



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

Troth Street Elementary School- Jacqueline Stump, 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:

A well-established community school framework plays a critical role in addressing the gaps that traditional educational models often overlook—particularly the understanding that student success encompasses more than academic achievement alone. Meaningful progress begins when we collectively recognize that students' foundational human needs must be met to support their learning and overall development.

At Troth Street Elementary School, the implementation of the California Community Schools Framework has resulted in measurable growth and cohesion across our school community. This advancement is grounded in a shared commitment among all stakeholders—students, families, staff, and community partners—to continuous improvement as a pathway to long-term student success.

The framework's core values have helped cultivate a more inclusive and culturally responsive school environment. By expanding access to diverse perspectives and experiences, Troth has created space for authentic dialogue and deeper cross-cultural understanding. This inclusive approach has elevated voices that

have historically been marginalized, enriching our collective learning environment.

Troth Street Elementary has also strengthened its foundation through strategic partnerships that reflect the needs and values of our community. A key component of this transformation has been redefining the role of families within the school. Rather than serving in traditional, limited capacities, parents are now engaged as collaborative partners in the decision-making process. Through established committees and shared leadership structures, all members of the school community are empowered to contribute meaningfully to the continuous improvement of our students' educational experience.

Training in Restorative Practices for CS TSA to actively implement strategies that support positive school climate and racially equitable practices. The district has mandated a two-day restorative practices certification training for all administrators and support staff and they offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict.

Troth Street is planning on implementing and furnishing Calming Corners in all classrooms of teachers who attend the trainings.

Attendance Team- Community Schools TSA is a member of the Troth Street Attendance Team to engage and support the community members in removing barriers and addressing needs to support student attendance as well as decrease chronic absenteeism. The team consists of classified staff, teachers, CS TSA and an administrator.

Social Emotional Learning and Well-Being- develop and implement systems that will assist in creating a culture of welcome and support for students, staff and all stakeholders. Troth Street CS TSA is a coordinator/member of Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) teams. Community schools will support and enhance existing SEL, restorative practices, and positive behavior interventions models. The goal is to create a strong tiered system of support that will address the behavioral and social emotional needs of Troth Street students, increase engagement, and improve attendance. Classified staff will support implementation of PBIS store, systems, and supervision of school events supporting positive behavior implementation, SEL, and attendance. Supplies will be purchased and provided to students to encourage positive behavior, motivate the application of learned SEL skills, and increase attendance and student engagement with school/learning.

As part of the multi-tiered systems of support (MTSS) within the Community Schools framework, Troth Street Elementary will implement the **Check-In Check-Out (CICO)** system to provide targeted behavioral and social-emotional support to students who may be at risk of disengagement, chronic absenteeism, or disciplinary referrals. CICO is a Tier 2 intervention that fosters consistent adult-student connection, goal setting, and behavior reflection, aligning with the Community Schools pillars of Integrated Student Supports and Supportive School Climate.

SSTs- Community Schools TSA at Troth is the SST coordinator/member of this team. SST meetings are regularly scheduled, structured meetings of general educators, supported by special education and other staff as appropriate, and parents. The purpose is to provide an effective support system in general education of targeted interventions for students who are experiencing challenges in learning or behavior in class. The SST process is designed to meet the needs of all children and results in a team action plan to ensure student success. The SST process promotes parent involvement and student and parent engagement.

Wellness days- Troth Street will offer open sessions to students on wellness days to support students in developing a greater understanding of Social Emotional concepts and engaging in activities focusing on nurturing their mind and body, building positive coping skills, and forming trusting relationships. Classified

staff will support wellness rooms activities, implementation of SEL lessons, and promoting student engagement under supervision of certificated staff. Activities and supplies will be purchased and provided to students to increase engagement and promote a positive culture surrounding Social Emotional Learning (SEL).

