

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This 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 Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (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 schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The 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 and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to 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).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools 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.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools 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.

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 CCSPP Framework](#).

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As part of Jurupa Unified School District (JUSD), Rubidoux High School (RHS) utilizes district-available tools to collect data. As a first year Community School, we started our needs and assets assessments by reviewing the data produced by such metrics.

District Lead Surveys available for RHS to use:

The Local Control Accountability Plan (LCAP) surveys for students, parents, educators, and educational partners are administered annually to help inform the development of the Single School Plan for Student Achievement and District Level LCAP. In addition, JUSD contracted with Panorama to enhance survey collection data. The Panorama survey is held twice a year, once per semester. The Panorama platform promotes a positive school climate by collecting valid and reliable feedback regarding belonging and teacher-student relationships and engagement and school safety. This survey is administered twice a year and is completed by every student, family member, and site staff. The data is used to address the needs impacting positive school culture as well as to plan our spending.

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 our students during their four years at RHS. CHKS allows schools and communities to collect and analyze data regarding local youth health risks, behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

JUSD also contracted with the Hanover Research Council. Hanover advisors provide recommendations based on research trends, gathered and interpreted stakeholder feedback, analyzed current performance, and supported efforts to develop an action plan to work toward supporting equity. We are in the third year of this contract and continue to focus on equity and culturally relevant education.

As a district, we have established parent leadership systems and governance that engage school-based advisory groups, including School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE), and Special Education Parent Advisory Council (SEPAC). These advisory groups serve as focus groups at each site to inform decision-making and the development of the Single Plan for Student Achievement (SPSA). In addition, JUSD's Community Schools Cohort 1 conducts additional focus groups with school communities using the lens of community schools to further inform decision-making. Our Community Schools' Teacher on Special Assignment (Community School TSA) is trained in restorative practices to assist in building community and enhancing conversation in focus groups.

JUSD conducts annual interviews with students and parents receiving mental health services, using standard interview questions from the Department of Health Care Services. In addition to this, empathy interviews with students and parents take place to inform district and site leaders towards culturally responsive educational practices. Community Schools' TSAs will participate in the 21st Century School Leadership Academy (21CSLA) to be trained to engage in empathy interviews to assist the sites. This, in addition to the Hanover Research, empathy interviews will help our team gain a deeper understanding and better assess disciplinary measures. The data collected from these interviews will continue to improve the quality and accessibility of mental health services and restorative disciplinary practices.

Committees continue to evolve to address gaps in student populations such as African American, homelessness, foster youth, English Learners, and Special Education to name a few. A new committee currently in forming is from The Educational Partners Equity Committee as they noticed data indicating a need for an African American Parent Advisory Group. Another committee, The Student Support Services Committee, is focusing on promoting student mental health and expanding the work of community schools. The district-level attendance committee engages the community to identify barriers to attendance and decrease chronic absenteeism. Finally, a committee is working to fully develop the Multi Tiered System of Supports, with members of the Pupil Services and Education Services teams, to provide comprehensive support for education partners.

Due to the gathered data using the methods mentioned above, JUSD's Parent Involvement & Community Outreach (PICO) regularly engages with community partners to address identified needs, such as providing eye exams and glasses to students through Vision to Learn, and expanding school-based dental services with Neighborhood Healthcare. The district also collaborates with the Riverside University Health System and Community Health Systems to provide mental health services at our Wellness Center. Community collaboratives like Healthy Jurupa and the HOPE Collaborative deepen existing relationships and develop new ones.

To raise awareness of the community schools approach, schools and LEAs continually share information about the strategy through various channels like school-wide events, announcements, websites, and internal

and external communication. This helps establish a shared understanding of racially just, relationship-centered schools that provide comprehensive supports for students and their families. As a result, Jurupa Unified annually updates a community resource guide that is available to all sites. Ongoing training is also provided to Wellness Center personnel on how to access resources and submit referrals to assist all of RHS provide services for our students and families.

