

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN .

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Association

Distance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 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 asset-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 asset-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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
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 Possibility Thinking

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

Rustic Lane Elementary, Latressa McCullough Principal

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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?"

Shared Understanding and Commitment 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

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

At Rustic Lane Elementary School, our commitment to the Community Schools approach is rooted in fostering racially just, relationship-centered spaces that empower our students, families, and staff. This commitment is reflected in our dedication to shared power, strong classroom-community connections, and a focus on continuous improvement. Our school fosters culturally responsive and restorative practices aligned to SPSA priorities to support academic and social-emotional success.

Shared Understanding and Commitment

Our community school is rooted in engaging our stakeholders—students, families, and staff—in conversations about the purpose and benefits of this model. Through surveys, meetings, and community events, we collectively answered the question, “How can we remove barriers and create opportunities so every student thrives?”. We strive to create a school environment that not only addresses academic needs but also supports the holistic well-being of every child and family.

Alignment with the Overarching Values

1. **Racially Just, Relationship-Centered Spaces:** We are committed to creating an inclusive environment where every student feels valued and supported. Our Community Classroom, led by our Community Schools Teacher on Special Assignment, serves as a safe space for all members of the Rustic Lane community, offering resources and support systems that encourage well-being and community involvement. Our Community Schools TSA also offers classes to every student on campus that teach about cultural diversity, Social Emotional Skills, and Restorative circles. Also, our school wide Diversity Library ensure every student sees themselves and other cultures represented in the literature they read in class. jurupausd.org
2. **Shared Power:** Empowering our students and families is central to our approach. We actively involve them in decision-making processes, ensuring their voices are heard and respected in shaping the school culture and policies. Leadership groups such as PALs and PAWs actively involve students and parents in shaping the school culture .
3. **Classroom-Community Connections:** We recognize the importance of strong ties between the classroom and the community. Our initiatives, such as family engagement events and community partnerships, bridge the gap between school and home, fostering a collaborative environment that supports student success.
4. **Focus on Continuous Improvement:** We are dedicated to ongoing reflection and growth. Through regular assessments, feedback loops, and professional development, we strive to enhance our practices and ensure that our community school model effectively meets the evolving needs of our students and families. Through extended learning opportunities like the Book Club and Community Schools Literacy and Theatre ELO, students will be provided extra time outside of the school day to enhance their social-emotional learning and expand their literary knowledge. Activities and projects like these provide additional learning opportunities and enrich students' educational experiences. Enrichment opportunities include, but are not limited to; Book Clubs , STEAM Nights, & Literacy and Theatre ELO

Developmental Plans for Reflecting These Values

To further embed these values into our community school work, we plan to:

- **Expand Restorative Practices:** Continue implementing and refining restorative practices across the school to build and maintain positive relationships among students and staff. [Learning Policy Institute](#)
- **Enhance Family Engagement:** Organize regular events and workshops that encourage active participation from families and provide them with tools and resources to support their children's learning and well-being.
- **Strengthen Community Partnerships:** Collaborate with local organizations and stakeholders to provide additional support and resources to our students and families, creating a network of care and support.
- **Professional Development:** Offer ongoing staff training to deepen their understanding and implementation of the community schools model, ensuring that our practices are aligned with our values and responsive to the needs of our community. This will be accomplished through staff meetings, push-in supports, voluntary training, and teachers being given time to observe the Community School TSA administer lessons on social emotional skills, cultural diversity, restorative circles.

Through these efforts, Rustic Lane Elementary School is committed to building a community school that reflects our shared values and meets the diverse needs of our students and families.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

By using the Community Schools Needs Assessment to guide our practices, we ensure that integrated student support, shared leadership, family and community involvement, and extended learning opportunities are part of our community schools' foundation. We pay close attention to strength-based practice, racially just and restorative school climates, powerful, culturally proficient, and relevant instruction as well. All decisions that are made keep the staff, student, and community needs assessment data at the forefront of the decision making process. Programs such as PALs and expanded learning opportunities support SPSA goals by improving attendance, literacy, and engagement. We inform our decision making based on the data gathered from the needs assessments. Some programs that are a direct result of feedback from needs assessments are P.A.W.S parent volunteer program, PAL.S student leadership program, ELO, Book Club, Literacy and Theatre ELO, STEAM Nights, Community Connections parent classes, NOT OUR BELL attendance incentives etc.