Family Math Night- Family and community engagement; collaborative leadership and practices for educators and administrators; extended learning time and opportunities. Student and parent engagement activities to promote math connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Math Night after school where they will engage in a math lesson or activity planned by the school's teachers. Teachers will implement lessons for families. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, translate, and provide administrative support as needed.

Family Literacy Night- Family and community engagement; collaborative leadership and practices for educators and administrators; extended learning time and opportunities. Student and parent engagement activities to promote literacy connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Literacy Night after school where they will engage in an English Language Arts (ELA) lesson or activity planned by the school's teachers. Teachers will implement lessons for families. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, translate, and provide administrative support as needed.

Family STEAM Nights- Family and community engagement; collaborative leadership and practices for educators and administrators; extended learning time and opportunities. Student and parent engagement activities to promote STEAM (Science, Technology, ELA, Art, and Math) connections and access to curriculum for students and families. Parents/families/community members are invited to a Family Arts and Crafts Night after school where they will engage in art lessons or activities. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Classified staff will offer support in the classrooms, supervise activities, translate, and provide administrative support as needed.

Expanded and Enriched Learning Time and Opportunities-

After-school program to provide academic instruction and individualized support to students. Classroom teachers- and resident subs when needed- will offer high-dosage tutoring to students facing educational challenges in core academic subjects to help bridge the gap of achievement through additional resources and support.

Enrichment opportunities during school that expand student knowledge and enhance their skills. These include, but are not limited to, STEAM (science, technology, engineering, art, math), social-emotional learning skills, visual and performing arts, games (board games, video games, coding), arts and crafts, video and photography, sports programs (ELEVO, ASISA, school-hosted sports, district intermurals, after-school and recess/lunch PE and sports). These opportunities can be offered in the form of classes, clubs, activities, and presentations. Classified staff, under the guidance of certificated staff, support the planning and implementation of enrichment activities that emphasize real-world learning and community problem solving.

PAL- 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. The mission of the PAL program is to develop youth leaders who connect with their peers to create a caring, safe, and supportive school environment for all. Community schools will support and fund peer student leadership training and transportation for training.

Student Council- Troth Street Elementary will implement or enhance a Student Council to foster student

voice, leadership development, and civic engagement.

Student Clubs- Teens Make Health Happen is an innovative club that empowers students to use their passions to improve their well-being and tackle pressing health challenges facing their peers. The curriculum engages participants in interactive health lessons, provides ongoing resources, and supports students to lead monthly campus-wide health-promoting events. Certificated and classified staff support the implementation of the club through active supervision and support to HealthCorps, Inc. Staff.

College Readiness- Integrated Student Supports

Providing elementary students with college readiness supplies direct, practical supports that remove barriers, increase access, and promote equity—Integrated Student Supports—writing materials, supplies, and organizational tools—ensures they are equipped for success. This proactive support helps eliminate disparities early on and fosters a mindset that education beyond high school is both possible and expected. College readiness begins in elementary school with strong academic foundations. Supplies that enhance learning, such as STEM kits, folders, notebooks, and writing materials encourage strong organizational skills, note taking, academic exploration, and early preparation for rigorous coursework in later grades.

When basic needs are met through supplied supports, students are more likely to come to school and stay engaged, which in turn improves attendance and strengthens family engagement.

These resources help eliminate inequities, giving all students the tools they need to fully participate in college planning and preparation.

College Visits and Hosting

Schedule college visits through leadership programs (PALS), and host college students (Stemivate) to implement lessons at the school to promote university-preparedness learning and goal-setting. Supplies will be purchased and provided for instruction, with a focus on increased engagement. Certificated and classified staff will offer support in the classrooms, supervise activities, translate, and provide administrative support as needed.

All initiatives are guided by our SPSA data and designed to close achievement gaps, especially for English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved groups.

In addition to the Dashboard indicators, Troth Street Elementary utilizes a variety of locally collected data sources to monitor student outcomes and inform schoolwide decision-making. These include NWEA Benchmark assessments, class-level and grade-level assessments, monthly attendance data, and survey feedback from students, staff, and families.

