

May 2026

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. **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:

West Riverside Elementary implements the community school model to advance educational equity, promote student well-being, and improve academic outcomes through an integrated, relationship-driven approach. The school serves a diverse community where addressing barriers to learning requires coordinated academic, social-emotional, family, and community supports. The community school framework provides the structure to intentionally align these efforts, ensuring students and families are engaged as partners in a system rooted in belonging, shared responsibility, and continuous improvement.

What Our Community School Looks Like in Practice

West Riverside's community school implementation reflects the **California Community Schools Framework Overarching Values**:

Racially-Just, Relationship-Centered Spaces

West Riverside prioritizes welcoming, inclusive, and prevention-focused environments that foster a sense of belonging and a positive school climate. Trauma-informed and restorative practices support students' social-emotional and behavioral development. The school implements *Dinosaur School*, a research-based SEL program that builds emotional regulation, problem-solving, and peer interaction skills.

In addition, *Welcome Wednesdays* intentionally create relationship-centered spaces for families. In partnership with the community organization Reach-Out, the school hosts a resource table offering family supports and conducts presentations on the *power of words*, addressing bullying through reflection, accountability, and positive communication. Classroom calming corners and access to behavioral health therapists further promote student well-being and engagement.

Shared Power

Shared leadership is embedded across school systems. Families participate in decision-making through the School Site Council (SSC), English Learner Advisory Council (ELAC), Community Schools Council (CSC), and Parent-Teacher Organization (PTO).

Parent University strengthens shared power by equipping parents with leadership skills needed to participate in governance structures and support other parents in becoming leaders. Parents also engage in family learning courses such as Family Stories and Love and Logic, where they learn positive discipline strategies and effective ways to support their children's literacy development at home. These efforts recognize families as assets and partners in shaping school culture and student success.

Classroom–Community Connections

West Riverside extends learning beyond the classroom through intentional academic and leadership-focused programming. The school offers a Book Club and PAL (Peer Advisor Leader) sessions, where students meet every Thursday and Friday to practice reading strategies, strengthen comprehension skills, and build confidence as readers. During PAL sessions, students also engage in leadership development by discussing ways to encourage peers, resolve conflicts, and promote a welcoming and inclusive school environment. These experiences strengthen classroom-community connections by integrating academics, leadership, and social responsibility. Family Math and Literacy classes, early literacy partnerships with Rubidoux School, and extended learning opportunities such as intramural basketball and soccer further reinforce engagement, belonging, and consistent attendance.

Focus on Continuous Improvement

West Riverside uses data, reflection, and stakeholder voice to guide continuous improvement. The PBIS team promotes positive behavior, school connectedness, and social skill development, while

restorative practices are refined through ongoing professional learning and coaching. Community school funds are strategically leveraged to sustain effective practices, expand partnerships, and respond to emerging student and family needs, including trends in attendance and engagement.

West Riverside will continue to deepen implementation by expanding *Parent University*, strengthening student leadership pathways, increasing access to community-based resources, and using attendance, behavior, and academic data to guide improvement cycles. These efforts ensure the community school model remains equitable, responsive, and sustainable.

Goal	Data Point	Identified Need	CS TSA Action Steps	Year 5 Goals
<p>SPSA Goal 3: All students will feel connected to their school community</p> <p>Community Schools Goal 1</p> <p>Social Emotional Wellness (Sense of Belonging)</p> <p>By May 2027, increase the percentage of students (Focusing on ELLs) who report a strong sense of belonging from 59% to 62% on the district Culture and Climate Survey.</p>	<p>Winter 2026 Panorama data show that 59% of students report having a sense of belonging.</p> <p>58% of students feel safe at school. LCAP data show that 49% of students report needing help regulating their emotions.</p> <p>The CS Needs Assessment response indicates that 22.3% of students report not having someone to talk to. Decreasing 24.2% from last year</p>	<p>Enhancing Sense of Belonging: 41% of students feel disconnected from their school community, which can negatively impact their academic performance and overall well-being.</p> <p>Improving Emotional Regulation: 49% of students struggle to manage their emotions, which affects their behavior, relationships, and learning outcomes.</p>	<p>-Support Restorative Circles in 26 classrooms.</p> <p>-Conduct workshops for parents to equip them with tools to support their children's emotional development at home.</p> <p>-Provide teachers with Social-Emotional Learning (SEL) using the 2nd Step Curriculum.</p> <p>-Survey students, parents, and teachers to identify areas of interest and potential enrichment opportunities.</p>	<p>-Increase the percentage of students who report feeling a sense of belonging at school by 3% by May 2027. From 59% -61% as shown in the LCAP responses</p> <p>-Reduce the percentage of students reporting difficulties with emotional regulation by 3% by May 2027. From 49%-46%.</p> <p>-Reduce the percentage of students reporting not having someone to talk to by 3% by May 2027. Decrease 22.3% to 19.3%</p>

