

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:

Sky Country Elementary is a community school focused on impacting student achievement through providing racially-just, relationship-centered spaces where students feel like they are an essential part of the school community. In order to achieve the desired impact, Sky Country leadership and staff share a commitment to addressing students' needs through shared decision-making, focused on building classroom-community connections through the use of a multi-tiered support system.

Sky Country Elementary aims to impact student achievement through strong home-school relationships. Parents are welcome on campus to support teachers, in and out of the classroom and during after school events. To increase parent participation, Watch DOGS (Dads of Great Students) was launched. The program aims to support students' well-being by allowing father figures to get involved before, during, and after school. Community school funds are used to purchase items, such as Watch DOGS t-shirts to easily identify participants while on campus.

Sky Country Elementary involves parents in shared leadership through the establishment of parent committees such as School Site Council (SSC), English Learner Advisory Council (ELAC), Community Schools Council (CSC), and Parent Teacher Organization (PTO).

JUSD has offered district-wide restorative practices training to build community, strengthen staff-student relationships, and address conflict through repairing relationships. Sky Country's Community School's TSA has participated in the restorative practices training and has begun modeling the use of community building circles in 12 classrooms. Sky Country's activity supervisors have received training on the use of community circles and restorative questions to support and facilitate problem solving among students.

Sky Country has a PBIS team that plans and promotes school spirit, character building, kindness, and social skill development activities. The PBIS teacher-lead oversees the student ambassador program. Student ambassadors are mentors and role models for other students. They also record a weekly video for SCE-TV. In the SCE-TV video, students get a recap of the previous school events, learn about current school events, PBIS skill of the Week, the meaning of SOAR (Safety, Ownership, Achievement, Respect), and other important announcements. The Community School's TSA is part of the school's PBIS team. Furthermore, the Community School's TSA has received PAL certification and has been working with 3 students to develop leadership skills.

Sky Country Elementary is committed to the implementation of trauma-informed practices which aim to create an environment where students feel safe and empowered to overcome any trauma they have experienced. Sky Country's Community School's TSA has implemented monthly Thoughtful Thursdays, where students are encouraged to think of others ahead of themselves. During these sessions, students participate in a variety of activities that demonstrate kindness to others. For example, students wrote gratitude notes to our local firefighters thanking them for their courageous work during the very busy fire season. Community School funds are used to purchase materials needed for Thoughtful Thursday materials.

As part of trauma-informed practices, some students also meet with a behavioral health therapist to address mental health and well-being and more specific social and emotional needs. Sky Country teachers currently implement the use of calming corners to support student behaviors. The calming corners include but are not limited to soft-seating, fidgets, emotional regulation posters, timer, and calming strategies.

To support culturally proficient and relevant instruction, Sky Country's Community School's TSA provides culturally relevant lessons in several classrooms when time permits. Family Math and Literacy workshops have been hosted for parents. The Community School's TSA has also offered a book club for parents to support literacy in the home. Community school funds are used to purchase items to host classroom lessons and parent workshops.

In partnership with Mira Loma Middle School students, Sky Country Elementary Kindergarten and First Grade students participate in literacy activities. Middle school students visit Sky Country and read and listen to elementary students. The middle school students also serve as mentors for the elementary students.

Sky Country Elementary is committed to providing extended learning and enrichment opportunities to the students. Extended learning opportunities help increase student involvement, build community, and encourage healthy lifestyle choices. In response to student needs survey feedback, ELEVO staff members come onto campus twice a week to play sports with students. Engagement in sports has shown to improve physical and mental health. Sports support adequate social skill development such as teamwork, communication, and leadership. Community school funds have been used to contract with ELEVO.

Sky Country students are involved in Basketball Intramurals. They play against other school teams within the district. Intramurals have helped students develop resilience, perseverance, and confidence. Community school funds have made intramurals a possibility.