NWEA Benchmark data provides timely insights into student learning and growth, allowing staff to make data-informed instructional adjustments. In NWEA Mathematics, 35% of students met or exceeded standards in Winter 2023–2024, increasing to 38% in Winter 2024–2025. Similarly, in NWEA ELA, the percentage of students meeting or exceeding standards rose from 33% to 39% during the same timeframe. These gains reflect the impact of focused instruction and targeted interventions.

To address Chronic Absenteeism, Troth Street monitors monthly attendance trends provided by district reports. The school's attendance committee analyzes this data regularly to identify barriers to consistent attendance and implement tailored strategies aimed at improving student attendance, especially for high-risk groups.

Troth also uses Panorama Survey results to assess school climate and student well-being. In Winter 2025, 89% of students responded favorably in the area of supportive relationships. However, only 38% reported favorable outcomes in emotion regulation. Regarding student supports and environment, 65% of students rated teacher-student relationships positively, while 44% gave favorable ratings to overall school climate. These insights are used to guide initiatives that strengthen campus culture and promote student engagement.

Finally, the school incorporates feedback from the annual Needs Assessment parent, student, and staff surveys and LCAP parent and staff surveys to identify areas of need and guide continuous improvement efforts across all stakeholder groups.

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.

Troth Street Elementary School has an established Community School Council. This council serves as a collaborative leadership team composed of students, families, school staff, and community partners. All staff members have been invited to participate, with the intentional goal of including representation from each grade level and department. This structure is designed to ensure that a wide range of perspectives and experiences are brought to the table, enabling a more holistic understanding of the site's needs, strengths, and opportunities for growth.

Alongside the development of the steering committee, Troth Street Elementary will continue to administer site-wide focus groups and surveys to capture meaningful input from families, students, and staff. These assessments will help identify priorities, inform school-wide decisions, and guide the implementation of initiatives aligned with the California Community Schools Framework. Members will meet regularly to analyze data, discuss site goals, and develop action steps that reflect the voices and interests of all stakeholders.

These efforts are part of an ongoing commitment to ensure that decision-making is inclusive and responsive to the community's needs.

Through a review of site-level data, we have gained greater insight into the composition of our school community and the groups that may need more targeted support. To ensure families are fully engaged in the life of the school, Troth Street Elementary offers interpretation and translation services for all school-wide communications, including surveys, focus groups, and committee meetings. All families, regardless of language background, are welcomed and encouraged to participate in school decision-making processes.

Troth Street Elementary remains deeply committed to fostering an inclusive, equitable school environment where every voice is heard, valued, and empowered to help shape the future of our community.

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	Outcome/Indicators you aim to improve
Strengthening school and family connection and increasing student achievement through literacy	Troth Street will implement Family Literacy classes and workshops for parents and students. Students will ELA CAASPP baseline overall not met 23-24SY-44.51% for all grades ELA CAASPP goal overall not met 24-25 SY decrease by 3% for all grades
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.)	Troth Street will participate in PBIS trainings in Cohort 3 for the 2025-2026 school year Implement restorative practices, check-in check-out, and Goal: Reduce office referrals by 10% by Spring of 2026 Goal: Reduce the chronic absenteeism rate for students by 3% by Spring 2026 Increase student favorable responses on Panorama (emotion regulation and climate) by 10%
Programs and practices that enhance and encourage student leadership and teach social-emotional skills and healthy habits	Troth Street will expand student leadership groups (e.g., PAL, Teens Make Health Happen) Provide structured time and mentorship for students to develop action plans Include student voices in school decision-making through surveys and advisory roles Goal: Increase student participation in leadership programs and clubs by 20% Increase parent/family participation in school events by 25% Improve Panorama school climate ratings by 10%

