

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**

Sky Country Elementary, Traci Payo, 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 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:

Shared Commitment, Understanding, and Priorities Built Around Overarching Values

In Year 4 of implementation, Sky Country Elementary will focus on sustaining, refining, and institutionalizing community schools practices that promote racially just, relationship-centered spaces; shared power; classroom-community connections; and continuous improvement. Building on established systems, the school will prioritize consistency of practice, stakeholder leadership development, and data-informed reflection to ensure long-term impact on student achievement, well-being, and family engagement.

Racially Just, Relationship-Centered Spaces

Sky Country Elementary will deepen the implementation of trauma-informed and restorative practices to ensure all students experience a safe, inclusive, and affirming school environment. Restorative practices—including community and restorative circles, restorative questions, calming corners, Dinosaur School and Check-in/Check-out (CICO)—will be implemented consistently across classrooms and supervision settings. Optional professional learning opportunities will support staff in strengthening relational practices, with an emphasis on culturally responsive approaches that honor students' identities and lived experiences. Behavioral health supports and Feel Good Fridays will continue to promote social-emotional development, empathy, and kindness.

Shared Power

In Year 4, Sky Country will strengthen shared leadership structures by increasing authentic stakeholder voice

in decision-making. Parent leadership will continue through established committees (SSC, ELAC, CSC, PTO), with intentional efforts to build leadership capacity among families and ensure diverse representation. Student voices will be elevated through the PBIS student ambassador program and PAL-certified leadership opportunities, empowering students to serve as mentors, role models, and contributors to school culture. Feedback from students, families, and staff will inform planning and refinement of community schools initiatives.

Classroom–Community Connections

Sky Country will continue to expand meaningful connections between classrooms, families, and community partners. Family Math and Literacy workshops, parent/child book club, and culturally relevant classroom lessons will support learning beyond the school day and strengthen home–school partnerships. Cross-site collaboration with Mira Loma Middle School will be sustained to promote literacy, mentorship, and student leadership across grade levels. Community partnerships supporting enrichment, behavioral health, and extended learning—including sports and intramurals—will remain integral to fostering student engagement and whole-child development.

Continuous Improvement and Possibility Thinking

Year 4 will emphasize reflection, alignment, and continuous improvement. Sky Country will analyze survey data, participation trends, and student outcomes to assess the effectiveness of Strategy 1 initiatives. Findings will be shared with leadership teams and stakeholder groups to identify successes, address gaps, and refine implementation. Systems that have demonstrated positive impact—such as PBIS integration, restorative practices, extended learning opportunities, and family engagement efforts—will be documented and embedded into schoolwide practices to ensure sustainability beyond grant funding.

Overarching Value	SPSA Goal	Rationale + CS Pillar	Actions	Expected Outcomes
Racially Just, Relationship-Centered Spaces	Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports: Focus on relationships to build a positive school climate. Support students’ social emotional well-being.	Implement restorative practices and community-building circles across classrooms and supervision settings. Provide ongoing professional learning in trauma-informed and culturally responsive practices. Use community Maintain calming corners and behavioral health supports Integrate PBIS, Feel	Students feel safe, valued, and connected to the school community Improved school climate and student engagement Reduced behavioral incidents and exclusionary discipline practices Stronger staff–student relationships, especially for historically

			<p>Good Fridays, CICO, Dino School, and student leadership initiatives.</p> <p>Review school climate and discipline data for equity.</p> <p>Use community school funds to support professional development, supervision, and student social-emotional well-being.</p>	marginalized students
Shared Power	Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Integrated Student Supports: Focus on relationships to build a positive school climate. Support students' social emotional well-being.	<p>Engage families in decision-making through SSC, ELAC, CSC, and PTO.</p> <p>Build parent leadership capacity and ensure diverse representation.</p> <p>Elevate student voice through PBIS ambassadors and PALS leadership. Use community school funds to support the PALS initiative.</p> <p>Gather stakeholder feedback through surveys and listening sessions.</p>	<p>Increased family and student participation in leadership roles</p> <p>Families feel empowered as partners in decision-making</p> <p>Students develop leadership, confidence, and ownership of school culture</p> <p>School decisions reflect community priorities and needs</p>
Classroom - Community Connections	Goal 3: All students will feel connected to their school community through	Extended and Expanded Learning Opportunities	<p>Offer family Math and Literacy workshops.</p> <p>Implement culturally relevant and inclusive</p>	<p>Increased family engagement in learning</p> <p>Stronger home-school</p>