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

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. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

As a site, RHS strives to provide culturally relevant and strengths-based education. Our focus on family strengths and collective experiences drives our professional development and aims to guide our strengthening of mental health and social work services. We are working with the district resources to expand the menu of services that support families where they are and address stigma reduction for mental health and self-sufficiency services. JUSD utilizes the protective factors under the Strengthening Families Framework and provides lower-level services, such as mentoring or check-ins/check-outs, to build trust with students and families before offering higher-level services. Our site and district is evolving towards a restorative and racially just school culture, the district is pushing for restorative practices certification for all administrators to best

support staff to bring trauma-informed training across school sites.

RHS has created a shared decision-making leadership model composed of three tiers. The tiers are: Tactical Leadership Team overlooking operational Effectiveness, Strategic Leadership Team overlooking research and development/innovation, and Comprehensive Leadership Team overlooking school/community relations. This model allows RHS to include a wide range of interested parties to have a voice and shape the direction RHS moves towards. In addition to the overall shared leadership model, RHS also has individual committees that address specific issues and bring findings to the monthly leadership meetings. Some examples of the individual committees include Community Schools, Dual Enrollment - Rubidoux Early College (RECHS), AVID, School Safety to name a few.

RHS strives to drive culturally proficient and relevant instruction. This year, JUSD has introduced a series of trainings that all members are able to attend to that center around social and emotional health, culturally responsive practices, updates on new teaching research, and ongoing technology classes. RHS supports its members by allowing them release time to enable their professional development. In addition to the district trainings, RHS uses internal talent and knowledge by providing opportunities for members to hear from their peers. This year, we have been adopting WICOR AVID strategies for all departments to share their successes. This allows staff to learn from one another and to establish comradery to reach out and brainstorm best practices with other educators. On occasions, RHS has teamed up with outside organizations to bring relevant topics on campus like Narcan training, substance prevention, nutrition, financial literacy to name a few.

Priority 3: Collaborative Leadership

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. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>If we continue to strengthen our shared leadership philosophy, all of our members will have the opportunity for input and as a collective, we will grow and flourish.</p>	<p>Leaders will continue to practice best practices and communicate with all members to ensure they have a voice. Members will be encouraged to speak up when they have ideas and things to share for the benefit of RHS.</p>	<p>Improved attendance to meetings and school events. Improved parent participation in RHS' different governing areas.</p>
<p>If we create a strong Community School Advisory Committee, a holistic view will be achieved to better steer RHS.</p>	<p>Site TSA will initiate and guide the processes making sure that representation is present from as many interested parties as possible.</p>	<p>Consistent attendance to meetings, virtual minutes with access to comments for all to add comments when they are not able to attend.</p>
<p>If the Principal and Community School TSA continue to meet with all the current parent advisory groups, then they can collaborate effectively on addressing the school's needs and receive valuable feedback on the Implementation Plan.</p>	<p>The team will proactively schedule regular meetings for the following year to ensure ongoing collaboration and planning. They will actively communicate with parents and other committee members to gather valuable feedback for the needs assessment process. Additionally, the team will extend invitations or re-invite a diverse range of education partners to foster meaningful engagement and collective efforts.</p>	<p>The team will create meeting agendas, document meeting minutes, and establish a clear format for effectively communicating the Needs Assessment and Implementation Plan.</p>
<p>Now that our Community Schools Advisory Committee is established, all interested parties will have a voice in shaping and influencing the community schools program.</p>	<p>The district will utilize District Sample Bylaws as a guide to form site-based community school advisory committees, ensuring a minimum of four meetings per year. The schedule for these meetings will be decided at the beginning of the year to allow for proper planning and participation. Additionally, the committee will have the opportunity to present their findings and updates annually at the School Site Council meeting, fostering collaboration and transparency within the school community.</p>	<p>Meetings might include meeting agendas, meeting minutes, artifacts from focus groups, and sign-in sheets to track attendance and participation.</p>

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
- Robert Santiago Math Dept Chair
- Briane Roble Social Science Dept Chair
- Daniel Johnson Science Dept Chair
- Jeff Lin VAPA Dept Chair
- Kelsey Finicum Agriculture Dept Chair
- Paul Janeway Non-Dept Chair
- Shannin Willis Special Education Dept Chair
- Maria Bromley Foreign Language Dept Chair
- Kent Bukarau PE Dept Chair
- Travis Newton RECHS
- Autumn Holden WASC Coordinator
- Corina Yoval WASC Coordinator
- Rosa Gonzalez (Guidance)
- Admin Team

