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 in meeting the requirement to submit 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 implementing 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 collaborate with community partners, including families and caregivers, staff, students, district leaders, and inter-agency representatives, 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 requires you to focus on the critical processes that each school and LEA must develop to execute the community school vision and achieve the desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

Those applying will submit the Implementation Plan to CDE as part of the Cohort 3 Implementation Grant. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school serves pre-Kindergarten through high school students through a "whole-child" approach, focusing on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and asset-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; 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 will allow healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to asset-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. It is best used as a side-by-side companion document as grantees complete this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

West Riverside Elementary School, Paolo Lopez, Principal

Phone: (951) 222-7759

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 school's work:

At West Riverside Elementary, being a Community School is not just a programmatic shift; it's a commitment to a deeper, more meaningful way of serving our students, families, and community. The Community Schools' overarching values seamlessly align with who we are and who we are striving to become: a school that prioritizes racially just, relationship-centered spaces, fosters shared power, builds classroom-community connections, and engages in continuous improvement across academic, social, and emotional dimensions.

Shared Commitment to the Whole Child

Our school community understands that academic success is deeply connected to social-emotional well-being, family engagement, and equitable access to opportunity. Through our developing Multi-Tiered System of Support (MTSS), we have already laid the groundwork for whole-child supports:

- Tier 1 SEL practices such as kindness initiatives, grade-level presentations, restorative practices, and structured recess foster inclusive, emotionally safe spaces where every child feels seen and valued.

- Tier 2 supports, such as CICO, Dinosaur School, and SSTs, ensure that students who need more targeted help receive support with dignity and care.

These systems reflect a collective belief that every student can thrive when they feel safe, connected, and understood. The current data reflects a

Racially Just and Relationship-Centered Spaces

We are building a culture centered on relationships, where staff, students, and families co-create a community founded on respect and empathy. From our calming corners and restorative circles to family presentations and anti-bullying assemblies, we are creating spaces that honor each student's identity, story, and voice. Our PALs program, for example, empowers student leaders to uplift and support their peers, reinforcing that every child has something valuable to offer.

Shared Power and Classroom-Community Connections

At the heart of our transition to a Community School is a sincere belief in shared power. We engage families through community events in the fall, winter, and spring. Furthermore, events like Literacy Nights, STEAM Nights, parent workshops, and student success celebrations, parents come not just as participants but as partners. We are working toward more inclusive decision-making structures that uplift parent and community voices and ensure that our work reflects the lived experiences and hopes of our families.

In the classroom, academic supports and enrichment opportunities like ELO, newcomer workshops and supports, VAPA, sports clinics, intramural sports, and math and literacy nights reflect the strong connection between in-school learning and community engagement. These experiences help bridge classroom learning with learning at home and in the community.

Focus on Continuous Improvement

The Community Schools model challenges us to move beyond one-time solutions and embrace a mindset of reflection, adaptation, and growth. We use data, stakeholder feedback, and student voice to guide our actions, from refining SEL strategies to improving attendance through targeted Tier 2 interventions such as check-in/check-out (CICO), home visits, and personalized support.

We celebrate progress, as seen in our attendance improvement recognitions, while always striving to do better for the students we serve. We understand that transformation doesn't happen overnight, but it happens through consistent, intentional collaboration.

As a Community School, West Riverside is not just adding "one more thing." We are deepening the work we're already doing, aligning our efforts to reflect the values that matter most: justice, connection, shared responsibility, and growth. This journey is about creating a school that is not just in the community, but of the community.