Assets-driven and strength-based practice recognizes the value of students, families, and communities' diverse experiences, history, and culture. This approach focuses on building on the strengths and assets of individuals and communities to create a positive learning environment. Rather than focusing solely on the deficiencies of students or communities, community schools recognize the positive contributions and assets they bring to the table. In collaborating with our Rustic Lane Attendance team & PBIS team, we make sure at-risk students receive needed support. Our Community School TSA is trained in Family Engagement practices, trauma-informed practices, and restorative practices that help in ensuring all students are meeting their full potential.

Racially just and restorative school climates are essential to creating a safe and supportive learning environment for all students. This approach centers on promoting equity and inclusivity in school interactions and relationships. By prioritizing restorative practices, community schools aim to address harm and conflict in ways that are healing and empowering, rather than punitive.

Powerful, culturally proficient, and relevant instruction recognizes the importance of providing students with meaningful and relevant learning experiences. Community schools prioritize teaching and learning that is grounded in the experiences and cultural backgrounds of students and their communities. This approach aims to promote engagement, motivation, and success among all students, regardless of their backgrounds or learning styles. We accomplish this through the development and distribution of our Rustic Lane Classroom Diversity Libraries, culturally relevant school-wide events, and school-wide Community School classes that teach about cultural diversity and social emotional health.

Through analysis of needs assessments and other relevant data, targeted groups are identified and used as focus groups. We ensure that these groups tie to our goals and that these students receive targeted and meaningful interventions. For example, students from our focus groups will be given priority registration for Book Club as well as Literacy and Theatre ELO. Activities such as these give students access to interventions that support both academic growth and social-emotional development. By giving chronically absent students and English Language Learners first-priority registration for these programs, we will ensure that they have the opportunity to receive additional time outside of the school day to strengthen literacy skills, build confidence, and engage with peers.

Enrichment opportunities include, but are not limited to, Book Clubs, Intramurals Sports , STEAM Nights, and Literacy and Theatre ELO.

Shared decision-making and participatory practices involve authentic shared leadership in all school governance and operations aspects. This approach recognizes the importance of including students, families, and community members in decision-making processes that affect their lives and education. By promoting shared decision-making, we aim to build trust and relationships between Rustic Lane and its communities as well as to empower students and families to take an active role in shaping their educational experiences. We do this through the Community Schools Council, School Site Council, Peer Assistance Leadership, Attendance Teams, PBIS Teams, and ELAC.

Rustic Lane works with Neighborhood Healthcare to expand school-based dental services with the use of a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site. A Rustic Lane “Community Care Closet” is maintained and provided to students and families to access clothing, shoes, school supplies, etc... This ongoing community engagement supports the development of new relationships providing services at Rustic Lane. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide, which is available to all sites.

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

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

Draft Collective Priority

Outcome/Indicators you aim to improve

<p>Goal 1: Reduce the rate of chronic absenteeism by 2 percentage points (from 24.3% in Spring 2025 to 22.3% by Spring 2026).</p>	<p>We will reduce the rates of chronic absenteeism by 2% by Spring 2026. This will be measured by the analysis of QGIS reports, daily attendance rates, and monthly attendance rates. This will be accomplished through targeted extended learning opportunities , SEL interventions, as well as targeted activities , interventions and small group interaction such as attendance punch cards, Community School attendance classes, P.A.W.S parent volunteer program, PALs peer mentoring, engaging partnerships with Rubidoux Highschool, Community Connections classes, Motivation Mondays etc.</p>
<p>Goal 2: Decrease the average “Points Below Standard” in English Language Arts for English Language Learners by 2 points (from 106.5 in Spring 2025 to 104.5 in Spring 2026).</p>	<p>We will decrease the average “Points Below Standard” in English Language Arts for English Language Learners by 2 points (from 106.5 in Spring 2025 to 104.5 in Spring 2026). We will accomplish this by providing expanded learning opportunities , literacy based community activities, and targeted interventions. We will create targeted groups to support these students as well as offer extra support for both parents and students through classes and motivational activities. Progress will be monitored through the analysis of NWEA Map , ELPAC ,and CAASPP data.</p>
<p>Goal 3 : Increase family engagement and empowerment among socioeconomically disadvantaged families from 2 percentage points (from 43% in winter 2025 to 45% by 2026.</p>	<p>We will Increase the amount of community engagement among Socio Economically Disadvantaged families by 2% by Spring 2026 . This will be accomplished through targeted family engagement opportunities as well as extended learning opportunities such as P.A.W.S parent volunteer program , Community Schools Literacy and Theatre ELO, Family picnics, vocabulary parade, community connections classes, Community STEAM Nights, Community Classic Car Show, etc. .Progress will be monitored through the targeted analysis of meeting /event attendance, QGIS attendance reports, Panorama survey data, and Needs assessment data.</p>