	engaging educational practices and partnerships with parents and community.		<p>instructional practices.</p> <p>Strengthen partnerships with community organizations and feeder schools.</p> <p>Provide extended learning and enrichment opportunities by offering ELO and partnering with ELEVO.</p> <p>Provide Dino School instruction to TK and Kindergarten students to support appropriate behavior.</p> <p>Use community school funds to remove participation barriers.</p>	<p>connections</p> <p>Improved student academic engagement and relevance of instruction</p> <p>Expanded access to enrichment, mentorship, and community supports</p>
Continuous Improvement & Possibility Thinking	Goal 1: All students will be college and career ready.	Collaborative Leadership and Practices for Educators and Administrators	<p>Review student outcomes, participation data, and survey results regularly.</p> <p>Share data with leadership teams and stakeholders.</p> <p>Adjust supports based on evidence of impact.</p> <p>Document effective practices for sustainability.</p>	<p>Data-informed decision-making across community schools work</p> <p>Strong alignment between initiatives and student/community needs</p> <p>Sustainable systems that continue beyond grant funding</p>

Strategy 1 ensures a shared commitment to equity, collaboration, and continuous improvement by centering relationships, elevating stakeholder voice, strengthening community connections, and using data to refine and sustain impactful practices.

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.

Sky Country Elementary will engage all stakeholder groups through structured, ongoing feedback and shared decision-making systems aligned to Strategy 1.

Administrators will engage through Community Schools leadership meetings, PBIS team meetings, and quarterly data reviews focused on climate, attendance, behavior, and academic progress to guide continuous improvement.

Certificated and classified staff will participate in staff meetings, professional learning communities, restorative practices training, and school climate surveys. Listening sessions and feedback protocols will ensure alignment across instructional and supervision settings.

Students will be engaged through the PBIS Student Ambassador program, PALS leadership, community circles, and student surveys. Focus groups will provide additional opportunities for students to share feedback on school climate, safety, and enrichment programs.

Families will engage through SSC, ELAC, CSC, and PTO meetings, as well as Family Math and Literacy workshops. Surveys and listening sessions will be used to gather input and inform planning.

Sky Country will intentionally center historically marginalized students and families by:

- Utilizing ELAC to elevate English learner family voice
- Providing translation and interpretation services
- Conducting targeted outreach and small-group listening sessions
- Disaggregating data to identify and address disparities
- Ensuring diverse representation in student leadership and family committees

Through surveys, focus groups, meetings, and data review cycles, stakeholder voice will directly inform decision-making and continuous improvement, reinforcing shared power and equitable implementation of Strategy 1.

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	Action Steps	Outcome/Indicators you aim to improve
Positive and Restorative School Climate	<p>Implement restorative practices and community-building circles schoolwide.</p> <p>Strengthen PBIS systems and expand student leadership (PBIS Ambassadors, PALs).</p> <p>Provide ongoing professional learning in trauma-informed and culturally responsive practices.</p> <p>Monitor climate, discipline, attendance, and belonging data disaggregated by student group.</p>	<p>Increase English Learners' and Socioeconomically Disadvantaged students' sense of belonging by at least 3% as measured by the Panorama Survey:</p> <ul style="list-style-type: none"> ● S2: 84% - 87% ● S3: 91% - 94% ● Free lunch: 65% - 68% ● Reduced lunch: 78% - 81% <p>Reduction in behavioral referrals and exclusionary discipline.</p>
Extended and Enriched Learning Time	<p>Expand academic enrichment opportunities aligned to ELA and Math standards.</p> <p>Provide targeted intervention and extended learning supports for EL and SED students.</p> <p>Partner with organizations to enhance enrichment offerings (e.g., ELEVO, intramurals).</p>	<p>Increase CAASPP ELA and Math performance for EL and SED students by 10 points.</p> <ul style="list-style-type: none"> ● ELA <ul style="list-style-type: none"> ○ ELs 60.3 - 50.3 points below the standard ○ SED 43.7 - 33.7 points below the standard ● Math <ul style="list-style-type: none"> ○ ELs 89.6 - 79.6 points below the standard ○ SED 56.5 - 46.5 points below the standard

