills to so they become active advocates for their own needs and education.

Re: 2026 S2 RHS-Student Needs Assessment Community Schools-Secondary



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>Establish communication with parents during enrollment, we will be able to establish and foster relationships to enable the school to better support our families.</p>	<p>RHS staff, TSA, and BH Team, will be present during enrollment to establish initial connections with families. As a school, families will be updated via Q, calls, texts, and meetings with them. Social media pages will be updated regularly. Focus group meetings will take place to ensure family voice is part of our planning. Family workshops will continue taking place at RHS to create stronger connections.</p>																														
<p>Utilize all survey applicable data to engage focus groups we will have a stronger understanding of our unique community schools lens and be able to better plan for the SPSA/LCAP.</p>	<p>Different leadership groups on campus will have spotlights to discuss their unique group’s perspectives. The different groups will remain current in their survey data at least twice a year and present findings to the relevant groups in charge of decision making, SSC, Staff, and Community Schools Committee in order to timeline for implementation focus groups and presenting to SSC for SPSA and LCAP.</p> <p>Groups are actively working to support our students and their needs. This year’s staff perspective on student challenges:</p> <p>Re: 2026 S2 Student challenges from Staff perspective (N=54)</p> <div data-bbox="620 1045 1534 1507"> <p>1. Based on your personal interaction within the past 2 weeks. What type of mental health supports would be most beneficial for this community? (Select top 2)</p> <p>54 responses</p> <table border="1"> <thead> <tr> <th>Support Type</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. Stress Management</td> <td>17</td> <td>31.5%</td> </tr> <tr> <td>2. Anxiety: family or school</td> <td>26</td> <td>48.1%</td> </tr> <tr> <td>3. Food insecurity</td> <td>7</td> <td>13%</td> </tr> <tr> <td>4. Anger</td> <td>12</td> <td>22.2%</td> </tr> <tr> <td>5. Resilience</td> <td>15</td> <td>27.8%</td> </tr> <tr> <td>6. Depression</td> <td>11</td> <td>20.4%</td> </tr> <tr> <td>7. Communication Skills</td> <td>25</td> <td>46.3%</td> </tr> <tr> <td>8. Asking for help (academically...)</td> <td>28</td> <td>51.9%</td> </tr> <tr> <td>9. Professional Help - Therapist</td> <td>2</td> <td>3.7%</td> </tr> </tbody> </table> </div>	Support Type	Count	Percentage	1. Stress Management	17	31.5%	2. Anxiety: family or school	26	48.1%	3. Food insecurity	7	13%	4. Anger	12	22.2%	5. Resilience	15	27.8%	6. Depression	11	20.4%	7. Communication Skills	25	46.3%	8. Asking for help (academically...)	28	51.9%	9. Professional Help - Therapist	2	3.7%
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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):

Rubidoux High School - Shared Leadership Model



Tactical Leadership Team Operational Effectiveness

- William Stanford ELA Dept Chair
- Bryan Klotzsche Math Dept Chair
- Briane Roble Social Science Dept Chair
- Daniel Johnson Science Dept Chair
- Jeff Lin VAPA Dept Chair
- Kelsey Finicum CTE Dept Chair
- Steven Bier Non-Dept Chair
- Juan Gonzalez Special Education Dept Chair
- Maria Bromley Foreign Language Dept Chair
- Kent Bukarau PE Dept Chair
- Autumn Albin TSA/RECHS/WASC Coordinator
- Delia Toscano Community Schools TSA
- Rosa Gonzalez Guidance Office
- Admin Team

Strategic Leadership Team Research and Development/Innovation

- Gabriela Vides (Curriculum)
- Janiece Bailey (Curriculum)
- Rigoberto Olasaba (Instruction)
- Christine Martin (Assessment)
- Amber Geldien (Assessment)
- Austin Miller (Curriculum)
- Travis Newton (Instruction)
- Daniel Johnson (Instruction)
- Kent Bukarau (Instruction)
- Daniel Guzman (Curriculum)
- Corina Yoval (Instruction)
- Rosa Gonzalez (Academic Counseling)
- Fernando Arjon (Instruction)
- Briane Roble (AVID)
- Bryan Klotzsche (AVID)
- Autumn Albin (SEL)
- Rosio Merino (College and Career)
- Admin Team