<p>SPSA Goal 3: All students will feel connected to their school community</p> <p>Chronic Attendance</p> <p>Community School Goal 2:</p> <p>Attendance and Engagement: By May 2027, English Learners and students in special education will reduce chronic absenteeism rates by 3%, promoting stronger school engagement and consistent attendance.</p>	<p><u>CA Dashboard</u></p> <p>Overall Attendance Rate for 2025-2026 Out of 680 students 28.7 % were chronically absent. Declining by 1.5%</p> <p>Out of 109 Students with disabilities, 39.4% were chronically absent, increasing by 2.5 % and falling in the Red category.</p> <p>Of 606 socioeconomically disadvantaged students, 30.4% were chronically absent. Declining by 1.3 % -orange Category</p> <p>Of 336 English learners, 22.6% were chronically absent. Declining by 1.5 % -Orange Category</p>	<p>-Tier 1 and Tier 2 structures must provide escalating levels of support tailored to each student's needs.</p> <p>-</p>	<p>-Create a Wellness and Reflection room that encourages students to attend school consistently and maintain positive behavior</p> <p>-Facilitate training for staff in restorative practices and calming corners.</p> <p>-Meet with families to share resources and find ways to help their kids come to school.</p> <p>-Created a home visit system to encourage families and students to attend school.</p> <p>-Made 84 calls to families to check if they needed support with transportation or basic resources.</p> <p>-</p>	<p>Overall Attendance Rate for 2026-2027 Out of 680 students 25.7 % are chronically absent.</p> <p>Out of 109 Students with disabilities, 36.4% are chronically absent, decreasing by 3 %</p> <p>Of 606 socioeconomically disadvantaged students, 27.4% are chronically absent. Declining by 3 % -orange Category</p> <p>Out of 336 English Learners, 19.6% are chronically absent. The number of English Learners designated as having chronic absenteeism decreased by 3%.</p>

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<p>SPSA Goal 1: All students will be college and career-ready.</p> <p>Community School Goal 3:</p> <p>Academic Achievement – Reading: By May 2027, English Learners will demonstrate a 3% increase in reading proficiency as measured by the CAASPP assessment</p>	<p><u>CA Dashboard</u> Of the 176 ELL students, 98.3% scored. points below the standard in ELA. Increased by 6.4 points.</p>	<p>-Improve English Vocabulary and reading comprehension skills.</p> <p>-improve foundational skills</p>	<p>-Lead family literacy & math classes -Collaborate with teachers to identify targeted ELO students</p> <p>-Create an action plan for each EL student who is below the benchmark on the NWEA Language Arts and Math</p> <p>Test Prep ELO We provide targeted intervention sessions that empower students to build essential skills and boost their confidence ahead of state assessments.</p> <p>- Small-group rotations in English Language Arts (ELA). This method allows for targeted, data-driven instruction that meets the diverse needs of students, supporting those who may be struggling while also challenging advanced learners.</p> <p>-Progress Monitoring: Our teachers regularly monitor student progress through benchmark assessments, formative checks, and detailed data analysis.</p> <p>-Summer School Programs to combat learning loss and provide enrichment opportunities, focused on developing literacy and numeracy skills.</p> <p>-Family Academic Events: Our school hosts a variety of enriching events, including Literacy</p>	<p>-Improve ELLs' reading scores by at least 3% on benchmark assessments by the end of the academic year</p>
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			<p>Night, Math Night, and STEAM Nights.</p>	
<p>SPSA Goal 1: All students will be college and career-ready.</p> <p>Family Engagement Opportunity</p> <p>The school is committed to enhancing family engagement to better support college and career readiness for all students.</p>	<p><u>LCAP Data</u> 98%.1% of parents expressed that this school encourages parents to be active partners in educating their child.</p> <p>When asked. On a scale of 1-4, how well do you think the school supports your child's academic needs? 95% responded favorably.</p> <p>-How safe does your child feel at school? 95% responded favorably.</p> <p>-How effectively teachers communicate with parents about what students are expected to learn in class. 93.8% responded favorably</p>	<p>-Strong culture of family partnership and inclusion</p> <p>-Families feel welcomed and valued as part of the educational process - We increased 2.35 % from last year.</p> <p>-Families perceive strong academic support for students.</p> <p>-Instructional programs and interventions are meeting student needs. - We increased 2.5 % from last year.</p> <p>-Positive school climate and effective safety systems are in place. We increased .5%</p> <p>-Opportunity to improve clarity, consistency, or accessibility of information</p>	<p>-Maintain current family engagement programs (Family Literacy, workshops, events).</p> <p>-Continue building leadership opportunities for parents (e.g., Helping Hands, committees)</p> <p>-Recognize and celebrate parent involvement to sustain engagement -Host quarterly parent focus groups to gather input and understand barriers to participation.</p> <p>-Continue high-quality instruction and targeted interventions (ELO, small groups. -Strengthen support for specific subgroups (ELLs, students needing additional support).</p> <p>-Use assessment data to refine and personalize instruction</p> <p>-Continue implementing social-emotional learning (Zones of Regulation, wellness support) -Maintain supervision, behavior expectations, and restorative practices</p> <p>-Gather additional feedback to identify specific communication gaps</p>	<p>-Increase the percentage of parents who expressed that this school encourages parents to be active partners in education to 99.1%</p> <p>-Increase the % of parents feeling the school supports their child's academic needs favorably to 98%</p> <p>-Increase the % of parents' responses feeling their child feels safe at school to 98%</p> <p>-Increase the % of parents' responses feeling school communicates effectively to 96.8%</p>