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
1. Increasing Student Achievement on CAASPP through Literacy Reduce the percentage of students scoring "Not Met" in ELA CAASPP by 3% across all grades by the end of the 2024–2025 school year.	Implement Family Literacy classes and workshops to engage both parents and students in supporting reading and language development at home and school.
2. PBIS, SEL, and Restorative Practices Reduce office referrals by 10% Decrease student chronic absenteeism rate by 3%	Participate in PBIS training as part of Cohort 3 during the 2025–2026 school year. Implement restorative practices , check-in/check-out systems, and social-emotional learning (SEL) lessons to reduce office referrals by 10% by Spring 2026 . Decrease the student chronic absenteeism rate by 3% by Spring 2026. Improve student perception data by increasing favorable responses on the Panorama survey—specifically in emotion regulation and school climate —by 10% by Spring 2026 .
3. Student Leadership Increase student participation in leadership programs and clubs by 20% Increase parent/family participation in school events by 25% Improve Panorama school climate ratings by 10%	Expand student leadership opportunities , including programs such as PAL and <i>Teens Make Health Happen</i> . Provide dedicated time and mentorship for students to develop and implement meaningful action plans. Elevate student voice by incorporating student input into school decision-making through surveys and advisory roles.

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
Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.	<p>Action Steps:</p> <ul style="list-style-type: none"> • Send monthly Community Schools updates in newsletters, calendars and emails (highlight events, wins, student stories, resources, and progress toward goals). • Offer short PD/learning segments during staff meetings or PD days on: <ul style="list-style-type: none"> ○ What Community Schools is ○ How teachers can refer students for supports ○ Examples of Integrated Supports and Family Engagement that work • Create and post a Community Schools updates in staff lounge <ul style="list-style-type: none"> ○ Event flyers and volunteer sign-ups ○ Updates from CS Advisory meetings • Share “Community Schools in Action” stories from teachers, students, or events via email, staff bulletin, or ParentSquare. <p>Measures of Progress:</p> <ul style="list-style-type: none"> • Deliver monthly CS updates at staff meetings • Increase staff awareness of CS pillars and services (measured through annual staff needs assessment) • Document at least two CS-focused PD/learning sessions annually • Increase number of staff-initiated student referrals or event collaborations <p>Collect feedback from staff on clarity and accessibility of CS-related communication/tools</p>

<p>Strengthen and sustain the Community Schools Advisory Committee by increasing engagement, representation, and leadership development among students, parents, and community members.</p>	<ul style="list-style-type: none"> • Continue to hold at least four committee meetings annually, aligned to implementation review cycles. • Improve turnout by 25% through early calendar planning, personalized invitations, and follow-up reminders. • Develop and implement a recruitment plan to invite more parent leaders (especially from ELAC, SSC, and underrepresented subgroups). • Formalize student roles on the committee (e.g., student CS liaisons or rotating student voice spotlights). • Provide brief leadership development moments (e.g., 5-minute “What is CS?” refreshers or discussion prompts) to build member understanding and capacity. • Schedule presentations or share-outs to School Site Council and ELAC to increase visibility and alignment. • Publish meeting summaries and action items to the community to build transparency and accountability. • Coordinate cross-representation by inviting ELAC and SSC members to participate in or present at Community Schools Advisory meetings. <p>Measures of Progress:</p> <ul style="list-style-type: none"> • Increase average parent/community member attendance at CS Advisory meetings by 25% • Maintain consistent student involvement (minimum 2 students per meeting) • Ensure that each CS Advisory meeting includes at least one actionable feedback opportunity • Schedule 1–2 presentations to SSC or other parent advisory groups by end-of-year • Collect pre/post surveys from advisory members to assess confidence in understanding CS pillars and decision-making role
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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):

<p>Principal School Site Staff Parent Trainings ELAC</p>
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School Site Council
SST Leadership/SPED Team
PBIS Leadership
Student Leadership (PALs/Student Council)

Troth Street is actively cultivating a culture of collaborative leadership and shared governance by building systems that meaningfully engage students, families, educators, and community partners in planning and decision-making.

