

VAN BUREN ELEMENTARY 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 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. Staffing and Sustainability
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

Van Buren Elementary School, Kimberly Lambert, 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, and Understanding

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?"

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 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 (Relationship Focus)
2. Collective Priorities: Setting Goals and Taking Action
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:

Van Buren Elementary school continues to strengthen its role as a community-centered school by deepening shared understanding and commitment to the Community Schools approach. Entering Year 4 our school has shifted from introduction and awareness to sustainability and capacity building.

, embracing an asset-based, strengths-driven approach, and awareness and communication. Through inclusive engagement, culturally responsive initiatives, multi-tiered student support systems, and ongoing communication and transparency, we are demonstrating a shared understanding and commitment to the Community Schools model.

1. **Building Racially Just Relationship-Centered Spaces.**

- We have embedded restorative practices into our school culture, opportunities for staff and students to engage in community/restorative circles to foster trust and conflict resolution.
 - Community/Restorative circles provide students with structured opportunities to express themselves, build empathy, and strengthen peer and teacher connections.
 - Van Buren's bilingual flyers ensures linguistic and cultural inclusivity, making all families feel valued, informed, and engaged.
 - PBIS (Positive Behavioral Interventions and Supports) promotes proactive behavior strategies that create a safe, inclusive school climate. This aligns with the restorative approach embedded in community schools, ensuring equity in discipline and fostering positive student relationships.
- 2. Expanding Shared Power & Decision Making.**
- Van Buren is developing by laws for its Community School Council, providing families and staff with a structured platform to give input on the implementation plan and needs assessment.
 - Parent groups like Eagle Moms and Rockin' Dads actively contribute to school initiatives, reinforcing shared leadership and family-family school collaboration.
 - Community Schools Teacher Implementing community and restorative circles, students engage in dialogue, conflict resolution, and social emotional learning, reinforcing their role in school decision-making and accountability.
 - Monthly Parent Appreciation Coffee events offer a space to connect and recognize families.
 - TSA greets students and families every morning conducting informal check-ins that help build trust and ensure families feel welcomed, heard and supported.
- 3. Strengthening Classroom Community Connections.**
- Family events such as El Dia del Nino serve as bridges between home, school and the community, ensuring that students' cultural identities are celebrated and integrated into their learning experiences.
 - We have worked closely with Education Services and Pupil Services to integrate mental health and social work support ensuring families receive the resources they need.
 - Van Buren sends out weekly memos to families highlighting school events like Literacy Night, STEM Night, cultural showcases fostering home-school partnerships and deeper classroom engagement.
 - Van Buren hosted STEM & Literacy nights. STEM nights provide hands-on learning experiences that connect academic subjects with real world applications and family involvement. Literacy nights encourage family reading practices in interactive problem-solving activities, strengthening home-school connections.
- 4. Continuous Improvement Through Professional Development.**
- Staff members engage in ongoing training on equity, trauma-informed practices, and culturally relevant instruction to foster an inclusive and student centered school climate.
 - a. The Community Schools TSA will participate in all staff meetings and on-site professional development sessions and will collaborate with administration to co-facilitate at least one voluntary professional development session each trimester related to community & restorative practices, or equity.
- 5. Supporting Chronic Absenteeism Reduction**
- Use attendance data to identify students with chronic absenteeism and conduct regular check-in with students and families to understand barriers to attendance.
- Parent Academy will offer sessions on the importance of attendance and how it impacts student success. Offer sessions on time management, family support services.
 - Recognize and celebrate improved attendance through assemblies, certificates, or positive shout outs.
 - Use the Wellness Room to provide a safe space for students who may be experiencing anxiety or social challenges.
 - Use the Community Schools Newsletter to share success stories and resources.

These efforts support SPSA Goal 3: Increase family engagement and improve school climate by ensuring a

shared vision and inclusive communication practices across the school community.

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.

Van Buren utilizes the following surveys:

- Local Control Accountability Plan - LCAP, survey is administered to students, parents, and educators annually to help inform the development of the Single School Plan for Student Achievement and District Level LCAP.

- The Panorama survey is held twice a year. The Panorama platform promotes a positive school climate by collecting valid and reliable feedback regarding belonging and teacher-student relationships, to engagement and school safety.