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services,

fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Continue to meet with all the above current parent advisory groups.</p>	<p>Increase parent participation in advisory meetings by from 20% to 30%, by the end of the year. Ensure that at least 90% of advisory meetings provide food, drinks, and necessary materials (e.g., printed agendas, activity supplies, etc.) to create a welcoming environment. Conduct a feedback survey after each meeting, with at least 80% of respondents rating the environment and communication as “welcoming” or “very welcoming.” calendar regular meeting. Progress will be monitored through the Community Schools Site Event Planner and analysis of Needs Assessment data.</p>
<p>Initiate a Community Schools Advisory Committee</p>	<p>Our Rustic Lane site-based community school advisory council will meet a minimum of four meetings per year.</p> <ol style="list-style-type: none"> 1. Annual presentation to the Rustic Lane School Site Council by June 2026 2. 75% average attendance at meetings 3. At least one CSAC recommendation is integrated into the school plan. <p>Progress will be monitored through the Community Schools Site Event Planner and analysis of the Rustic Lane Community Schools Implementation Plan.</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):

The shared governance structures within Rustic Lane are all organized similarly. They involve democratic participation and decision-making among staff, families, and community members. Leadership structures including SSC, ELAC, and the Community Schools Council ensure alignment with SPSA goals The P.A.W.S. parent volunteer group strengthens collaborative leadership by actively involving parents and community members in school decision-making and shared governance. By creating a stronger bond with parents through volunteering opportunities we

increase our chances of increasing participation in advisory meetings, planning events, and supporting school initiatives, P.A.W.S. members provide critical input on programs, extended learning opportunities, and community engagement strategies. This involvement ensures that the voices of families and adults connected to the school community are represented, fostering shared power, improving coordination of services, and supporting sustainability. Additionally, P.A.W.S. can serve as a bridge between families, staff, and administrators, helping the school implement policies and initiatives that reflect the needs and priorities of the entire school community.

The goal of the Rustic Lane Community Schools Council is to promote shared decision-making and ensure that all stakeholders in a school community have a voice in important decisions. By establishing efficient frameworks for collaborative decision-making our site can work towards achieving the broader goals set by the district-level steering committee or advisory council of the Local Education Agency (LEA).

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Create a community schools implementation plan that is posted online and reviewed throughout the year.	<p>Create a standardized process for ongoing review or stakeholder of the implementation plan throughout the school year.</p> <p>Ensure council members' contribution to the plan increases from 2 - 5 contributions or a minimum of a 90% increase in contributions.</p> <p>This will be accomplished through analyzing Needs assessment data, providing information in Spanish and English, and making information easily accessible.</p>
Conduct Student, Staff, and Family/Community Needs Assessments	Gathering data on academic performance, student attendance, health and wellness, social emotional well-being, and Community Engagement. Encourage community members to participate in needs assessments in various ways. Community participation will increase from 20%-50% of parents/guardians, students, and 85%-95% of staff members. Progress will be made through the Community analysis of the Community School Family, Student, and Staff Needs Assessments.
Align our goals with existing school site plans	The Community Schools TOSA will attend 90% of school committee meetings related to attendance, social emotional health, behavior, and family engagement. Use the information gained to inform Community School decision-making.