As part of our broader governance structure, we formally established the Community Schools Council. This committee includes students, parents, teachers, classified staff, and community members. It meets monthly to review needs assessment data, provide input on Community Schools initiatives, and guide planning for community events.

This year, we strengthened student voice by inviting student representatives (PAL) to serve on the committee—a step that deepens authentic youth engagement in decision-making. We also began aligning the committee's work with the School Site Council (SSC) and ELAC, creating opportunities for cross-representation and shared feedback loops between groups.

Additionally, we are collaborating with Riverside University Health System (RUHS) to deliver anti-bullying assemblies to students and parents. These efforts are led collaboratively by site and district staff and support our goal of integrating restorative and trauma-informed practices into our broader student support systems.

To ensure effective planning and implementation, Troth Street will continue to allocate Community Schools funding for extended planning time outside of contract hours. This allows our educators and site leaders to thoughtfully design and improve programs, coordinate across departments, and align efforts with both SPSA goals and the four CS pillars.

As we move forward, our next steps include:

- Increasing consistent attendance and engagement at Community Schools Advisory Committee meetings
- Creating pathways for student-led presentations and peer mentorship initiatives
- Documenting and sharing outcomes of community input to ensure transparency and shared accountability

Through these layered systems of governance, Troth Street continues to build a school culture where collaboration is the norm, and all stakeholders are empowered to shape the future of their school.

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

Goal	Action Step	Measures of Progress
Sustain key Community Schools staffing positions	<ul style="list-style-type: none"> Advocate for continued TSA in site/district budget planning Identify future funding (Title I, LCAP, etc.) 	<ul style="list-style-type: none"> School board/district presentations made to justify ongoing roles
Strengthen and sustain PAL program	<ul style="list-style-type: none"> Refine course curriculum through student/staff feedback Train mentor teacher with PD and planning time Develop rubric to measure outcomes (GPA, behavior, attendance) 	<ul style="list-style-type: none"> Course remains in master schedule 90% of enrolled students complete course with passing grade Student leaders participate in at least 2 outreach events
Promote awareness and normalize access to services	<ul style="list-style-type: none"> Host mental health fair presentations at parent events Create student-led awareness campaigns around available supports Integrate wellness info into classroom & advisory settings 	<ul style="list-style-type: none"> Increase in self-referrals and wellness center visits Positive shifts in Panorama SEL domains and stigma-related survey items

Key Staff/Personnel

Jacqueline Stump	School Site Principal
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Rita Salloum	TSA Community Schools
Ana Chagolla	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.

In addition, Jurupa Unified has expanded its billing capacity to include private insurance reimbursements through CYBHI (Children and Youth Behavioral Health Initiative). This is a significant step toward sustaining and broadening access to behavioral health services beyond Medi-Cal eligibility.

Jurupa Unified plans to continue exploring 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 (artifact 11).

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

Goal	Action Step	Measures of Progress
Deepen and expand partnerships responsive to student, staff, and family needs	<ul style="list-style-type: none"> Engage with new partners including MFI Recovery Re-engage food distribution partners impacted by COVID Connect students to hands-on learning and service opportunities 	<ul style="list-style-type: none"> New MOUs or formalized collaborations with at least 3 new partners Resource fair and CS events feature 10+ agency partners annually
Strengthen coordination with existing partners	<ul style="list-style-type: none"> Maintain ongoing communication with Community Health Dental, Reach Out, RUHS and public health agencies Include partners in planning meetings and advisory conversations 	<ul style="list-style-type: none"> Increased co-location and integration of services at Troth Street Elementary

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Increase visibility and accessibility of partner supports to families	<ul style="list-style-type: none"> • Promote partner services at Back-to-School Night, and family engagement events • Ensure culturally and linguistically accessible promotion materials 	<ul style="list-style-type: none"> • Measurable increase in parent participation and awareness through surveys • Services accessed by a wider range of families, including newcomers and non-English speakers

