

# 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 Assistance 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 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.

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

Sunnyslope Elementary, Marie Araux

Phone: (951) 360-2781

## 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:

Sunnyslope's Community School will support the 4 main pillars of practice of the California Community Schools Partnership Program (CCSPP) :

1. **Collaborative Leadership and Practice:** This pillar emphasizes the importance of collaboration and shared responsibility for student success. Community schools involve a wide range of stakeholders, including educators, families, students, community organizations, and local government, in decision-making and planning. Community schools provide opportunities for parents and community members to provide input into school decision-making.
2. **Integrated student support:** This pillar focuses on providing students with the support they need to succeed in school and beyond. This can include health services, counseling, mentoring, tutoring, and after-school programs, as well as supports such as partnerships with healthcare providers and donors to provide needed items like supplies, jackets, hygiene kits, etc.
3. **Family and community engagement:** This pillar recognizes the importance of involving families and the community in the education process. Community schools provide opportunities for families and community members to participate in school activities, volunteer, participate in their own learning to support student achievement, and to build community and connections amongst stakeholders.
4. **Expanded learning time and opportunities:** This pillar recognizes that learning doesn't just happen in the classroom. Community schools provide opportunities for students to engage in extracurricular activities, internships, and other real-world learning experiences.

By using these pillars to guide our practices we ensure that strength-based practice, racially just and restorative school climates, powerful, culturally proficient, and relevant instruction, and shared decision-making are part of our community schools' foundation.

Sunnyslope Elementary is evolving in being asset-driven and strengths-based. There is an understanding that all stakeholders' opinions, ideas, and needs are necessary to drive the development of programs, services, and events curated for the community. Sunnyslope Elementary values the talents and experiences of its community members and we are working towards strengthening sustainable relationships with local businesses, community partners, and the district.

To increase and gather parent responses on needs surveys, Sunnyslope Elementary will provide multiple means of collection through technology and paper-pencil surveys through all communication means. Sunnyslope Elementary will recruit parents and community members to share their talents and resources to assist in building a stronger sense of community. Through gatherings such as Coffee with the Community, Community Schools Council, Parent Book Clubs, and other events, Sunnyslope intends to continue to promote community involvement and connections. Dino School, Community Events, and Family Nights (Math, Literacy, etc) will further strengthen relationships, supports, and inclusion at Sunnyslope. We also provide access to community resource booths at school site events to further bolster connections within our site, district, and community.

Sunnyslope Elementary's Assistant Principal and Community School's TSA have attended Restorative Practices professional development to support the school site with this practice. 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. In addition to the already district-mandated two-day restorative practices certification training for all administrators, Sunnyslope Elementary will include classified and certificated staff to attend Restorative Practices training to help continue fostering a welcoming culture and understanding at school. Our practices include a trainer of trainer models where the Assistant Principal leads classified staff with restorative practices. The Community Schools TSA may also help facilitate staff trainings. The goal is to focus on proactive and restorative approaches to building relationships and discipline to create positive school environments.

Teachers will continue to receive targeted training to address the needs of marginalized student groups (i.e., English Language Learners and students with disabilities.) The goal is to create safe spaces for various student groups and their families in an effort to feel a sense of belonging and create strong bonds at school.

Positive Behavior Intervention and Supports is also a part of the school culture and has been implemented throughout campus. This is an on-going practice and our PBIS team continues to work with our staff through staff meetings, and with families through shared communication. Sunnyslope Elementary intends to include parent/family workshops connected to PBIS and behavior supports through our Parent Academy classes.

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. With activities and events that value representation, we honor our community's culture and traditions. An example of this is cultural diversity lessons, opportunities to participate in culturally relevant activities such as Ballet Folklorico, music, and art. Events to include families such as our Fall Festival, Cinco de Mayo family event and multicultural day for students to learn and share about different cultures and experiences will be facilitated.

Our Sunnyslope Community Classroom will be a safe space for students, families, and staff to access resources, supports, and to create connections. Activities such as Wellness Wednesdays will promote social emotional learning and provide students with a place to decompress, share feelings, and learn new strategies for self regulation and wellness. To make it a comfortable, inviting, and relaxing space, we will need to purchase school supplies such as construction paper, paint, glue, scissors, student engagement supplies, fidget toys, etc. Additionally, implementing and furnishing a Calming Corner in the Community Schools Room will provide students the opportunity to practice self regulation techniques.