Goal	Data Point	Identified Need	CS Strategy	CS TSA Action Steps	Year 4 Goals
SPSA Goal 3: All students will feel connected to their school community **Community Schools Goal 1** **Social Emotional Wellness (Sense of Belonging)** By **May 2026**, increase the percentage of students who report a strong sense of belonging from **45% to 65%** on the district **Culture and Climate Survey**, with a targeted focus on **English Learners (ELs), special education,** and **socioeconomically disadvantaged (SED)** students.	Panorama data show that 55% of students report having a sense of belonging. 60% of students feel safe at school. LCAP data show that 56% of students report needing help regulating their emotions. The CS Needs Assessment indicates that 46.5% of students report having no one to talk to.	**Enhancing Sense of Belonging:** 45% of students feel disconnected from their school community, which can negatively impact their academic performance and overall well-being. **Improving Emotional Regulation:** 56% of students struggle to manage their emotions, which affects their behavior, relationships, and learning outcomes.	-Support teachers in using Calming Corners with fidelity. - Continue using schoolwide restorative practices & anti-bullying curriculum. Keep training PAL (Peer Assistance and Leadership) students to develop their leadership skills. **Implementation of Tiered Supports:** Ensure that 100% of identified at-risk chronic absenteeism students receive appropriate tiered two interventions (Daily Check-ins) -	- -Support Restorative Circles in 26 classrooms. -Conduct workshops for parents to equip them with tools to support their children's emotional development at home. -Provide teachers with Social-Emotional Learning (SEL) using the 2nd Step Curriculum. -Survey students, parents, and teachers to identify areas of interest and potential enrichment opportunities. -Implement anti-bullying programs, promote social-emotional learning (SEL), and create safe spaces for students to engage in open discussions	-Increase the percentage of students who report feeling a sense of belonging at school by 3% by the end of the 2026 academic year, as shown in the LCAP responses -Reduce the number of students reporting difficulties with emotional regulation by 3% by June 2026.

SPSA Goal 3: All students will feel connected to their school community **Community School Goal 2:** **Attendance and Engagement:** By May 2026, English Learners (ELs) and students in special education will reduce chronic absenteeism rates by 10%, promoting stronger school engagement and consistent attendance.	<u>CA Dashboard</u> 2024-2025 is Overall Attendance Rate for 2024-2025 Out of 677 students 30.1 % were chronically absent. Out of 84 Students with disabilities, 36.9% were chronically absent, increasing by 5.7 % and falling in the Red category. Of 641 Hispanic students, 29.5% were chronically absent, down 2.9%, and in the Orange category. The number of English Learners designated as having chronic absenteeism decreased by 6.1 %	-Tier 1 and Tier 2 structures must provide escalating levels of support tailored to each student's needs. -	-Support the Attendance CICO with 20 students. -Support classroom teachers by modeling Tier 1 support, such as restorative circles practices Early Identification and Support Use data to quickly identify students with attendance issues and provide targeted interventions such as counseling, mentoring, or home visits. Monthly Attendance Team Meetings to analyze attendance data, identify trends, and develop strategies to support students with chronic absenteeism.	-Create a Wellness and Reflection room that encourages students to attend school consistently and maintain positive behavior -Facilitate training for staff in restorative practices and calming corners. -Met with 120 families to share resources and find ways to help their kids come to school. -Created a home visit system to encourage families and students to attend school. -Made 84 calls to families to check if they needed support with transportation or basic resources. -	Overall Attendance Rate for 2025-2026 Out of 677 students 27.1 % are chronically absent. Out of 84 Students with disabilities, 33.9% are chronically absent, decreasing by 3 % and falling in the Orange category. Of 641 Hispanic students, 26.5% are chronically absent, down 3%, and in the Orange category. The number of English Learners designated as having chronic absenteeism decreased by 3%.