Community Schools Strategy 1 Alignment Table

Initiative or Purchase	SPSA Goal	Rationale + CS Pillar	Baseline Data from SPSA or Other Source	Anticipated Goals
Parent/Family Math	SPSA Goal 1: All	Family and	California	California

and Literacy Workshops, Book Club	students will be college and career ready.	Community Engagement: Provide learning opportunities for families to support student learning in the home.	<p>Dashboard:</p> <p>Language Arts All Students: 37.8 points below standard</p> <p>English Learners: 64.5 points below standard</p> <p>Socioeconomically Disadvantaged: 44.4 points below standard</p> <p>Math All Students: 43.4 points below the standard</p> <p>English Learners: 75.4 points below standard</p> <p>Socioeconomically Disadvantaged: 49 points below standard</p> <p>English Learner Progress: 48.8% making progress</p>	<p>Dashboard:</p> <p>Language Arts All Students: 27.8 points below standard</p> <p>English Learners: 54.5 points below standard</p> <p>Socioeconomically Disadvantaged: 34.4 points below standard</p> <p>Math All Students: 33.4 points below the standard</p> <p>English Learners: 65.4 points below standard</p> <p>Socioeconomically Disadvantaged: 39 points below standard</p> <p>English Learner Progress: 51.8% making progress</p>
Action Steps	<ul style="list-style-type: none"> ● Facilitate Family Workshops: Provide families with essential tools and resources to support their children's learning at home. ● Diverse Scheduling: Schedule workshops at various times to accommodate different family schedules. ● Virtual Participation Options: Allow parents to join workshops virtually if they are unable to attend in person. ● Share Resources: Distribute resources to assist families in supporting their children at home. ● Translation Services: Offer translation services to ensure accessibility for all families. ● Maintain Attendance Records: Keep thorough attendance records for all workshops and opportunities provided. 			

Wellness Days	SPSA 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.	Panorama Survey Data; 68% of students feel positive emotions. 56% of students responded favorably to their perceptions of the overall social and learning climate of the school. 47% of students responded favorably to being able to regulate their emotions.	Panorama Survey Data: 71% of students will feel positive emotions. 59% of students will respond favorably to their perceptions of the overall social and learning climate of the school. 50% of students will respond favorably to being able to regulate their emotions.
Action Steps	<ul style="list-style-type: none"> • Sustain Wellness Initiatives: Continue to host Thoughtful Thursdays or implement alternative wellness days, such as Wellness Wednesdays, Motivational Mondays, or Feel Good Fridays. • Promote Wellness Awareness: Actively promote these wellness days to encourage participation and engagement among students and staff. • Utilize Community Schools Facilities: Make the Community Schools classroom available for the use of its calming corner and student self-reflection activities. • Facilitate SOAR Ticket Distribution: Provide support for the distribution of SOAR tickets to reinforce positive behavior and engagement. • Conduct Data Analysis: Analyze Panorama and other survey data to gain insights and inform decision-making regarding wellness initiatives. 			
Community and Restorative Circles	SPSA Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Integrated Student Supports: Create relationship-centered spaces focusing on teacher/student and peer connections.	Panorama Survey Data: 70% of students responded favorably to having a strong social connection between teachers and students within and beyond the classroom. 59% of students	Panorama Survey Data: 73% of students responded favorably to having a strong social connection between teachers and students within and beyond the classroom. 61% of students

			<p>responded favorably when asked if they felt they are valued members of the school community.</p> <p>California Healthy Kids Survey: School Safety (6th Grade)</p> <p>How safe do you feel when you are at school? Yes, most of the time: 85%</p> <p>School Connectedness: Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 80%</p>	<p>responded favorably when asked if they felt they are valued members of the school community.</p> <p>School Climate Survey: School Connectedness (6th Grade)</p> <p>How safe do you feel when you are at school? Yes, most of the time: 88%</p> <p>School Connectedness: Average reporting "Yes, most of the time" or "Yes, all of the time" Grade 6: 83%</p>
Action Steps	<ul style="list-style-type: none"> • Facilitate Comprehensive Professional Development: Offer multiple opportunities for professional development focused on restorative practices to enhance staff competencies. • Demonstrate Effective Practices: Model community and restorative circles for school staff to exemplify best practices and foster a culture of restorative approaches. • Implement Student-Centric Circles: Organize community and restorative circles specifically for students, promoting their active engagement and understanding of these practices. 			
ELEVO (physical education program)	SPSA Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Extended and Expanded Learning Opportunities	Panorama Survey Data: When asked what two things the school could do to improve, the most popular responses included playground items and activities	Panorama Survey Data: When asked what things the school is doing well, one of the most popular responses should be playground activities.

			(bouncy balls, soccer balls, soccer, equipment) and lunch.	
Action Steps	<ul style="list-style-type: none"> • Pursue Contractual Engagement with ELEVO: Should funding permit, establish a contractual partnership with ELEVO to enhance program offerings. 			
Intramural Sports	SPSA Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Extended and Expanded Learning Opportunities	Panorama Survey Data: When asked what two things the school could do to improve, the most popular responses included playground items and activities (bouncy balls, soccer balls, soccer, equipment) and lunch.	Panorama Survey Data: When asked what things the school is doing well, one of the most popular responses should be playground activities.
Action Steps	<ul style="list-style-type: none"> • Facilitate Organized Sports Opportunities: Should funding permit, create and support structured opportunities for organized sports to promote student engagement and physical well-being. For example, continue to offer sports intramurals. 			