Sunnyslope Elementary has established a Community Schools Council and provides bylaws. The meetings occur four times yearly, and the council provides feedback on the Implementation Plan. In addition, administration presents LCAP data and the CCSPP Annual Performance Report -School Sites to the Community School Council for information and input.

## 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.

Assets-driven and strength-based practices recognize 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 to foster student achievement.. Community Schools focus on the assets and strengths of our students, families, staff, and community members as a pathway to promote engagement, motivation, and success among all students, regardless of their backgrounds or learning styles.

Sunnyslope Elementary utilizes various general and specific tools to collect data at the site level and identify needs and assets.

### **Surveys:**

**Local Control Accountability Plan (LCAP)** - This survey is administered to students, parents, school staff, teachers, and educational partners to help inform and guide the development of the Single School Plan for Student Achievement (SPSA).

**Panorama Education** - Sunnyslope administers the Panorama Education Survey twice a year to students in grades 3 through 6 in the fall and the spring. The survey measures student supports and environment and student competency and well-being. The data is utilized to guide programming and supports students.

**Needs Assessments:** These surveys are given annually to solicit information from families, students, and staff to drive decision making and help guide our Community School plan and expenditures.

**Student Performance Data :** ELA CAASPP, Math CAASPP, NWEA , ELPAC, Enrollment, Chronic Absenteeism, Suspension Rate.

### **Committees that assist in providing input on student and community needs:**

School Site Council (SSC), English Language Advisory Council (ELAC), Gifted and Talented Education (GATE), the School Site Leadership Team, and Coffee with the Community (Community Schools Council-CSC) provide administration and the Community Schools TSA with valuable information and feedback regarding their concerns and/or suggestions regarding topics such as school safety, teacher preparedness, parent needs, technology needs, etc. The data and information gathered within those groups help inform the development of the SPSA and the Community Schools Implementation Plan.

**Attendance Team** - Community Schools TSA will be a Sunnyslope Attendance Team member to engage and support students and families in removing barriers and addressing needs to support student attendance and decrease chronic absenteeism. The team is comprised of classified staff, teachers, CS TSA, and an administrator.

**Positive Behavior Intervention and Supports (PBIS) Team** - Sunnyslope Elementary has established a PBIS team to develop and implement systems of support that will assist in creating a welcoming culture for students and staff. The goal of this team will be to create a strong-tiered

system of support that will address the behavioral, social, and emotional needs of Sunnyslope students. Community Schools TSA is a member of the PBIS team. CS TSA supports students, families and teachers with programs including but not limited to the CICO process, behavioral supports on campus, monthly newsletters highlighting PBIS skills, and facilitating social skills lessons and activities.

**Community Schools Cohort 3 :** Community Schools Cohort 3 TSAs will continue to meet monthly to collaborate across sites, develop Action Plans, and review and analyze needs assessment results with the understanding that data drive future planning.

**Community Schools of Practice:** Community Schools Cohorts will meet to collaborate with the Coordinator, TSA's, and Principals to review data and make course pathways regularly.

### **Action Steps to Address Needs:**

**Parent Academy:** 66% of parents surveyed on the Community Schools Needs Assessment, administered in March/April 2025, responded that there was a need for Parent Education to address topics such as technology training for parents, supporting their students with academics, behaviors, and college and career readiness. To respond to this stated need, Sunnyslope plans to offer parent workshops, training, and informational sessions through a regularly scheduled Parent Academy. Sessions will be focused on topics such as parenting, literacy and math support, social emotional skills, etc. based on feedback from the Parent Needs Assessment data collected in March/April 2025, and as ongoing input is received from families. Expenditures for supplies such as materials for make and take activities may be necessary through Community Schools funding.

**PAL-Peer Assistance Leadership:** In reviewing our site's Panorama survey which solicits student response, it was noted that only 51% of students feel a positive sense of belonging and 45% expressed positive results about the school climate. 61% of staff surveyed, responded that enhancing student leadership was a need on campus. To build connections, improve safety and foster a positive school climate, the Community Schools TSA was certified as a PAL advisor in March 2025, and will begin to enhance student leadership and peer led activities including off-site training for student leaders and ongoing student-led initiatives on campus, by supporting at least 25 students across grades 4-6. The PAL Peer Assistance Leadership Program is a school-based, peer-to-peer youth development program for students in grades 4-12 built upon a philosophy of students helping students. PAL peer leaders help build a positive school climate through youth leadership, mentoring, conflict resolution, cross-age teaching, peer helping, service learning, and prevention activities. This program will empower students with the skills and strategies for becoming leaders. It also helps students develop communication and decision-making tools that influence choices in the future and increase leadership potential.