Goal 1: All students will be college and career-ready. **Community School Goal 3:** **Academic Achievement** – Reading: By May 2026, English Learners (ELs) will demonstrate a 10% increase in reading proficiency as measured by NWEA benchmark assessments.	<u>CA Dashboard</u> ELL students scored 104.7 points below the standard in ELA and 115.7 points below the standard in Math. Spring Data for the NWEA Reading Achievement 204-2025 show that, of 434 students tested, 55% were in the 1st-20th percentile, 18% in the 21st, 16% in the 41st, 9% in the 61st, and 2% in the 80th. The Spring NWEA Data for Math shows that out of 584 students who were tested, 48% were in the 1st-20th percentile, 21% were in the 21st percentile, 17% were in the 41st percentile, 10% were in the 61st percentile, and 4% were in the 80th percentile.	-Improve English Vocabulary and reading comprehension skills. -improve foundational skills	Enrich academic interventions, support ELO. -Host parent classes to share strategies for fostering reading comprehension and vocabulary development at home. -Participate in Wednesday's collaborative meetings to help identify ELLs at risk and share strategies to help them. Use Community Schools funding to purchase ELO (Extended Learning Opportunity) curriculum to strengthen academic support for students, particularly those who struggle academically or face language barriers.	-Lead family literacy & math classes -Collaborate with teachers to identify targeted ELO students -Create an action plan for each EL student who is below the benchmark on the NWEA Language Arts and Math -Offer additional time and resources outside of regular class hours to practice language arts and math skills. ELO Test Prep ELO We provide targeted intervention sessions to build essential skills for state assessments. -Small Group Instruction: In our classrooms, teachers utilize small-group rotations in ELA. This method enables targeted, data-driven instruction that meets students' diverse needs, supporting	-Improve ELLs' reading scores by at least 10% on benchmark assessments by the end of the academic year -Improve ELLs' math skills by at least 3 % on benchmark assessments by the end of the academic year.

| | | | | those who may be struggling while also offering challenges for advanced learners.

-Progress Monitoring: teachers regularly monitor student progress through benchmark assessments, formative checks, and detailed data analysis. This proactive approach enables us to adjust interventions in real time, responding to each student's specific needs to support optimal growth.

-Summer School Programs: To combat learning loss and provide enrichment opportunities, we offer engaging summer learning programs focused on developing literacy, | |
| --- | --- | --- | --- | --- | --- |

SPSA Goal 1: All students will be college and career-ready. **Family Engagement Opportunity** The school is committed to enhancing family engagement to better support college and career readiness for all students.	<u>LCAP Data</u> 18% of parents reported rarely feeling included in decision-making, and 28% sometimes feel included. <u>Community Schools Family Needs Assessment,</u> when asked. On a scale of 1-4, how well do you think the school supports your child's academic needs? 51% responded favorably. -How safe does your child feel at school? 45% responded favorably. -How effective is the school's communication with you regarding events, services, and opportunities? 54 %responded favorably	Many parents report that they "Rarely" or "Sometimes" feel included in decision-making processes at their child's school. This suggests a need for more robust and consistent family engagement opportunities that foster inclusion and voice in school decision-making. -A need for enhanced academic support, particularly for students who may be struggling, including English Language Learners (ELLs) or students with learning challenges. -Safety is a fundamental aspect of a successful learning environment. Students who don't feel safe may struggle academically and socially. -Unclear communication can lead to disengagement, missed opportunities, and a lack of alignment between the school and home.	Increase family engagement in attendance-related activities by 3%, as measured by participation in meetings, workshops, and intervention plans. Daily Meet-and-Greet morning sessions are held to strengthen relationships between the school and parents. Supporting the Parent Language and Leadership Institute, which provides resources for parents to learn English and equips them with the tools to develop their leadership skills. -Weekly one-on-one interviews to evaluate our current family and school communication system. -Family Engagement Events with Community Partners: The school has hosted numerous Improve the consistency, clarity, and	-Host quarterly parent forums or focus groups to gather input and understand barriers to participation. -Provide workshops that empower parents to take active roles in school governance and advocacy. Provide Zoom parent classes and meetings.. Multiple Modes of Communication About Resources: To ensure families are aware of available resources, the school uses multiple outreach channels, including flyers, social media, and in-person events. -Family Academic Events:** Our school hosts a variety of enriching events, including Literacy Night, Math Night, and STEAM Nights. These	-Increase the percentage of parents who report feeling "Often" or "Always" included in school decision-making by 3% -Offer at least three leadership workshops with 75% positive participant feedback. -Increase the % of parents feeling the school supports their child's academic needs favorably to 76% -Increase the % of parents' responses feeling their child feels safe at school to 75% -Increase the % of parents' responses feeling school communicates effectively to 80%

			accessibility of communication between the school and families.	events actively involve families in hands-on activities that reinforce classroom learning	