<p>Authentic Family and Community Engagement</p>	<p>Strengthen engagement through SSC, ELAC, Community Schools Advisory Committee, and PTO.</p> <p>Increase outreach and accessibility for workshops through translation, childcare, and varied scheduling.</p> <p>Offer Family Math and Literacy workshops connected to student learning goals.</p> <p>Communicate Community Schools initiatives consistently through newsletters, meetings, and schoolwide updates.</p>	<p>Maintain or increase parent workshop attendance (14 or more average attendance)</p> <p>Increased representation of EL and SED families in leadership committees.</p> <p>Increased awareness of Community Schools initiatives schoolwide.</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 communities, improving their sense of ownership and agency.

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase English Learners’ and Socioeconomically Disadvantaged students’ sense of belonging by 3% as measured by the Panorama Survey:</p> <ul style="list-style-type: none"> ● S2: 84% - 87% ● S3: 91% - 94% ● Free lunch: 65% - 68% ● Reduced lunch: 78% - 81% 	<p>Implement culturally relevant, community-connected lessons that reflect students’ identities and experiences.</p> <p>Expand mentoring opportunities through Watch D.O.G.S. (Dads of Great Students), CICO, Student Ambassadors, and cross-grade partnerships.</p> <p>Facilitate community and restorative circles to elevate student voice.</p>

Administer student climate surveys and use results to refine supports for EL and SED students.

Use Community Schools resources to elevate student voice, build mentoring relationships, and create a culturally responsive, inclusive school climate where students belong.

Increase CAASPP ELA and Math performance for English Learners and Socioeconomically Disadvantaged students by 10 points.

- ELA
 - ELs 60.3 - 50.3 points below the standard
 - SED 43.7 - 33.7 points below the standard
- Math
 - ELs 89.6 - 79.6 points below the standard
 - SED 56.5 - 46.5 points below the standard

Provide targeted academic enrichment and extended learning opportunities aligned to CAASPP expectations.

Offer Family Math, Literacy, and other workshops to strengthen home–school academic connections.

Monitor formative and benchmark data to adjust instruction and interventions for EL and SED students.

Use Community Schools funds to boost academic achievement and create strong home-school partnerships that support student success.

Maintain or increase attendance at parent workshops (average of 14 attendees).

Schedule workshops at varied times and provide translation and childcare support.

Use Community Schools resources to remove barriers to family participation, ensuring all families—regardless of work schedule, language, or childcare needs—can engage in school programs and support their children's learning.

Conduct personalized outreach to EL and SED families via phone calls and invitations.

Align workshop topics to student learning goals.

Collect feedback surveys to improve relevance and accessibility of workshops.

Partner with PTO to braid participation opportunities.

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	Measures of Progress
<p>Build schoolwide awareness of Community Schools and Community School's initiatives through consistent communication.</p>	<p>Provide regular Community Schools updates during staff meetings, SSC, ELAC, CSC, and PTO meetings.</p> <p>Share monthly highlights through newsletters, email blasts, school website, and SCE-TV student announcements.</p> <p>Present Community Schools initiatives at family workshops and school events.</p>	<p>Consistent monthly communication artifacts (newsletters, website updates, agendas).</p> <p>Increased participation in Community Schools programs and events.</p>
<p>Strengthen the Community Schools Advisory Committee by increasing parent and staff engagement.</p>	<p>Personally invite parents and staff to serve on the Advisory Committee, ensuring diverse representation (including EL and SED families).</p> <p>Provide clear roles, meeting norms, and leadership opportunities to promote shared power.</p> <p>Align meeting agendas to data review, initiative updates, and collaborative decision-making.</p> <p>Offer translation services and flexible meeting options to increase accessibility.</p> <p>Share meeting outcomes with the broader school community to reinforce transparency.</p>	<p>Representation from EL families and diverse stakeholder groups.</p> <p>Documented meeting minutes reflecting collaborative input and decisions..</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):

Principal	
<p>Decision Making Council:</p> <ul style="list-style-type: none"> • School Site Council <p>Advisory Committees:</p> <ul style="list-style-type: none"> • English Learner Advisory Council • Community Schools Council 	<p>School Site Teams:</p> <ul style="list-style-type: none"> • Leadership Team • PBIS Team • Attendance Team