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 utilizes a wide variety of general and specific tools to collect data at the district level and site level.

The Local Control Accountability Plan (LCAP) Survey is administered annually to help inform the development of the Single School Plan for Student Achievement and District Level LCAP. The LCAP's district goal is to significantly increase college and career readiness, particularly emphasizing closing the gap for identified subgroups - English Learners, socioeconomically disadvantaged, and foster youth. Sky Country's Community School's TSA actively supported LCAP survey completion by setting up a stand during on-site community events.

The Panorama survey is given to students in 3rd through 6th grade twice a year. The data is used to address the social-emotional needs of students and how to impact a positive school culture. The Panorama data reports how students perceive their own social-emotional skills in the areas of supportive relationships, positive feelings, social awareness, challenging feelings, and emotion regulation and the feedback students have for their school in the areas of teacher-student relationships, school safety, valuing of school, sense of belonging, and school climate. Teachers have the ability to group students according to the Panorama survey results by using the Panorama platform. The survey results are linked to students' academics and well-being.

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 students in grade six. It enables schools and communities to collect and analyze data regarding local youth health risks and 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.

The School Needs Assessment Surveys were used to collect data from families, staff, and students. The surveys collected information regarding challenges faced by students and families, programs and services needs, preferred meeting/workshop times, teacher/student connections, staff/student connections, classroom supports, academic supports, and after school activities. The feedback received from these surveys guide the lessons, workshops, activities, and events hosted by the community schools TSA, school staff, and/or community partners.

The Community school's TSA gathers informal parent input through conversations with parents and staff. The TSA greets students and families in front of the school at least once a week. During the hearing session at SSC, CSC, and ELAC, participants are provided a forum to give their opinions, make suggestions, ask questions, and request future agenda items. This information is recorded in the meeting minutes. When feasible, requests and suggestions are put into practice.

An overwhelming response from parents was the need for programs to equip parents to support their students with schoolwork at home. Therefore, like we have previously done, we will implement a series of math and literacy parent classes that will teach parents how to help their children at home.

Parents demonstrated a high interest in behavior management programs. We will be sure to connect with community partners to support in this area through parent workshops.

Mental health services and food resources were noted by parents as programs and services that would support children to have greater success in school. Likewise, the staff believes that some of the challenges faced by students are family stress, mental health, difficulty expressing their needs, and grief. We have behavioral health resources that are provided to students and we can provide a list of food banks to parents and families. Additionally, community partners offer mental health support to our students.

Students were asked what problems they faced that made school difficult. Their top three responses were stress, difficulty with schoolwork, and mental health. At Sky Country, we offer behavioral and mental health support and Extended Learning Opportunities (ELO) that focus on academics. As previously mentioned, teachers have calming corners in their classrooms, use morning meetings or community circles to address some of the stress and mental health concerns.