Strategy 5: Staffing and Sustainability

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
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<p>Reduce chronic absenteeism</p>	<p>Identify & Monitor</p> <ul style="list-style-type: none">- Targeted Student Outreach- Intervention System:<ul style="list-style-type: none">o Tier 1: Schoolwide incentives and messagingo Tier 2: Check-ins, parent contact, attendance contractso Coordination of supports (transportation, health, basic needs)o Family outreach and relationship building <p>Increase Student/Family Engagement</p> <ul style="list-style-type: none">- Expand programs that increase connection to school (PALs mentoring, PAWS parent volunteers, ELO programs, leadership opportunities etc.)- Implement consistent communication: (Monthly attendance recognition, Personal calls for at-risk students, Workshops / meetings on importance of attendance
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<p>Improve ELA outcomes</p>	<p>Data-Driven Instruction</p> <ul style="list-style-type: none"> ● Use CAASPP, NWEA MAP, and ELPAC data to: <ul style="list-style-type: none"> ○ Identify target students ○ Group students for intervention ● Monitor progress every 6–8 weeks <p>Expand Learning Opportunities (ELO)</p> <ul style="list-style-type: none"> ● Offer ELO <ul style="list-style-type: none"> ○ After-school literacy programs ○ Book clubs ○ Literacy and Theater ELO <p>Integrate Culturally Relevant Curriculum</p> <ul style="list-style-type: none"> ○ Provide Diverse texts reflecting student backgrounds (diversity library) ○ Culturally responsive teaching strategies <p>Increase student engagement and access to content</p> <p>5. Strengthen English Learner Supports</p> <ul style="list-style-type: none"> ● Implement: <ul style="list-style-type: none"> ○ Designated and integrated ELD strategies ○ Language development across content areas ● Provide scaffolds (sentence frames, visuals, structured talk) <p>6. Family Literacy Engagement</p> <ul style="list-style-type: none"> ● Provide: <ul style="list-style-type: none"> ○ Family literacy nights ○ Take-home reading materials ○ Workshops on supporting reading at home <p>7. Professional Development</p> <ul style="list-style-type: none"> ● Train teachers in: <ul style="list-style-type: none"> ○ Literacy strategies (especially writing instruction) ○ Supporting English Learners ○ Data-driven instruction
<p>Increase family engagement.</p>	
<p>Hire appropriate staffing to support the community school.</p>	<p>-Mental Health staff -Community schools TSA (site coordinator)</p>

Build sustainability of mental health staff through Early and Periodic Screening Diagnostic Treatment or other billing	Present on available services to reduce stigma for mental health services and increase EPSDT referrals
Provide necessary support staff for Community Schools classes, events, etc.	Provide a time card for classified staff to babysit, supervise, and translate for Community School Events

Key Staff/Personnel

Latressa McCullough	School Site Principal
Sabrina McCaskill	Teacher on Special Assignment
Melissa Martinez-Lantz	Community Schools TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golblaf	Pupil Services Coordinator
Adrianna Alvarado	Behavioral Health Therapist/Associate

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

Jurupa Unified School District - JUSD is currently working on the sustainability of integrated services through a variety of leveraged funding sources and partnerships. These include the following;

1. Expanding its contract with Riverside University Health System - Behavioral Health under EPSDT, Early and Periodic Screening Diagnostic Treatment, billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding and Medical services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health. Jurupa Unified plans to explore the following funding streams
3. Managed Care Plans. With CalAIM (Medical) and mental health reform at the state level, there is momentum for school districts to become contract providers of managed care plans.
4. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider of mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the needs of its existing Medi-Cal-based and uninsured referrals. Community school funding would accelerate this work by increasing the mental health workforce to meet current needs.

5. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School-Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships.	<p>Action: Community School TSA to engage the community groups listed in the narrative. Increase participation from 10-15 times a year.</p> <p>Action: Implement the P.A.W.S. (Parents and Allies Working with Students) Volunteer Program. This will replace the Watch D.O.G.S program. The goal is to increase parent participation in this group from 0-6 parents (one per grade level).</p> <p>Action: Invite community members to provide our students with meaningful presentations and experiences (ex.Rubidoux High School Folklorico dancers, Riverside Water District Eco Heros assembly etc.) .We will have a minimum of 1 presentation per trimester from community members.</p> <p>Progress will be monitored through the Community Schools Site Event Planner.</p>
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC). Progress will be monitored through the Community Schools Site Event Planner.
Establish collaborative relationships and ways to engage new partners.	<p>Work with and provide materials for the Community to foster relationships and partnerships in our Community. Increase opportunities from 10-15 times a year.</p> <p>Progress will be monitored through the Community Schools Site Event Planner.</p>

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:

Rustic Lane Elementary has collaborated with Riverside Community Health System, Reach Out focused on Community Health, Equity, and Wellness, Marriage and Family Institute Recovery, Vision Y Compromisos, Jurupa Area Recreation and Park District, Wiley Center Triple P, Neighborhood Health Care, Training Occupational Development Educating Communities, CalFresh, Seeking Strength Riverside University Health Services (Suidice Prevention), Kaiser Theatre Student Wellness. Staff leadership has sat on the County Behavioral Health Commission, Children's Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council, and other service organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations/contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites.