**Reading Buddies:** Reading Buddies is a collaborative program that encourages local high school students to come to Sunnyslope to read to elementary students. Reading Buddies not only develops reading and writing skills, but also fosters citizenship skills for both the elementary and secondary students. This program allows the high school staff to collaborate with Sunnyslope's primary teachers to enhance academic performance, promote social skills, and support positive behaviors. NWEA ELA benchmark assessment identifies students, school wide, to be in the 31st achievement percentile, English learners in the 18th percentile and students with disabilities in

the 10th percentile.

**Extended and Enriched Learning Opportunities:** Overall, students scored in the orange (low) performance category of the California Dashboard indicators in the area of CAASPP ELA and Math. In ELA, students are -61.6 distance from standard and in math, students are -70.6 distance from standard. Families (59%), and staff (55%) responses showed that they would like to see more opportunities for clubs, sports, classes, and academic support. Providing extended and enrichment opportunities such as sports, clubs, tutoring, literacy, math, arts, folklorico, dance, crafts, etc. may be established to provide Sunnyslope students with access to a variety of education and enrichment experiences both during and outside of the school day. Extended learning opportunities such as tutoring will be provided to support our marginalized families whose children need help with reading and math skills.

**Dino School (TK/K):** Dinosaur School helps children understand following rules and directions, problem-solving skills, how to interact with friends, and understand feelings and develop empathy. Sunnyslope has begun the process to bring the Dino School Program to our campus.

**Community Events with Community Resource Booths:** Community Resource booths are an additional opportunity for resource awareness. Several community partnerships have set up tables during school events to inform the community about valuable and free resources.

**Neighborhood Healthcare:** Sunnyslope Elementary has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school-based dental services using a mobile unit to provide services to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative nonprofit.

**Restorative Practices:** Sunnyslope's Assistant Principal and Community Schools TSA have been trained in Restorative Practices and have implemented both Community Building and Restorative Circles to build community and enhance conversation in focus groups amongst students to navigate conflict or disagreements. Additionally, the AP and Community Schools TSA have been trained in trauma-informed supports for marginalized students and families to help support homeless, newcomer, and foster children in the classrooms.

**Chronic Absence Reduction/ Attendance Support:** Chronic absenteeism is an identified need. Current chronic absenteeism rate is 25.4% for all students, 26.5% for socioeconomically disadvantaged students, 37.2% students with disabilities, and 38.5% African American subgroups. Our goal is to reduce chronic absenteeism by 3% overall and for each student subgroup. In response, the school is working to build more consistent SEL systems and improve student connectedness. The CS TSA will facilitate community building and SEL support through programs such as Wellness Wednesdays and Feel Good Fridays, incorporating SEL lessons into these schoolwide routines. Tier 2 interventions will include the implementation of the CICO program for targeted students, informed by attendance reports and staff recommendation. In addition, the CS TSA will organize family workshops focused on SEL and host events with mental health partners. Goals for the year include launching CICO supports, in tandem with the PBIS team and MTSS TSA's, for a targeted group of 10–15 Tier 2 students, and implementing Tier 1 SEL lessons in at least 50% of classrooms monthly. To support students at recess/physical education, materials will be purchased to review student social skills.

**Applied Suicide Intervention Skills Training (ASIST):** ASIST is a two-day, two-trainer workshop that emphasizes teaching suicide first-aid to help a person at risk stay safe and seek further help as needed. Participants learn to use a suicide intervention model to identify persons with thoughts of suicide, seek a shared understanding of reasons for dying and living, develop a safe plan based upon a review of risk, be prepared to do follow-up and become involved in suicide-safer community networks. Sunnyslope Elementary now has 2 ASIST trained employees who could provide an immediate risk assessment if needed. “Know the Signs” Parent Training will be offered as well to educate families on the signs and risks.

Ongoing community engagement supports the development of new relationships providing services at Sunnyslope Elementary. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide available to all sites.  
(<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>).