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
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<p>Positive and Restorative School Climate</p> <p>Student Needs Assessment Survey</p> <ul style="list-style-type: none"> 63% of the students responded favorable when asked how they feel about our school. 45.4% of students feel that their voices are heard at school. <p>Panorama Survey</p> <ul style="list-style-type: none"> 59% of students responded favorably to feeling valued members of the school community 56% responded favorably regarding the perception of the overall social and learning climate of the school. <p>LCAP Survey</p> <ul style="list-style-type: none"> 100% of staff and 95.4% of parents responded favorably when asked if the school encourages positive behavior. <p>California Data Dashboard Chronic Absenteeism Indicator:</p> <ul style="list-style-type: none"> All students: 20.2 % Socioeconomically Disadvantaged: 22.3% English Learners: 17.6% <p>LCAP Survey</p> <ul style="list-style-type: none"> 100% of staff and parents responded favorably when asked if the school values regular attendance to ensure consistent instructional opportunities. 	<ul style="list-style-type: none"> Surveyed and collected input from students. <ul style="list-style-type: none"> Student Needs Assessment Survey Panorama Survey Community and Restorative Circles (students and staff) Thoughtful Thursdays ELEVO Basketball Intramurals Student Presentations <ul style="list-style-type: none"> RISE (6th Grade) Boundary (2nd & 4th Grades) Ripple Effect Presentation (TK-6th Grades) TSA is part of the attendance team and supports parents during SART meetings so that they are aware of services available to them. TSA is part of PBIS Team and supports with PBIS initiative 	<p>Student Needs Assessment Survey</p> <ul style="list-style-type: none"> 66% of students will respond favorably when asked how they feel about school. 48.4% of students will respond favorably when asked if they feel that their voices are heard at school. <p>Panorama Survey</p> <ul style="list-style-type: none"> 62% of students will respond favorably to feeling valued members of the school community. 59% of students will respond favorably regarding the perception of the overall social and learning climate of the school. <p>LCAP Survey</p> <ul style="list-style-type: none"> Maintain 100% favorable responses from staff and maintain or improve favorable responses from parents by 3% when asked if the school encourages positive behavior. <p>California Data Dashboard Chronic Absenteeism Indicator:</p> <ul style="list-style-type: none"> All Students: 17.2% Socioeconomically Disadvantaged: 19.2% English Learners: 14.6% <p>LCAP Survey</p> <ul style="list-style-type: none"> Maintain 100% favorable responses from staff and maintain or improve favorable responses from parents by 3% when asked if the school values regular attendance to ensure consistent instructional opportunities.
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<p>Expanded and Enriched Learning Time</p> <p>Student Needs Assessment Survey</p> <ul style="list-style-type: none"> • 55.5% of students would like to have more after school sports • 43.7% would like more opportunities for creative arts • 26.9% would like STEM activities. 	<ul style="list-style-type: none"> • Contract with ELEVO • Basketball Intramurals • ELO - sports, creative arts, STEM, STEAM • Culturally Responsive Lessons 	<ul style="list-style-type: none"> • Increase the number of positive student responses when asked what things the school is doing well by 3%. This includes but not limited to after school sports/activities, creative arts, and STEM/STEAM activities.
<p>Authentic Family and Community Engagement</p> <ul style="list-style-type: none"> • Attendance at each family workshop was under 10 participants. • As reported on the Family Needs Assessment Survey, the best times for families to attend school functions are after 5:00 PM, after school, and during the morning school hours. 	<ul style="list-style-type: none"> • Workshops <ul style="list-style-type: none"> ○ Math Nights ○ Literacy Nights ○ Book Club ○ Financial Literacy • Partner with PTO and Support with Events • Advertise and promote events on available social media platforms, school website, and hard copies. 	<ul style="list-style-type: none"> • Improve attendance at family workshops by 5 additional participants. • Schedule workshops at various times throughout the day. • Make virtual workshops available

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
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Sky Country Elementary is committed to better serve traditionally underserved student populations, such as English Learners and socioeconomically disadvantaged. Sky Country aims to enhance student engagement, promote inclusivity, build strong relationships, support social-emotional development, and advocate for equity through the implementation of culturally responsive teaching strategies.

The Community Schools Teacher on Special Assignment (TSA) has facilitated restorative and community circles in 13 classes, serving as a model for positive student interactions. These sessions encourage students to express their personal feelings, values, and aspirations. The circles create an inclusive environment where students can be authentic, regardless of their socioeconomic status or cultural background. They offer a safe space for students to be genuine and vulnerable, ultimately fostering trusting relationships among peers.

Sky Country enjoys robust participation from its Parent-Teacher Organization (PTO). The Community Schools Teacher on Special Assignment (TSA) collaborates with the PTO to enhance overall involvement in school activities. Notably, two PTO parents, who are also members of the Community Schools Council, attended the Family Engagement Conference hosted by the Riverside County Office of Education.

Goals	SPSA Goal	CS Pillar	Baseline Data	Anticipated Outcomes
Improve English Learners' and Socioeconomically Disadvantaged students' sense of belonging to the school by 3%.	Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports	Panorama Survey: All students: 59% responded favorably. English Learners: S2: 56% responded favorably S3: 72% responded favorably Socioeconomically Disadvantaged: Free: 64% responded favorably Reduced 69% responded favorably	Panorama Survey: All students: 62% responded favorably. English Learners: S2: 59% will respond favorably S3: 75% will respond favorably Socioeconomically Disadvantaged: Free: 67% will respond favorably Reduced 72% will respond favorably
Action Steps	<ul style="list-style-type: none"> Facilitate Student Engagement Opportunities: Provide diverse opportunities for student engagement to foster a sense of belonging and commitment to school. 			
Increase academic performance on ELA and Math CAASPP assessments for English Learners and Socioeconomically Disadvantaged students by 10 points.	Goal 1: All students will be college and career ready. Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.	Integrated Student Supports Extended Learning Time and Opportunities Family and Community Engagement	English Language Arts: English Learners: 64.5 points below standard Socioeconomically Disadvantaged: 44.4 points below standard Math: English Learners: 75.4 points below standard	English Language Arts: English Learners 54.5 points below standard Socioeconomically Disadvantaged: 34.4 points below standard Math: English Learners: 65.4 points below standard