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:

Troth Street Elementary, in partnership with Jurupa Unified School District (JUSD), has developed a strong, evolving network of community partnerships to support the academic, physical, and emotional well-being of students and families. These partnerships reflect the district's long-standing commitment to the four pillars of the Community Schools Framework: **Integrated Student Supports, Expanded Learning Time and Opportunities, Family and Community Engagement, and Collaborative Leadership and Practice.**

Districtwide and Longstanding Partnerships

JUSD maintains deep-rooted partnerships with organizations such as the Healthy Jurupa Valley Collaborative, Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Services Act (MHSA) Prevention and Early Intervention Collaborative. District leaders have also participated on the boards of the Riverside County Behavioral Health Commission, Children's Commission, Riverside Community Health Foundation, and various Federally Qualified Health Centers (FQHCs), helping to build a broad, responsive network of services for students and families.

These longstanding relationships support core services at JVHS:

- **Riverside University Health System – Behavioral Health (RUHS-BH):**
 - EPSDT billing partner for school-based mental health services
 - Suicide prevention training and CBITS intervention (MHSA-funded)
 - RUHS Public Health Mobile Unit provides immunizations and preventive health screenings at school sites
- **Federally Qualified Health Centers (FQHCs):**

- *Community Health Systems*: Mobile medical care and integrated behavioral health services
- *Neighborhood Healthcare*: Dental mobile unit serving all campuses and preschool screenings
- Future plans include reopening a co-located student health clinic at a modernized JUSD school site
- **California Baptist University:**
 - Graduate intern provider for school-based counseling
 - Partner in Federal School-Based Mental Health Grant, supporting dual enrollment and mental health career pathways
 - Partnership includes Riverside COE, Beaumont USD, and Moreno Valley USD
- **First 5 Riverside:**
 - Supports home visitation programs and family engagement services across JUSD
- **Youth Enrichment Services, Wylie Center, Tessie Cleveland, Alma Family Services, Operation SafeHouse, and MFI (My Family Inc.):**
 - Support students and families with clothing, hygiene items, trauma-informed mental health services, and parenting classes
- **Vision and Health Services:**
 - *Vision to Learn, America's Best Eyeglasses, Lions for Sight* (returning post-pandemic)
- **Food Access and Faith-Based Partners:**
 - Rebuilding food distribution partnerships post-pandemic through faith-based and nonprofit organizations
- **Civic and Legislative Partners:**
 - Congressman Mark Takano, Senator Richard Roth, and Assemblymember Sabrina Cervantes regularly support school-based community events such as citizenship workshops, resource fairs, and COVID-19 vaccine clinics

New and Expanding Partnerships at Troth Street Elementary

- **TODEC Legal Center:**
Provides *Know Your Rights* immigration presentations and advocacy workshops for families, expanding access to culturally relevant legal information for our predominantly Latino community.
- **Reach Out:**
Community health education partner presenting workshops on topics such as **Narcane use**, substance abuse prevention, and mental health, as part of parent engagement nights.

- **IEHP Health Navigators:**
Support families in navigating Medi-Cal, health coverage, and access to care. IEHP attends major school events and conducts direct outreach.
- **HealthCorps:**
A peer-led student wellness program embedded in the school day, focused on nutrition, mental health, and physical activity. HealthCorps students participate in schoolwide campaigns and leadership events.
- **Friday Night Live (FNL):**
A student-led leadership group promoting healthy choices, drug-free lifestyles, and community involvement through weekly projects.
- **National Alliance on Mental Illness (NAMI):**
A partnership currently being explored to bring peer-based mental health education and support Troth Street students and families.
- **Machado Family Giving** charitable foundation that provides children with the essentials they need to feel supported and confident for a positive and enriched future.

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