Strategic Leadership Team Research and Development/Innovation

- Gabriela Vides (Curriculum)
- Samantha Flores (Curriculum)
- Fernando Arjon (Instruction)
- Matthew George (Instruction)
- Scott Atkins (Assessment)
- Todd Chard (Assessment)
- Briane Roble (AVID)
- Bryan Klotsche (AVID)
- Vacancy/Teacher
- Vacancy/Teacher
- Rosio Merino (College and Career)
- Travis Newton (RECHS)
- Parent Lead
- Lisa Boschma (Curriculum and Instruction)
- Kevin Corridan (Site Lead)

Comprehensive Leadership Team (School/Community Relations)

- Kent Bukarau (Vision/Org)
- Arlette Ogamien (Vision/Org)
- Steven Bier (Culture)
- Kayla VanaSelja (Culture)
- Lucia Bliudzius (Classified Ambassador)
- Paul Janeway (Athletic Director)
- Riley Villanueva (ASB)
- Kaela Hurst (School Board Rep)
- Landy Manzanero (Link Crew)
- Julianna Avila (Student Representative)
- Delia Castillo (ELAC Parent)
- Maria Lara (SSC Parent)
- Gabriel Cisneros (SSC Parent)
- Ladore Green (Parent)
- Ashley Burich (Parent)
- Lorraine Hurst (Parent)
- Marley Zacarias (Athletic Council)
- Cody Miller (Athletic Council)
- Briseyda Bats (VAPA Council)
- Nancy Reyna (Student Services)
- Jorge Galvan (Student Management Accountability)
- Eric Hammond (School Safety)
- Kevin Corridan (Principal)

Teacher
Teacher
Teacher
Library Technician
ASB Bookkeeper
Community Ambassador
TSA-SMA
Campus Supervisor
Peer-Specialist
Outreach Worker
Behavioral Health

Membership of our Community School Committee is diverse which allows us to have a holistic view of the school as a whole. In addition, we have a student advisory council that provides input and speaks on behalf of students during the decision making process.

Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all

existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>If we communicate with parents during enrollment, we will be able to establish and foster relationships to enable the school to better support our families.</p>	<p>TSA will be present during enrollment to establish initial connections with families. TSA will continue to update families via Q, calls, texts, and meeting with them.</p>	<p>Improved attendance to meetings and school events. Improved parent participation in RHS’ different governing areas.</p>
<p>If we utilize all survey applicab 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 discuss their unique group’s perspectives</p> <p>The different groups will remain current in their survey data at least twice a year and present findings to the relevant groups in in charge of decision making, SSC, Staff, and Community Schools Committee</p> <p>Timeline of implementation focus groups and presenting to SSC for SPSA</p>	<p>Staff, families, and students will be knowledgeable as to the why behind policies as their input contributed to the formation of such changes.</p>

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve 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	Outcome/Indicators
If staffing is increased, then it will support parent outreach, community connections, and student and staff support, while also facilitating effective coordination.	Scheduling professional development sessions and community meetings, organizing parent workshops on topics such as financial literacy and substance use prevention, and utilizing data analysis to better align and choose relevant content to bring to RHS	Increased community and family engagement. Increased access to family/community needs increased access to resources and supports such as food, clothing, and healthcare referrals.
If we are intentional with community, family, and student engagement, then we can create an inviting and inclusive learning environment where families and community members feel welcome and empowered to voice their opinions.	Continuously offer parent workshops, such as financial literacy and substance use prevention, to serve as a bridge for relationship building. These workshops not only provide valuable information but also foster connections with families. Additionally, ensure that families are informed about healthcare options and their specific needs, establishing a supportive environment that prioritizes their well-being. Strive to create and maintain a welcoming and responsive atmosphere for families, community members, and students, where their voices are heard, their concerns are addressed, and they feel valued and supported throughout their engagement with the organization.	Creating and inviting and learning environment. Continual growth and improvement based on the Community School Committee. Increased family support and presence.