- Needs Assessment surveys are administered to parents, teachers, and students. These surveys are a vital tool in identifying the strengths, challenges, and needs across our school community.

By gathering direct input from each stakeholder group, we gain valuable insight into areas such as academic support, mental health and wellness, school safety, family engagement, enrichment opportunities, and overall school climate. The data collected informs our decision-making process, guiding resource allocation, the design of student supports, family engagement strategies, and professional development for staff. This collaborative driven approach helps us align our efforts with the most pressing needs of our students, families and educators, ensuring that our community model is both effective and inclusive.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that occurs every other year. It is administered to students in sixth grade. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

Focus Groups: Each site has school based advisory groups, School Site Council, Community Schools Council, English Language Advisory Council. They are utilized as respective focus groups on the site to inform decision making and the development of the SPSA. Community Schools Cohort II will conduct additional focus groups with school communities to further inform the greater school communities through the lens of community schools.

Community Partner Engagement: Van Buren partners with “Vision to Learn” which provides eye exams and glasses to students. Parents are also encouraged to visit the District Lions Club for a free vision screening and recycled glasses.

Additionally, collaborative efforts with Neighborhood Healthcare have enabled the expansion of school-based dental services through the utilization of a mobile unit. The engagement with these community partners enhances our ability to provide comprehensive support services.

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
Expanded and Enriched Learning Time-During School (learning pathways, differentiated instruction, lab times, etc. and	Expanded Learning Opportunities (ELO) Implementation Framework

After School (times/ services)

*This was crafted in direct response to the identified needs highlighted in the needs assessment. By centering our efforts on fostering student cultural diversity and well-being, the school exemplified its dedication to tackling crucial issues within the school community. Furthermore, we leveraged the insights obtained from the Needs and Assessment to guide and shape our decision-making processes effectively.

There is a clear need to expand and strengthen Extended Learning Opportunities (ELO) that support academic growth and to strengthen daily instructional programs in alignment with Community School and SPSA goals.

Van Buren Elementary will expand the strategic use of Instructional Aides to enhance access to differentiated, targeted instruction during the school day.

24.7% of students report needing help with schoolwork.

59% are interested in enrichment programs such as sports, arts, STEM, tutoring, and leadership.

Based on the VB Student Needs Assessment only 15% of students participated.

Academic Focus & Support Programming

Coordinate targeted support (e.g., tutoring, homework clubs, literacy/math bootcamps) focused on closing ELA and math learning gaps.

Enrichment & Engagement Activities

Offer enrichment programs such as robotics, dance, music, art, coding, gardening, book clubs and leadership such as PALS to build student belonging and creativity.

Strategic Partnerships

Partner with Expanded Learning Providers, Instructional Services, and community organizations to co-design meaningful after-school and intersession programs, (e.g. **Sports Coaches to Strengthen Positive Play and School Climate**).

Student Identification & Needs Assessment

Collaborate with site leaders and teachers to pinpoint students needing academic intervention using assessment data and classroom performance.

Scheduling & Planning

Develop a trimester-based ELO schedule informed by NWEA and other relevant performance data.

ELD Focus Groups

Support Designated and Integrated ELD by reinforcing vocabulary, scaffolds, and academic language.

Target support for English Learners in small-group formats.

Resource Mapping & Staff Alignment

Identify and map current ELO resources and staff interest across campus and community (e.g., tutoring, clubs, sports, arts, STEM, PALS leadership).

Targeted Instructional Aide Deployment to Strengthen Core Instruction

To enhance instructional quality and align with Community Schools and SPSA goals, Van Buren Elementary will implement a targeted support model using Instructional Aides during the instructional day.

Key Initiatives & Support Areas:

Walk-to-Read Support

Facilitate small-group phonics and comprehension instruction during the ELA block.

Provide Tier 1 and Tier 2 differentiated instruction aligned with core programs (e.g., UFLI, SIPPS).