Strategy 2: Centering Community-Based Learning Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

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

West Riverside is committed to advancing Community-Based Learning (CBL) by leveraging the cultural, linguistic, and experiential assets of our students and families. Grounded in asset-based frameworks such as funds of knowledge and culturally responsive pedagogy, our goal is to create relationship-centered learning environments that foster belonging, engagement, and student agency. Through intentional integration of community voice and real-world connections, instruction will reflect the lived experiences and priorities of our school community.

Goals	SPSA Goal	CS Pillar	Baseline Data	Anticipated Outcomes
Increase the use of culturally relevant, inquiry-based, and community-connected instructional practices.	Goal 1: All students will be college and career-ready	Integrated Student Supports Family and Community Engagement	10% of teachers invite families to participate in their students' community-based practices.	-Increase the number of teachers engaging families in community-based practices from 10% to 20% classrooms.

<p>Action Steps</p>	<ul style="list-style-type: none"> ● Professional Learning: Provide training on CBL, culturally responsive teaching, and strategies such as project-based learning and QTEL practices from Family Stories. ● Expand opportunities for educators to learn directly from families and community members through family engagement events, focus groups, and programs such as Family Literacy, ESL classes, and parent leadership initiatives. These spaces will serve as platforms to elevate community voice and cultural knowledge. 			
<p>Elevate student voice and agency by connecting learning to real-life experiences and community-identified priorities.</p>	<p>Goal 1: All students will be college and career-ready.</p> <p>Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.</p>	<p>Integrated Student Supports</p> <p>Extended Learning Time and Opportunities</p> <p>Family and Community Engagement</p>	<p>85% of teachers had been trained in Community-based practices, but only a few (10%) elevate student voice and agency.</p>	<p>-Increase 85% of teachers' training in Community-based practices to 88%.</p> <p>-Increase the number of teachers who implement Community practices to increase student voice and agency to 20%.</p>
<p>Action Steps</p>	<ul style="list-style-type: none"> ● Provide opportunities for students to engage in inquiry and project-based learning that addresses real-world issues relevant to their lives and community, fostering leadership and ownership of their learning. 			

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 service coordination, 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):

West Riverside implements a distributed leadership model grounded in the CCSPP pillar of Collaborative Leadership and Practices. The Community Schools Advisory Council (CSAC) serves as the primary site-level shared governance structure. The CSAC is composed of two classroom teachers, one classified staff member, one community partner, four students, the principal, the vice principal, four parents, and Community Schools staff, including the Teacher on Special Assignment (TOSA). When available, the wellness coach and behavioral therapist also participate. All meetings are open to the broader school community to promote transparency and inclusive participation.

The CSAC serves as the central decision-making body for the Community Schools strategy and aligns with existing site-based leadership structures, including the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and grade-level or department teams. These structures are intentionally connected to ensure coherence across initiatives and alignment with the Single Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP).

The CSAC leads an ongoing cycle of continuous improvement by analyzing multiple data sources, including LCAP data (which includes Panorama Survey results), attendance data, and academic outcomes. Through this process, the council identifies priorities, monitors progress, and revises the Community Schools Implementation Plan, which is a living document continuously reviewed and updated based on stakeholder input and data.

This shared governance system ensures that decision-making is democratic, data-informed, and reflective of the diverse perspectives within the West Riverside community, ultimately strengthening implementation and long-term sustainability of the Community Schools model.

Goals	Action Steps	Measures of Progress
Continue to meet with all parent advisory groups, including the Community Schools Advisory Committee, SSC, and ELAC	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Measure through needs assessment surveys (at least twice a year)
Continue incorporating student voice into the CSC meetings	<ul style="list-style-type: none"> • Establish monthly student focus groups. • Conduct targeted student surveys. • continue a feedback-to-action communication loop. 	<ul style="list-style-type: none"> • Have four students representing The student body.

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	<p>Ensure one FTE Behavioral Health Clinician through leveraged funding (EPSDT/CCSPP).</p> <p>Increase capacity to add graduate-level interns to support Mental Health services and case management.</p>

Key Staff/Personnel

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

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 implementation grant, we are developing a comprehensive strategy to build lasting partnerships with local businesses, nonprofit organizations, and government agencies. By braiding funding sources, including 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 community partners are actively involved in planning, developing, and improving the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships	Community School TSA to engage the listed community groups.
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 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.
- **Community Health Systems:** Mobile medical and dental services across campuses.
- **First 5 Riverside:** Home visitation services and Family Resource Center membership.
- **Reach Out:** Parenting and student classes. Community Resources
- **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
- **Volta Medical Group-** Provides medical care for families

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