Key Staff/Personnel

Jose Campos	Director, Parent Involvement and Community Outreach
Monica Leon	Pupil Services Coordinator
Kevin Corridan	School Principal Contributing to the function and structure of our community school by engaging whole school support

Nancy Reyna	Assistant Principal Contributing to the function and structure of our community school by engaging whole school support
Delia Toscano Nguyen	Community Schools TSA Contributing to the function and structure of our community school
Jacob Escobedo	Behavioral Health Therapist
Melody Diaz	Behavioral Health Peer Specialist
Anna Avila	Outreach Worker

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

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.

By leveraging funding sources and forging strategic partnerships, JUSD is dedicated to ensuring the sustainability of integrated services and expanding support for the mental health needs of its students and community.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding 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 that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
If we continue communicating the importance of attendance and we reinforce it with incentives, our students will develop better understanding and practices to be in school everyday.	Increase collaboration with community partners to find different ways to incentivise behaviors that will lead to student success.	Attendance data.
If we establish collaborative relationships and find effective ways to engage new partners, then we will be able to better serve our students and their families.	To better serve our students, families, and community, we will establish collaborative relationships, listen to their needs, 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, we will adapt to meet the evolving needs of our educational community.	Increased engagement, improved communication, targeted initiatives, positive feedback, improved student outcomes, strengthened partnerships, and regular evaluation.

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

Education and Academic Institutions:

- Reach Out
- Cal Baptist
- Wiley Center
- Riverside City College District (RCCD)

Recreation and Community Services:

- Jurupa Area Recreation and Park District

Non-Profit and Support Services:

- Vision Y Compromisos
- Seeking Strength Riverside University Health Services
- Neighborhood Health Care
- Make Moves Not Statements
- Riverside DA's office
- RAG-Rescue a generation
- Friday Night Live
- Child Abuse Prevention Council

Community Businesses:

- The Industry Barber Company
- Mission Nutrition Juice Bar
- Stater Bros Markets

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. Ayesha Camarao serves as the African American representative, contributing to our efforts in promoting inclusivity and addressing the needs of our diverse student body. We also have Delia Castillo serving on the ELAC (English Learner Advisory Committee) and Maria Laura actively participating as a member of the School Site Council. These parent representatives, including Ayesha Camarao, 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.

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>

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<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: self reporting, attendance, academics, discipline data.</p>	<p>To promote a positive and supportive school environment, we will schedule restorative practices and trauma-informed training for our staff. Additionally, we will implement ongoing training and support in Positive Behavior Intervention Supports (PBIS) for all school sites, while ensuring that all staff members are trained and monitored in the 2nd Step social-emotional learning curriculum.</p>	<p>The sign-in sheets, agenda, Community Schools Needs Assessment Surveys, Panorama Data, and Healthy Kids Survey Data are essential documents and information sources utilized for assessing and understanding the needs of our community schools.</p>
<p>Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication and developing a culture of exceptional customer service.</p>	<p>To enhance parent engagement, we aim to increase the availability and times that the Parent Engagement Leadership Initiative is offered to the community. Additionally, we will schedule and encourage customer service training for our office staff, ensuring they possess the necessary skills to deliver exceptional service. Furthermore, we will schedule and promote Systems of Support training for all staff groups, fostering greater awareness of the available support services for students, families, and the community.</p>	<p>The sign-in sheets, agenda, Community Schools Needs Assessment Surveys, Panorama Data, and Healthy Kids Survey Data are essential documents and information sources utilized for assessing and understanding the needs of our community schools.</p>

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Ensure we are culturally relevant in community schools	Provide PD on the importance of culturally relevant practices	Meeting agendas Sign-in sheets
Provide whole school presentations to address school community needs.	Provide PD for Trauma Informed and Restorative Practices	Meeting agendas Sign-in sheets
Provide opportunities to address mental health stigma.	Ensure key staff members are training on Applied Suicide Intervention Skill Training. Provide presentations on mental health topics to staff and students.	Survey/post-training feedback Agenda/ sign-in sheets

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees	Calendar meetings Review the implementation to continually solicit feedback	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs Assessments, Healthy Kids Survey) results Survey completion percentage
Work collaborative with the SMA office to review data such as panorama and LCAP survey with Student Management and Accountability office to best meet our student’s needs.	Calendar meetings Review the implementation to continually solicit feedback	Meeting agendas Meeting notes

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.