Comprehensive Leadership Team (School/Community Relations)

- Kent Bukarau (Vision/Org)
- Arlette Ogiamien (Vision/Org)
- Brett Roble (Culture)
- Autumn Albin (Culture)
- Delia Toscano (Culture)
- Wendy Mandujano-Sixtos (Classified Ambassador)
- Paul Janeway (Athletic Director)
- Rafael Pelayo (ASB)
- Anaisa De Paz (School Board Rep)
- Josh Green (Student Representative)
- Delia Castillo (ELAC Parent)
- Maria Lara (SSC Parent)
- Ladore Green (Parent)
- Mrs. Pena (Parent)
- Mrs. Burich (Parent)
- Tullia Santos (Equity Council)
- David Quintero (Student Services/SMA)
- Lisa Boschma (School Safety)
- Kevin Corridan (Principal)

Community School Committee Members Departments:

- Student Management and Accountability Teacher on Special Assignment
- Outreach Worker
- Community School Teacher on Special Assignment
- Campus Supervisor
- Behavioral Health- Peer Specialist
- Bookkeeper
- Community Ambassador
- ELD Teacher-English Department
- Special Education Teacher
- Librarian
- School Psychologist
- Administration
- Math Teacher
- Peer Leadership Teacher
- Social Science Teacher

Our shared leadership model allows us to have a holistic view of the school as a whole. In addition, we have a student advisory council made up of a representative from each advisory class to provide input and speak on behalf of the students during the decision making process.

RHS Cost Team Members Departments:

- Student Management and Accountability Teacher on Special Assignment
- Administration
- Front office staff
- Outreach Worker
- Community School Teacher on Special Assignment
- Campus Supervisor
- Behavioral Health
- Bookkeeper
- Community Ambassador
- ELD Teacher-English Department
- Special Education Teacher
- Librarian
- School Psychologist
- School Mental Health Counselor
- Attendance Office
- Academic Counselors
- Social Science Teachers
- District Foster/McKinney-Vento Representative

This year, the team addressed the individual needs of 31 students.

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
<p>Continued focus on staffing with an emphasis on sustainable personnel structures to support parent outreach, strengthen community connections, enhance student and staff support, provide community school training, and facilitate effective coordination</p>	<p>Scheduling professional development sessions, community meetings, organizing family workshops on topics such as financial literacy and substance use prevention, student academic success to name few, utilizing data analysis to better align and choose relevant content that will align with RHS' SPSA and LCAP.</p> <p>This year, we served 68 students during our support groups to assist students reach their SEL and academic goals.</p> <p>We will continue with our Book/Math Buddies program as a Tier 1 strategy to bring awareness back to literacy. With our 100+ interested high school students and the 4 partnering elementary schools, we aim to keep focusing on how to better our literacy awareness and involvement.</p> <ul style="list-style-type: none"> ● Falcon Fair ● Advisory Presentations ● Wellness Wednesdays ● Thrifting Thursday ● Partnerships between schools ● Falcon Festival ● Holiday family connections

Key Staff/Personnel

Kevin Corridan, School Principal	School Principal contributing to the function and structure of our community school by engaging the whole school in support and vision alignment.
Jorge Galvan, David Quintero, and Lisa Boshma, Assistant Principals	Assistant Principals contributing to the function and structure of our community school by engaging whole school support and working closely with Community School TSA, contributing to Student Services and Attendance, Curriculum and Instruction, Student Academic Intervention Support, and Student Activities and Facilities.
Delia Toscano Nguyen, Community School TSA	Community Schools TSA Contributing to the function and structure of our community school.
Anna Avila, Outreach Worker	Outreach Worker supporting students and families while working closely with the Community School TSA.
Jose Campos, Director	School District Director for Parent Involvement and