**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

Safe, Orderly, and Inviting Learning Environment	<ul style="list-style-type: none"> <li>● Improve attendance and decrease chronic absenteeism by monitoring attendance rates. Chronic absenteeism for SY 2024-2025 was 25.4%. Goal for SY 2025-2026 is 22.4%</li> <li>● Engage students in leadership roles such as PAL (Peer Assistance Leadership) to help their peers resolve conflict.</li> <li>● Decrease student minor and major behavior incidents</li> <li>● Provide additional social emotional supports and PBIS skills for students who continue to struggle with behavior goals with the support of PICO services, PBIS team, MTSS TSA's, and Community School's TSA.</li> </ul>
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Parent and Family Engagement	<ul style="list-style-type: none"> <li>• Provide family support and information via Parent Academy classes and other workshops, presentations, and informational sessions.</li> <li>• Increase family participation in events and surveys. SY 2024-2025 showed that 65% of parents requested family training courses. We hope to see the number of requests for supports decrease to 60% in SY 2025-2026</li> <li>• Provide site-based parent training and student opportunities to support student needs.\</li> <li>• English learner parents will be invited to additional trainings as 40% of our students are English Learners.</li> </ul>
College and Career Ready	<ul style="list-style-type: none"> <li>• Explore community organizations, and solicit stakeholder involvement to provide extended learning time and opportunities (field trips, after-school enrichment) such as ELEVO, Saturday School, ELO, craft clubs, real world experiences, and after-school cultural opportunities (folklorico, music, art, etc.) to enhance social and cultural connections in the school community and improve student achievement.</li> <li>• Support Early Literacy/Primary Intervention – supplies and materials to support the primary intervention tier 2 program</li> <li>• In SY 2024-2025, our students scored 61.6 points below standard in ELA, 70.6 points below standard in MA, and 43.6 % of EL students were making progress towards EL proficiency.</li> <li>• In SY 2025-2026, the goal is ELA: 56.6 points below standard, MA: 65.6 points below standard, and 48.6% making progress towards EL proficiency</li> </ul>

### 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
Continue to meet with all the above parent advisory groups.	<ul style="list-style-type: none"> <li>• Schedule regular meetings by the end of the year for the following year. We solicited feedback from families regarding dates and times to meet and 44% of replies indicated mornings were best for parent/caregiver classes and 50% responded that after school was preferred for family engagement activities.</li> <li>• Communicate with parents and other committee members to facilitate the needs assessment feedback.</li> <li>• Invite a variety of education partners. To respond to the 37% of families, and 40% of staff who shared that they weren't aware of all the resources available, a monthly CS newsletter, as well as PBIS strategies, will be shared via family communication apps, shared with staff, students, and posted on the Community Schools Tab of the school website. Our goal is for the number of respondents indicating that they are not aware of supports to move to 30%.</li> </ul>
Continue meeting with the Community Schools Council (4x/year)	<ul style="list-style-type: none"> <li>• Communicate events with all stakeholders.</li> <li>• Reviewing student, staff and family data to identify school needs.</li> </ul>
Parent Learning Opportunity	<ul style="list-style-type: none"> <li>• Parent academy to provide parent workshops such as book clubs, behavior strategies, financial literacy, technology, etc.</li> <li>• Share District and community resource opportunities with families</li> <li>• Begin Family Literacy classes (Cafe Literario)</li> <li>• These offerings are in response to nearly 61% of our families reporting a need for strategies and knowledge to support their child's learning at home. With students scoring well below standard in LA and MA, as well as in progressing towards proficiency in EL, we aim to reduce both the stated need for additional family supports on future needs assessments by 10%, and show academic growth in academic and language acquisition by 6% points</li> </ul>

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 Community Schools Advisory Council at Sunnyslope consists of at least one teacher from the school site, three parents, an administrator, and our community liaison. Sunnyslope's Advisory Council engages the community through the lens of the community school pillars to support alignment with the community school's implementation plans and the site Single Plan for Student Achievement. These meetings are open to all the parents from our school community. The site-assigned mental health therapist is also a part of this council. The National Education Association further supports our community school teams through Jurupa's participation in the NEA Community School Institute. This council will conduct an annual needs assessment utilizing our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site-based parent groups and site leadership to inform and support updating the implementation plan, which will be posted online.