Diversity Library

The Wellness Room will have a diversity library as a resource for cultural celebrations, heritage months or community events. It will provide access to bilingual and culturally relevant books and in various formats (large print, graphic novels) that reflect their

	<p>experiences making reading meaningful and engaging.</p> <p>ELD (K-2) Focus Groups Support ELD students by reinforcing vocabulary, scaffolds, and academic language. Target support for English Learners in small-group formats.</p> <p>Student Peer Leadership PALs academy is in progress. VB has recruited 10 students who are working towards their diploma. Meetings are weekly for an hour.</p> <p>Social- Emotional Support Outdoor Restorative Practices through Structured activities. Provide structured social-emotional support during recess, empowering students to navigate social challenges, resolve conflicts, foster friendships, and help them build essential life skills.</p> <p>Tier II - Behavior Support</p> <ul style="list-style-type: none"> ● CICO Facilitate and Support Tier II Increase from 1 student to 6 students in the check-in/check-out support. <p>Literacy Enrichment Initiative: One School, One Book ~ Literacy Nights To strengthen school-wide literacy, family engagement, and student motivation, Van Buren Elementary will launch a One School, One Book initiative.</p> <ul style="list-style-type: none"> ● All students and families will participate in a shared reading experience centered around a high-quality, culturally relevant novel. ● Activities will include classroom discussions, family engagement nights, art projects, and school-wide literacy events that connect to the selected book's themes. ● The initiative will reinforce reading habits, build community connections, and support differentiated literacy pathways as part of our Expanded Learning Opportunities (ELO) framework.
<p>Social- Emotional Support</p>	<p>Panorama:</p> <hr/>

<p>Provide structured social-emotional support during recess, empowering students to navigate social challenges, resolve conflicts, foster friendships, and help them build essential life skills to increase safety on campus and promote positive culture and climate.</p>	<p>Needs Assessment 2024/25 65% positive (78 responses) Goal: Increase positive responses to 75%</p> <p>Q data: Number of referrals for conflict in 2024/2025 _____. Goal: decrease to _____</p>
<p>Collaborative Leadership Practices- Teacher Leadership Development and Opportunities</p> <p>During Year 2, there have been early steps toward teacher involvement and collaboration through the Community Schools model, but deeper and more consistent leadership development opportunities for teachers are still in progress.</p> <p>Only 28% of staff surveyed indicated awareness or understanding regarding the Community Schools model. This highlights the need for clearer communication, greater visibility of teacher voice, and more intentional opportunities for staff to lead, co-own, and actively participate in programs and strategies.</p> <p>Currently only site admin and Community Schools TSA are trained in community/restorative practices.</p>	<p>Teacher leadership involvement is limited. Van Buren will: Establish clearer pathways for teachers to participate and contribute to schoolwide strategies.</p> <p>Collaborated with grade-level teachers to align TEA Time and wellness activities with social emotional goals.</p> <p>Facilitate and collaborate with partners and teacher participation in planning and leading after-school activities like Literacy and STEM nights, Tutoring Homework Club, Family Cultural events.</p> <p>Currently all Transitional-Kindergartners through 6th grade classes participate in 1 community/restorative circle a month.</p> <p>To ensure effective application of community school practices, Van Buren Elementary will provide structured release time and/or hourly compensation for teachers to engage in professional learning, collaborative planning, and reflective practice aligned to Community Schools goals. Release time and/or extra hourly compensation will support: Professional development in trauma-informed practices, restorative practices, and culturally responsive instruction.</p> <p>Teacher collaboration to integrate SEL strategies, community-building activities, and enrichment programming into core instruction.</p> <p>TSA will support administration and the attendance team to organize regular meetings with families to</p>

	<p>understand the root of absenteeism and offer/provide personalized support plans for families facing barriers like transportation, health issues, or language challenges.</p>
<p>Community and Family Engagement- Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach).\</p> <p>Based on the Community Schools Needs Assessment, 78% of families who responded indicated that communication between home and school is effective. However, only 18% of the total family population participated in the survey, indicating a need for broader engagement and outreach. Similarly, the LCAP survey showed a 35% participation rate, with 95.1% of respondents expressing a favorable view of school communication. These findings highlight the importance of maintaining strong communication practices while expanding efforts to ensure more families are informed, engaged, and heard.</p>	<p>Promoting Engagement Through Clear, Consistent, and Collaborative Communication</p> <p>Strengthen and strategically promote existing communication systems (newsletters, website updates, Remind/ClassDojo, social media) to ensure consistent, accessible, and visible messaging for families and staff.</p> <p>Implement strategies to increase family participation in existing surveys, such as the LCAP and Community Schools surveys, to more accurately measure progress and gather meaningful feedback.</p> <p>Highlight and share effective communication strategies used by classroom teachers, while working collaboratively with both teachers and families to enhance communication practices that strengthen home-to-school partnerships.</p> <p>Promote future family survey participation through multilingual outreach aiming for at least 30% response rate.</p> <p>Family Academy</p> <p>Host classes to Support Family Engagement and Student Learning. Site administration and the TSA will develop and implement a schedule of parent/caregiver workshops designed to increase understanding of the school system and promote student success at home. Outside providers will be invited to facilitate classes in areas such as financial literacy, health, social-media, nutrition and community resources. We will also offer the following parent classes: Family literacy classes/workshops supporting literacy at home (w/ LST support): Workshops supporting math at home (w/ MST support)/</p>