	Community Outreach offering district support to the Community School TSA and school site.
Shayna Golbaf, Coordinator	Pupil Services Coordinator coordinating all JUSD’s Community Schools.
Behavioral Health Associates/Therapists	Behavioral Health Therapist/Associate from the district operating out of RHS’ Falcon Nest, the school’s wellness center.
District Peer Specialist	Behavioral Health Peer Specialist from the district assisting the Behavioral Health Associates/ Therapists

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

Jurupa Unified School District (JUSD) is focused on sustaining and expanding integrated student supports by leveraging diverse funding sources and strong community partnerships. The district is working closely with Riverside University Health System – Behavioral Health to increase access to services through expanded funding, co-located programs, and a focus on prevention and treatment.

At the same time, JUSD is exploring additional funding opportunities through state initiatives, managed care partnerships, and private insurance to strengthen long-term sustainability. The district is also building partnerships with local education agencies and universities to develop mental health career pathways, including dual enrollment and internship opportunities.

Through these efforts, JUSD remains committed to building sustainable systems that expand access to mental health supports for students and the broader community.

As a school, initiatives that have started with CCSPP funding, have been formed in tandem with permanent staff members to ensure the sustainability of the initiatives. Staff is constantly being trained on what is a Community School, what RHS is doing as a Community School, and what they need to do to ensure RHS remains a community school. Community partnerships are being created as a means to expand the resources so that multiple groups from campus can reach out to them and receive their support for the benefit of our students and their families.

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																						
<p>RHS will continue communicating the importance of attendance. Goal is to reinforce it with incentives, with the aspiration that our students will develop better understanding and practices to be in school every day.</p>	<p>RHS will continue to collaborate with community partners and attendance committee to find different ways to motivate and remove barriers that will lead to improved daily attendance, lower tardies for overall increased student academic success.</p> <ul style="list-style-type: none"> ● Saturday School STEAM workshops <p>Semester 2 Chronic Absenteeism rates are at 33%. We would like to reduce our percentage by 5%. We will continue with phone calls to families, including during Christmas break. We will continue to be consistent with our SARB 36 and SART 103 meetings. For 2025-2026 year, we would like to increase the number of meetings by 2%.</p>																						
<p>RHS will establish collaborative relationships and find effective ways to engage new partners to be able to better serve our students and their families.</p>	<p>To better serve our students, families, and community, we will continue to build on collaborative relationships, listen to their needs by multiple data collecting metrics, and develop initiatives accordingly. By fostering strong partnerships and open communication, we aim to create a supportive environment where everyone feels valued and empowered. Through continuous assessment and improvement aligned with our SPSA, LCAP, Dashboard data, we will adapt to meet the evolving needs of our educational community.</p> <p>Our Panorama data shows that we have continued to increase our sense of belonging for the past five years.</p> <table border="1"> <caption>Sense of Belonging Data</caption> <thead> <tr> <th>Time Period</th> <th>Percent Favorable</th> </tr> </thead> <tbody> <tr> <td>Fall 2021</td> <td>34%</td> </tr> <tr> <td>Spring 2022</td> <td>32%</td> </tr> <tr> <td>Fall 2022</td> <td>32%</td> </tr> <tr> <td>Spring 2023</td> <td>32%</td> </tr> <tr> <td>Fall 2023</td> <td>33%</td> </tr> <tr> <td>Spring 2024</td> <td>32%</td> </tr> <tr> <td>Fall 2024</td> <td>35%</td> </tr> <tr> <td>Winter 2025</td> <td>36%</td> </tr> <tr> <td>Fall 2025</td> <td>39%</td> </tr> <tr> <td>Winter 2026</td> <td>38%</td> </tr> </tbody> </table>	Time Period	Percent Favorable	Fall 2021	34%	Spring 2022	32%	Fall 2022	32%	Spring 2023	32%	Fall 2023	33%	Spring 2024	32%	Fall 2024	35%	Winter 2025	36%	Fall 2025	39%	Winter 2026	38%
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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 school has established collaborative partnerships with a variety of organizations, agencies, and community businesses that actively contribute to its initiatives. These include:

Government and Health Organizations:

- Riverside Community Health System
- County Behavioral Health
- Riverside Community Health Foundation
- Community Health Systems
- Riverside Sheriff Organization
- Marines
- Army

Education and Academic Institutions:

- Reach Out
- Cal Baptist
- HealthCorps
- Wiley Center
- Riverside City College District (RCCD)
- Riverside County Office of Education
- La Sierra University, LEAF
- Woven Learning and Technology

Recreation and Community Services:

- Jurupa Area Recreation and Park District

Non-Profit and Support Services:

- Visión Y Compromiso
- Seeking Strength Riverside University Health Services
- Neighborhood Health Care
- Riverside DA's office
- Child Abuse Prevention Council Community
- City of Jurupa Valley Leadership
- Directing Change
- Operation Safehouse
- Kidz in Konflikt
- Kaiser's Ghosted
- Aziz Farm

- Kidz Come First
- Ripple Effect
- TODEC

Businesses:

- The Industry Barber Company
- Mission Nutrition Juice Bar
- Opal Car Wash
- Pizza Plugg
- Tacos Bonilla
- Wetzel's Pretzels
- Kona Ice
- Stater Bros Markets
- Woody's Shaved Ice
- Paws to Share
- Amazon
- Tacos Che

These partnerships and collaborations demonstrate the diverse range of organizations and businesses actively involved in supporting the school's initiatives and enhancing the educational experience for students and families.

Additionally, the school values the active involvement of parent representatives who play a crucial role in shaping the school's direction. These representatives include dedicated parents who bring unique perspectives and insights to the table. We have parents who serving in various roles in committees such as the African American Parent Advisory Council (AAPAC), English Language Parent Advisory Council (ELPAC), School Site Council (SSC) and we have a parent representative on our parent District Advisory Council (DAC). All parent representatives are highly valued for their contributions, as they provide valuable input and help us understand the needs and concerns of our students from diverse backgrounds.

In addition, we continue incorporating our feeder pattern family workshops to help families transition from schools. By establishing our school's commitment to one another, we are able to provide families with familiar faces and supports. The goal is for parent involvement to increase for all schools as support increases.

Furthermore, we are grateful for the support and collaboration of various district-level organizations and contracts that enable us to provide essential services to our school community. These partnerships have been cultivated through our long-standing commitment and active engagement. As a result, we continuously update our comprehensive community resource guide, which is accessible to all sites within the district. To explore the available resources, please visit the following link: <https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure all staff is trained in culturally relevant practices.	We will look to bring Professional Development to RHS staff that access to resources on culturally relevant practices.
Provide whole school presentations that address school community needs as indicated by the various metrics used by RHS.	<p>Provide Professional Development such as but not limited to Trauma-informed training, Restorative Practices, narcotic awareness training, ACEs, to name a few.</p> <p>Continue partnering with organizations to bring relevant educational workshops to students during the school day or as an extended learning opportunity.</p>
Provide training to address mental health stigma, support students through our partnerships to help them succeed academically and socially.	<p>Ensure key staff members are trained on Applied Suicide Intervention Skill Training, among other trainings. Provide presentations on mental health topics to staff and students. Increase access to groups for increased student referrals.</p> <p>15 staff members attended trainings covering topics with SEL and restorative nature, ranging from equity conference to exploring and understanding bias trainings.</p> <p>To support our students, we incorporated different support groups as a means to continue to strengthen previously established supports:</p> <p>6 SAP-T referrals this year. Seeking to increase the number of referrals for the 2025-2026 school year.</p> <p>Seeking safety services in 2025-2026, 8 students who attended one or more sessions, 8 students attended all sessions. 1 student did not finish due to being expelled.</p> <p>Operation Safehouse S1 serviced 22 students, S2 serviced 16 students.</p> <p>Financial Literacy and SEL strategies with Kids in Konflikt serviced S1 10, S2 serviced 20 students.</p> <p>Steam Workshops during Saturday Schools amounted to 65 students.</p> <p>Peer Leadership/Civic Seal Workshops throughout the school year with various partners to help them as they work through different topics.</p>