## 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
Utilize all survey-applicable data to engage in focus groups from a community school lens to inform the development of the SPSA and CS Implementation Plan	<ul style="list-style-type: none"> <li>Parents take the LCAP survey in the Winter and needs assessment in the Spring. Students, in grades 3-6, take the Panorama survey twice a year (Fall and Spring.) All students, TK-6, take the needs assessment in the Spring. Staff take the LCAP survey in the Winter and needs assessment in the Spring.</li> <li>Data is shared to staff, and parents through site leadership meetings, School Site Council, ELAC, and Community Schools Council Meetings to identify school needs.</li> </ul>
Post the community school implementation plan on the school website and review it throughout the year.	<ul style="list-style-type: none"> <li>The Community School Implementation Plan will be reviewed throughout the year with all stakeholders and updates will be shared.</li> </ul>

### 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
Maintain appropriate staffing.	<p>Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP).</p> <p>Increase capacity to add graduate-level interns to support Mental Health services and case management.</p> <p>Community schools TSA (Zoe Garcia)</p>

#### Key Staff/Personnel

Marie Araux	School Site Principal
Shawn Brandon	Assistant Principal
Zoe Garcia	Community School Teacher
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Jennifer Noriega	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:

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. 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 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 for 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 provide paid internship opportunities. This aligns with the 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	Community School TSA to engage the community groups listed in the narrative, as well as seek assets in our school and community to support our needs on campus.
Expand existing partnerships.	Engage with all Federally Qualified Health Center partners.
Establish collaborative relationships and ways to engage new partners.	List all collaborative groups, including elected officials for community school teachers on special assignment (coordinators) to engage with.

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:

Sunnyslope Elementary has collaborated with RUHS Riverside University Health System, Healthy Jurupa Collaborative, The Riverside County Family Resource Network, Strengthening Families MFI Marriage and Family Institute, Reach Out, Community Health and Wellness, Staff leadership have sat on the County Behavioral Health, Commission, JARPD Jurupa Area Recreation and Park District, Wiley Center (Triple P), Training Occupational Development Educating Community, Seeking Strength, Neighborhood Healthcare Dental, Kaiser Theatre Student Wellness Foundation (Password), Set 4 School (Dino School/Incredible Years), and other services 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/ourdistrict/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
  - System of Care / EPSDT: Our current specialty mental health contract reimburses 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 plan 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 are in our schools for grades 6-9.

- MFI - Marriage & Family Institute: 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 various 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 hire and retain mental health professionals.
  - Community Health Systems Federally Qualified Health Center provides both a medical mobile unit and integrated mental health supports.
  - 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 Riverside County Family Resource Center member.
  - 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
  - America's Best Eyeglasses allows JUSD's PICO office to provide four monthly referrals 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 and coaching to address inequitable student outcomes as measured by: <u>self-reporting</u>, <u>attendance</u>, <u>academics</u>, and <u>discipline data</u>.</p>	<ul style="list-style-type: none"> <li>• Schedule Restorative Practices</li> <li>• Schedule Trauma Informed training for school staff.</li> <li>• Implement ongoing Positive Behavior Intervention Supports PBIS training/implementation for school sites.</li> <li>• Continue to utilize Second Step Social Emotional curriculum in each classroom.</li> <li>• CS TSA will model and facilitate community and restorative circles to students, staff, and families.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Increase the availability and times for Parent/Family engagement based on family response.</li> <li>• Schedule and provide Systems of Support training for all staff groups to increase awareness of support services available to students, families, and the community.</li> <li>• Opportunities for parents to meet with teachers and staff throughout the year to review instructional goals.</li> <li>• CS TSA will continue to provide monthly communications to provide information, strategies, and supports on topics such as SEL, behavioral supports, parent trainings, and academic strategies.</li> </ul>

## 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
To ensure we are culturally relevant in community schools.	Provide Professional Development on the importance of culturally relevant practices.
Provide in-class presentations to address school community needs.	Provide Professional Development such Trauma-informed and Restorative Practices.
Provide training to address mental health stigma.	Ensure key staff members are trained on Applied Suicide Intervention Skill training. Provide presentations on mental health topics to staff and students.

## 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
Regularly scheduled Community Schools Council Meetings	Calendar meetings Review the implementation to solicit feedback continually.	Meeting agendas Meeting notes
Coordinate and schedule a survey data.	Meet with site staff to review results	Survey (Panorama, LCAP, Community School Needs) results in Survey completion percentage

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