	<p>TSA will reach out to families, to invite them to participate in the parent academy. Through collaboration with administration and teacher, students will be selected based on NWEA data, and teacher recommendation.</p> <p>To Improve Student Belonging and Connection. Facilitate structured activities 2–3 days a week that build peer-to-peer connections and support self-regulation, both in the Eagle Wellness Room and during supervised outdoor settings.</p> <p>Literacy & STEM Family Nights</p> <p>Families will read a selected book over the course of 4 weeks. At the end of the four weeks, a culminating STEM night will be held, where families can participate in hands-on activities. There will be 3 Literacy & STEM Nights per school year.</p>
<p>Supporting Chronic Absenteeism Reduction Use attendance data to identify students with chronic absenteeism and conduct regular check-in with students and families to understand barriers to attendance.</p> <ul style="list-style-type: none"> • Parent Academy will offer sessions on the importance of attendance and how it impacts student success. Offer sessions on time management, family support services. • Recognize and celebrate improved attendance through assemblies, certificates, or positive shout outs. • Use the Wellness Room to provide a safe space for students who may be experiencing anxiety or social challenges. • Use the Community Schools Newsletter to share success stories and resources. 	<p>2022/2023 Chronically absent : 30.9%</p> <p>2023/2024 Chronically absent : 23%</p> <p>2024/2025 Students with disabilities were 22.25% chronically absent.</p> <p><u>Expected Outcome for 2025/2026 :</u></p> <p>Reduce from 20.8 to 17%.</p> <p>Expected outcome for 2025/2026 for students with disabilities: Reduce from 22.35% to 19% (goal pending until attendance meeting).</p>

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort. At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase participation in our Community School Council involving classified, certificated and administration from 4 members to 6 members to attend four community schools council meetings per school year.	<ul style="list-style-type: none"> • Personal outreach and invitation by identifying potential members who have shown interest in community involvement or leadership. • Communicating awareness about the Community School initiative. • Personal telephone calls to remind parents of Community School Council Meetings.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At our community school, the system of shared governance is built around inclusive, collaborative leadership that brings together school staff, families and community partners to inform decision making and support student success.

- Site Leadership Structure: Principal and TSA who co-lead the implementation of the Community Schools model oversee alignment of academic focus and enrichment programming.
- Community Schools leadership team made up of administration, Admin. TSA, TSA, ambassador, parents, and teachers monitor and evaluate whole child strategies.
- TSA attends Parent Advisory Groups (SSC, ELAC) that meet regularly to give input on school priorities, funding and family engagement efforts.
- TSA will attend monthly leadership meetings that are calendared to ensure regular input and accountability.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignments 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.

Our school works intentionally to align the Community Schools Implementation Plan with existing school wide initiatives, including the SPSA, LCAP goals, and Panorama Survey outcomes. Community Schools strategies are embedded into our overall vision and support academic focus & growth, family engagement and whole child development.

Site Level Goals and Measures of Progress

Goals	Action Steps
Align Community Schools strategies with SPSA/LCAP	Participate in SPSA planning meetings and ensure CS priorities are reflected in action items and funding
Use data consistently to inform planning	Incorporate Panorama, attendance, and discipline data into site-level decision-making.
Build coherence across programs	Schedule joint planning sessions with academic, wellness, and family engagement teams.

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.

To ensure our Community Schools work continues to grow and succeed, we are committed to hiring the right staff, supporting their sustainability, and building leadership from within our school and community. This helps us create consistent, long-term support for families.