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 a 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

West Riverside is committed to advancing educational outcomes for historically underserved student populations, including English Learners and students from socioeconomically disadvantaged backgrounds. The school aims to cultivate meaningful student engagement, foster an inclusive learning environment, build strong interpersonal relationships, support social-emotional development, and promote equity through culturally responsive instructional practices.

Goals	SPSA Goal	CS Pillar	Baseline Data	Anticipated Outcomes
Improve student attendance; reduce chronic absenteeism	Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports Family and Community Engagement	**Chronic Absenteeism Indicator:** All students: 30.1 % English Learners: 21.1%	**Chronic Absenteeism Indicator:** All students: 15.1 % English Learners: 10.1 %

			Socioeconomically Disadvantaged: 31.7%	Socioeconomically Disadvantaged: 15.7%
Action Steps				
	● **Support Attendance Team Meetings:** Regularly convene attendance team meetings to address attendance-related issues and concerns collaboratively. ● **Implement Attendance Motivation:** Develop activities and implement attendance strategies, such as assemblies and STEAM initiatives, to encourage student participation. ● **Support Check-Ins and Check-Outs: CICO with target students** ● **Facilitate Student Engagement: Offer a range of opportunities to foster a sense of belonging and**commitment to the school.			
Increase English Language Learners' academic performance.	Goal 1: All students will be college and career-ready. Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.	Integrated Student Supports Extended Learning Time and Opportunities Family and Community Engagement	**English Language Arts:** 104 points below standard **Math:** 115.7 points below standard **English Learner Progress**: 48.8% making progress	**English Language Arts:** 61.5 points below standard **Math:** 72.4 points below standard **English Learner Progress:** 50.8% making progress
Action Steps				
	● **Communicate Academic Expectations:** Inform parents about the academic expectations for students to ensure a clear understanding of goals and standards. ● **Offer Parent Workshops:** Provide workshops designed to equip parents with practical strategies to support their children's learning at home. ● **Facilitate Childcare Services:** Arrange for childcare during parent workshops to enhance accessibility and encourage participation. ● **Expand Learning Opportunities:** Develop extended learning opportunities to enrich student education beyond the traditional classroom setting.			

	● **Provide Professional Learning for Staff:** Offer professional development opportunities that enhance staff skills and instructional practices.

Strategy 3: Collaborative Leadership

Shared decision-making ensures that all stakeholders have a voice in the transformation process and fosters a shared understanding of the strategy's power. Collaborative leadership enhances the coordination of services, fosters supportive relationships, leads to decisions that are widely accepted and effectively implemented, and supports the sustainability of the effort.At the system level, LEAs establish a system-level steering committee or advisory council to conduct exploration activities and 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 structures (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

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 graphics):

Goals	Action Steps	Measures of Progress
Continue to meet with all parent advisory groups, including the Community Schools Advisory Committee, SSC, and ELAC	• Schedule 5 regular meetings • Communicate with parents and other committee members to facilitate the needs assessment feedback. • Invite or re-invite a variety of educational partners. i.e, SSC and ELAC members	• Measure through needs assessment surveys (at least twice a year) • Increase community participation by five people.
Build school-wide awareness of Community Schools and their initiatives through consistent communication.	• Increase staff awareness of CS Pillars. • Continue sending the Monthly Newsletter to staff and families, explaining what Community Schools are and how the CS Pillars are addressed at the site • Offer CS updates at staff and/or leadership meetings • Send out event flyers to staff, families, and community members	• Measure through needs assessment surveys (at least twice a year)
Continue incorporating student voice into the CSC meetings	• Establish monthly student roundtables. • Conduct targeted student surveys. • Implement a feedback-to-action communication loop.	• Have two students representing The student body.