<p>Schedule ongoing focus groups with all advisory committees.</p>	<p>Calendar meetings in advance so that all groups are able to meet within the available space. Ensure visibility of the groups so that there is no double booking of time, space, personnel so that all interested members are able to attend meetings as they need to.</p> <p>Review the Implementation Plan to solicit feedback continually.</p> <ul style="list-style-type: none"> -Community Schools met 8 times but remained planning and in open communication throughout the year. -COST met 8 times this year, SMA takes care of referrals when the group is not in session. -Staff Meetings (not including the start of the year planning meetings) happened 8 times. -Foster meetings are at 3 (whole group), McKinney-Vento 3 (whole group) with supplemental individual meetings, 3 Newcomer EL meetings
<p>Coordinate and schedule all site and district survey data.</p>	<p>Meet the advisory groups and share openly the data so that members become comfortable not only interpreting the data but also being able interpret the data to better plan with the Implementation Plan, SPSA, and LCAP.</p> <p>SPSA is presented to leadership team and encouraged to do the same at their own smaller department meetings. Changes are tracked via comments on the document that go to administration for integration.</p> <p>Implementation plan is worked on by multiple members. Revisions are sent to administration and the Community School Committee for evaluation and comment.</p> <p>A data meeting was held this year to start training staff how to look at data. This will continue and may increase greater awareness and active participation to both Implementation Plan and SPSA as staff will know how to look at data and how to apply it to the documents.</p>

<p>Work collaboratively with the Student Management and Accountability (SMA) office to review data such as Panorama and LCAP to best meet our students' needs as we continue to reduce students absences and behavior challenges.</p>	<p>Ongoing COST meetings to involve all staff who may be able to provide insight and perspectives as to how to best help each student identified, led by our district's behavioral health team. Continuing our Student Support groups to assist as needed as "other means of correction" in addition to continual expansion of our behavioral health services working with the JUSD's PICO division.</p> <p>Currently, the group meets during our late starts to discuss students in need. Goal is to continue meeting once a month to adequately monitor and determine the student supports needed as a team. Invitations for teachers and support staff will remain open and accessible for all to participate.</p> <p>COST met 8 times this year.</p> <p>COST comprises of different departments. Not all come to every meeting, but they can request updates via the administration office. Meetings are open to all staff interested in helping students. All members sign a confidentiality agreement for the privacy of our students.</p>
<p>Staff and create a fully functioning mental health-aware space for students, staff, and families</p>	<p>Meet with the Community School Committee, Administration, community members, students, and families to follow up on our needs and assets assessments to know what their needs are and how to meet them. This year we are expanding our Falcon closet and laundromat to help students have clean clothes for them to come to school. The goal is that this will help us address our chronic absenteeism students and boost our after school programs by enabling them to have clean and adequate clothing for students to participate in.</p> <p>2024-2025: 749 students attended the Falcon Closet events including Thrifting Thursdays and Prom Closet. Our monthly average needs better tracking, as of right now, we have a rough estimate of about 5 students needing urgent items from the closet every month.</p> <p>2025-2026: 659+ students attended the Falcon Closet events including Thrifting Thursdays and Prom Closet. Our monthly average needs better tracking, as of right now, we have a rough estimate of about 3 students needing urgent items from the closet every week.</p>

Developed by the California Department of Education and State Transformational Assistance Center,
April 2024.

Template used 5/2025