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	Measures of Progress
Maintain or increase appropriate staffing to support the school community.	<ul style="list-style-type: none"> Use of Community Schools Grant Funds Maintain or expand current contract with Riverside University Health Systems 	<p>Staffing</p> <ul style="list-style-type: none"> • CS - TSA • Behavioral Health Therapist
Build sustainability of mental health staff	<ul style="list-style-type: none"> Maintain or expand current contract with Riverside University Health Systems 	Sufficient funding based on EPSDT funding

Key Staff/Personnel

Traci Payo	School Site Principal
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Renee Wedin	Teacher on Special Assignment, Administrative Support

Josefina F. Gámez

Community Schools Teacher on Special Assignment

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

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

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding.
 - a. Under CalAIM services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.
 - a. This may lead to Jurupa Unified becoming a contract provider for these services.
3. Co-locate services offered by Federally Qualified Health Centers: - FQs
 - a. Jurupa Unified has in the past operated an intermittent health clinic at one of its school sites which will be reopened utilizing two different partners pending agreement finalization of the new facility construction as part of that site's modernization. Negotiations are in place to also co-locate behavioral health services from one of our FQs.

Jurupa Unified plans to explore the following funding streams

4. Managed Care Plans. With CalAIM and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
5. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the need of its existing Medi-Cal based and uninsured referrals. Community Schools Funding would accelerate this work by increasing the mental health workforce to meet current needs.
6. 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 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	Measures of Progress
Explore new partnerships	Engage with current and new partners at the district Community Schools Network Meeting Contact new community partners	Document partnerships, services provided, and number of participants served
Expand existing partnerships	Engage with current and new partners at the district Community Schools Network Meeting Inquire if existing partnerships have added services that can benefit our school community	Document partnerships, services provided, and number of participants served

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:

Sky Country is committed to strengthening strategic partnerships that align with the evolving needs of our students, families, and staff. Through the establishment of new collaborations, improved coordination, and increased visibility, our objective is to ensure that each partnership significantly contributes to the holistic development of the child and the overall well-being of the community.

Current Partnerships

- **Riverside University Health System – Behavioral Health (RUHS-BH):**
 - EPSDT billing partner for school-based mental health services
 - Suicide prevention training
 - RUHS Public Health Mobile Unit provides immunizations and preventive health screenings at school sites
- **First 5 Riverside:**
 - Supports home visitation programs and family engagement services across JUSD
- **Vision and Health Services:**
 - *Vision to Learn, America’s Best Eyeglasses, Lions for Sight*
- **Riverside County Wellness Collaborative:**
 - Provides professional development to Community Schools TSAs in order to prepare them to support staff and students with Social-Emotional Wellness.

- **Riverside Medical Clinic Charitable Foundation:**

- Presents topics such as healthy boundaries and anti-bullying strategies.

- **Reach Out**

- Local outreach program which provides community resources to our community (housing, career-training, book clubs, immigration supports, etc.)

New Partnerships at Sky Country

- **Riverside County Library Systems**

- Provide library cards to interested families to promote literacy development
- Tutoring Opportunities

- **Rotary Youth**

- Early Act Leadership

Site Level Goals and Measures of Progress

Goals

Action Steps

<p>Sustain existing partnerships while cultivating new collaborations to reinforce the Community Schools Pillars:</p> <ul style="list-style-type: none"> ● Integrated Student Supports ● Expanded Learning Time and Opportunities ● Family and Community Engagement ● Collaborative Leadership and Practice 	<ul style="list-style-type: none"> ● Assess Current Partnerships: <ul style="list-style-type: none"> ○ Evaluate the effectiveness and impact of existing partnerships in relation to the Community Schools Pillars. Gather feedback from stakeholders involved. ● Maintain Open Communication: <ul style="list-style-type: none"> ○ Regularly communicate with current partners. ● Explore New Opportunities: <ul style="list-style-type: none"> ○ Identify potential organizations, businesses, or community groups that align with the goals of the Community Schools Pillars. ● Engage Stakeholders: <ul style="list-style-type: none"> ○ Involve students, families, and staff in discussions about potential new collaborations. Gather input on what types of partnerships would be beneficial. ● Initiate Contact with New Partners: <ul style="list-style-type: none"> ○ Reach out to potential partners through networking events, formal introductions, or community meetings to discuss collaboration opportunities.
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