The Community Schools Advisory Council at West Riverside consists of two teachers from the school site, three parents, a student, an administrator, and the CS TOSA. West Riverside's Advisory Council engages the community through the lens of the community school pillars to support alignment with the community school's implementation plans and the site Single Plan for Student Achievement. The community school teacher on special assignment holds a position on this council and is responsible for ongoing community engagement with educational partners at the school site, helping to inform the development and sustainability of community schools. These meetings are open to all the parents from our school community. The CSA council conducts an annual needs assessment using our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, along with site-based parent groups and site leadership, to inform and support updates to the implementation plan, which is posted on our school website.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain appropriate staffing.	Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP). Increase capacity to add graduate-level interns to support Mental Health services and case management.

Key Staff/Personnel

Paola Lopez	School Site Principal
Krystal Valdenegro	Assistant Principal
Martha Rodriguez	Community School Teacher
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator, Community Schools
Krystal Sapien	Behavioral Health Therapist/Associate

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

To ensure the long-term sustainability of West Riverside Community School beyond the life of the implementation grant, we are developing a comprehensive strategy focused on building lasting partnerships with local businesses, nonprofit organizations, and government agencies. By braiding funding sources such as site LCAP, Title I funds, and additional grants, we aim to secure ongoing support. We also prioritize professional development for staff and leadership to ensure the program's longevity and foster community ownership. Furthermore, we are cultivating a diverse funding strategy that combines district support and potential external grants. By involving families and community members in decision-making and leadership roles, we are creating a strong, invested network that will continue to support and expand these initiatives long after the initial funding has concluded.

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 that share a holistic focus on students, families, and the community. This section should outline your goals and action steps to ensure that community partners are actively involved in the planning, development, and ongoing improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships	Community School TSA to engage the community groups lis the narrative.
Expand existing partnerships.	age with all Federally Qualified Health Center partners.

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:

West Riverside has established a robust, collaborative network with a diverse range of partners to support the community's evolving needs. Key partnerships include Community Health Systems, Riverside University Health System (RUHS), Healthy Jurupa Collaborative, Riverside County Family Resource Network, Marriage and Family Institute (MFI), Reach Out, Community Health and Wellness, JARPD (Jurupa Area Recreation and Park District), the Wiley Center, Training Occupational Development Educating Community, Seeking Strength, Neighborhood Healthcare Dental, Kaiser Theatre Student Wellness Foundation, Set 4 School, and others. Staff leadership also participates in county-wide behavioral health initiatives. Through these partnerships, West Riverside updates and shares a comprehensive Community Resource Guide on an annual basis.

Notable contracted services include:

- **RUHS Behavioral Health**: Specialty mental health services, on-site substance abuse prevention/treatment integration at Wellness Centers, suicide prevention training, and trauma-focused interventions (CBITS).

- **MFI**: Referrals for mental health and substance use treatment, parent outreach, and education.

- **Vision Y Compromiso**: Parent education and support through community health workers.

- **California Baptist University**: Mental health intern placements and career pathways for district hiring.

- **Community Health Systems & Neighborhood Health**: Mobile medical and dental services across campuses.

- **First 5 Riverside**: Home visitation services and Family Resource Center membership.

- **Reach Out:** Parenting and student classes.
- **America's Best Eyeglasses**: Free monthly vision exams and glasses.

- **Youth Enrichment Services**: Donations of backpacks, clothing, and hygiene kits for students.
- **Louis Robidoux Public Library:** Donations of free books, participation in school events, and school presentations
- **Friday Night Life**- Participation in school events
- **Volta Medical Group-** Provides medical care for families

These longstanding relationships, built through consistent engagement, ensure continued comprehensive support for students and families.