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire and maintain appropriate staffing to support the community schools framework.	Mental Health staff (Hired by PICO).
Build sustainability of mental health staff through EPSDT (Early Periodic Screening, Diagnostic Treatment) or other billing.	Present at Community Schools Council meetings, SSC, ELAC and school events on available services to reduce stigma for mental health services and increase EPSDT referrals.

Key Staff/Personnel

Kimberly Lambert	Principal
Elizabeth Wells	Teacher on Special Assignment - Admin. Support
Monica Balbuena	Community Schools TSA
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator, Community Schools
Laura Rubio	Behavioral Health Associate

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

Our district is actively working to make mental health and wellness support sustainable beyond our current grants by partnering with Riverside University Health, expanding billing options like EPSDT, and exploring long-term funding through CalAIM and other providers. These efforts ensure that services at our school will continue well into the future.

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

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding.
 - a. Under CalAIM services are now reimbursable for case management services.
2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System - Behavioral Health.
 - a. This may lead to Jurupa Unified becoming a contract provider for these services.
3. Co-locate services offered by Federally Qualified Health Centers: - FQs
 - a. Jurupa Unified has in the past operated an intermittent health clinic at one of its school sites

which will be reopened utilizing two different partners pending agreement finalization of the new facility construction as part of that site's modernization. Negotiations are in place to also co-locate behavioral health services from one of our FQs.

Jurupa Unified plans to explore the following funding streams

4. **Managed Care Plans.** With CalAIM and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
5. **Private Insurance:** We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the need of its existing Medi-Cal based and uninsured referrals. Community Schools Funding would accelerate this work by increasing the mental health workforce to meet current needs.
6. **Mental Health Pathways:** Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan.

Strategy 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.

We are working to build and strengthen partnerships with local organizations that can support our students and families through wellness services, learning opportunities, and community resources. By expanding who we work with and how we do it, we ensure our school remains connected to the wider community and responsive to real needs.

Site Level Goals and Measures of Progress

Goals

Action Steps

Explore new partnerships

- Community School TSA will reach out to form and engage community, organizations on academic focus & support, arts, nutrition, and wellness (e.g. libraries, UC Riverside, nonprofit agencies) to support student and family programming.
- Engage with current and new partners at the Community Schools Network Meeting.

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:

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

Current Partnerships

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

RUHS Public Health Mobile Unit provides immunizations and preventive health screenings at school sites (<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.

We are committed to providing high-quality professional learning that builds our staff's

capacity to support the whole child. This includes training in trauma-informed care, restorative practices, equity and inclusion. Through ongoing learning, we aim to create a supportive and culturally responsive school environment for all students.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase all staff capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning to reduce inequitable outcomes (as measured by self-reporting, attendance, academics, discipline data).	<ul style="list-style-type: none"> • Offer PD in Restorative Practices to all staff. • Offer PD Trauma informed training for school staff. • Support Positive Behavior Intervention system site. • Attend Peer Assistance Leadership (PAL) Advis Training, with student leadership coordinator and the admin team.

Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners. Increasing and improving communication and developing a culture of exceptional customer service.	<ul style="list-style-type: none"> • Increase the availability and times that Parent Engagement Leadership Initiative is offered to the community. • Schedule and offer Systems of Support training for all staff groups to increase awareness of support services available to students, families, and community.
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Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency. Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Foster cultural awareness and inclusivity	

	<ul style="list-style-type: none"> • Offer training to enhance cultural awareness and promote inclusivity among staff and students.
Support long term English Language Learners	<ul style="list-style-type: none"> • Multilingual Education provides professional development. • Support for English learners and recently arrived families.
Provide presentations to classroom and to address school / community needs	<ul style="list-style-type: none"> • Survey students regarding connectedness • Create a menu of options with staff to support classroom, school, and community needs. <ul style="list-style-type: none"> • Culturally relevant teaching strategies and resources. • Academic Clubs, tutoring, or mentorship programs that bridge school and community resources. • Peer support programs to promote positive relationships. • Workshops on supporting learning at home and accessing community resources.
Provide training to address mental health stigma	<ul style="list-style-type: none"> • Offer key staff members training 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	Outcomes/Indicators
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Schedule ongoing focus groups with all advisory committees previously mentioned	Calendar meetings Review the implementation to continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey data	Meet with administration to review data and use it to set g	Survey (Panorama, LCAP, Community Schools Needs) results Survey completion percentage

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