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

Riverside University Health System - Behavioral Health:

- System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialists for Transitional Aged Youth (TAY).
 - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
 - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
 - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide these services in our schools for grades 6-9.
 - MFI Recovery- Marriage and Family Institute Recovery: is a mental health and substance treatment agency we provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
 - Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through a variety of programs. Vision Y Compromiso is a lead grassroots organization based out of Los Angeles that has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
 - Cal Baptist University provides mental health graduate interns and is a lead partner of the School-Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to be able to hire and retain mental health professionals.
 - Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health support.
 - Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
 - First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a member of the Riverside County Family Resource Center.
 - Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school-based EPSDT mental health services.
 - Wylie Center provides parenting classes
 - Americas Best Eyeglasses allows JUSD's PICO office to provide four referrals a month for free vision exams and eyeglasses.
 - Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students access by school staff.
- <https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how 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
<p>To increase all staff capacity in equitable, culturally responsive practices, restorative practices, trauma-informed practices, and social-emotional learning through professional development inequitable student outcomes as measured by: self-reporting, attendance, academics, and discipline data.</p>	<p>Staff will participate in educational opportunities where they are given information and resources to increase their capacity in the topics listed in the goal. These opportunities will increase from 2 times a school year to 5 times a school year. Topics include but are not limited to the following.</p> <ul style="list-style-type: none"> - Offer Calming Corner training - Offer Restorative Practices support - Schedule Trauma-informed training for school staff. - Implement ongoing Positive Behavior Intervention Supports - PBIS training/implementation for school sites. - Train and monitor all staff in 2nd Step social emotional learning curriculum - Provide education on wellness and equity <p>Progress will be monitored through Needs Assessment data.</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>Parents will participate in events and educational opportunities that will increase capacity in this goal. These opportunities will increase from 2 times a school year to 5 times a school year. Topics include but are not limited to the following.</p> <ul style="list-style-type: none"> - Schedule and Mandate Customer Service Training for Office Staff - Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and the community. - Offer the P.A.W.S volunteer program on campus - Offer Community School Field Trips and Events for our Rustic Community to participate in to increase community bonding, engagement, and building meaningful connections. - Activities such as Literacy and Theatre ELO Parent Involvement, Community Connections Parent Meet Ups, Community School Car Show, and Literacy and Theatre ELO parent involvement opportunities <p>Progress will be monitored through the Community Schools Site Event Planner and Needs Assessment data.</p>
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Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Ensure we are culturally relevant in community schools.</p>	<p>Providing PD on the importance of culturally relevant practices</p> <p>Provide each classroom with a culturally diverse library to help create an environment that values representation and inclusion.</p> <p>Provide each class with instruction on culturally diverse practices and materials.</p>
<p>Provide in-class presentations to address school community needs.</p>	<p>Provide PD for Trauma-Informed and Restorative Practices</p> <p>Provide guest speakers and activities that focus on SEL, Cultural Diversity & Inclusion.</p> <ul style="list-style-type: none"> ● STEAM/Literacy Activity- To engage our community in literacy development, students and families will participate in a reading challenge and enhance their reading literacy skills. The activity will enrich and stimulate the imagination and curiosity of our elementary students. The stories and non-fiction accounts relating to the experience can serve as a gateway to increased literacy engagement. Young learners will also be encouraged to engage in hands-on STEAM (science, technology, engineering, art, and math) activities. The activity will provide an engaging experience for students. ● Motivation Mondays will be a time for students to experience a positive school environment. They can participate in positive and motivational activities run by our Rustic lane PALs
<p>Provide training to address mental health stigma.</p>	<p>Ensure key staff members are trained on Applied Suicide Intervention Skill training. Provide presentations on mental health topics to staff and students.</p>
<p>The Community Schools TSA provides lessons with a focus on cultural diversity and inclusion. These lessons are offered to TK-6th grade students and cover a variety of topics from disability awareness to cultural literacy</p>	<p>Organize Diversity Libraries .Each class should receive one Library that coincides with the materials aught in the Community Schools Classes.Purchase materials needed to teach the classes</p> <p>Create Diversity Library resource binders that contain lessons and necessary materials. This is to ensure the material and libraries are sustainable for years to come.</p>

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore 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. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all advisory committees previously mentioned.	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) results Survey completion percentage

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