			Socioeconomically Disadvantaged: 49 points below standard	Socioeconomically Disadvantaged: 39 points below standard
Action Steps	<ul style="list-style-type: none"> • Communicate Academic Expectations: Inform parents about the academic expectations for students to ensure a clear understanding of goals and standards. • Offer Parent Workshops: Provide workshops designed to equip parents with strategies to effectively support their children's learning at home. • Facilitate Childcare Services: Arrange for childcare during parent workshops to enhance accessibility and encourage participation. • Expand Learning Opportunities: Develop extended learning opportunities to enrich student education beyond the traditional classroom setting. • Provide Professional Learning for Staff: Offer professional development opportunities for staff to enhance their skills and instructional practices. • Sustain Literacy Support Partnership: Continue the collaborative literacy support partnership with Mira Loma Middle School to benefit students' reading development. • Collaborate with JVHS for Tutoring: Partner with JVHS to provide tutoring services for elementary students, fostering academic growth and support. 			
Increase attendance at parent workshops from less than 10 participants to at least 10 participants.	<p>Goal 1: All students will be college and career ready.</p> <p>Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.</p>	Family and Community Engagement	Less than 10 participants attend parent workshops.	Ten or more participants will attend parent workshops, with at least five parents of English Learners or socioeconomically disadvantaged students.
Action Steps	<ul style="list-style-type: none"> • Communicate Academic Expectations to Parents: Clearly articulate the academic expectations for students to ensure parents are informed and engaged in their children's educational journey. 			

	<ul style="list-style-type: none"> ● Facilitate Workshops for Parents: Organize workshops aimed at equipping parents with effective strategies and tools to support their children's learning at home. ● Offer Childcare Services During Workshops: Provide childcare during parent workshops to enhance accessibility and encourage greater participation. ● Offer In-person or Virtual Workshops: Provide families to attend workshops at the school site or virtually.

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
Build schoolwide awareness of Community Schools and Community School's initiatives through consistent communication.	<ul style="list-style-type: none"> • Increase staff awareness of CS Pillars • Send out Monthly Newsletter to staff and families explaining what Community Schools are and how the CS Pillars are addressed at the site • Offer CS updates at staff and/or leadership meetings • Send out event flyers to staff, families, and community members 	<ul style="list-style-type: none"> • Measure through needs assessment surveys (at least twice a year) • Increase the number of staff members that are aware of the CS Pillars and initiatives by 3%
Strengthen the Community Schools Advisory Committee by increasing parent and staff engagement.	<ul style="list-style-type: none"> • Host a minimum of four Community School Council (CSC) meetings throughout the year • Increase attendance by making personal invitations, sending out multiple invitations, and advertise with the CS banner • Invite SSC and ELAC members to attend CSC meetings 	<ul style="list-style-type: none"> • Increase community participation by at least 2 people • Give ample time for a hearing session at eac CSC meeting • Provide CS updates at a minimum of 2 SSC and ELAC meetings.

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	
Decision Making Council: <ul style="list-style-type: none"> • School Site Council Advisory Committees: <ul style="list-style-type: none"> • English Learner Advisory Council • Community Schools Council 	School Site Teams: <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 • Expand current contract with Riverside University Health Systems 	<ul style="list-style-type: none"> • Staffing <ul style="list-style-type: none"> ○ CS - TSA ○ A minimum of 1 Behavioral Health Therapist
Build sustainability of mental health staff	<ul style="list-style-type: none"> • Expand current contract with Riverside University Health Systems 	<ul style="list-style-type: none"> • 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
Josefina F. Gámez	Community Schools Teacher on Special Assignment
Marlyn Vargas	Behavioral Health 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 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	<ul style="list-style-type: none"> Engage with current and new partners at the district Community Schools Network Meeting Contact new community partners 	<ul style="list-style-type: none"> Document partnerships, services provided, and number of participants served
Expand existing partnerships	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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