



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and

community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the Capacity-Building Strategies: A Developmental Rubric to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

The Developmental Rubric can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Mission Middle School, Alicia Heimer, 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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Mission Middle's TSA attended Restorative Practice training and Trauma Informed Practices as a way to support the school site with these practices. It is needed to support racially just and restorative school climates. We are evolving in this practice. The district has mandated a two-day restorative practices certification training for all administrators and support staff and they offer module training for all certificated and classified staff focusing on practices that help with self-reflection to guide response systems in adults thus building relationships and de-escalating conflict.

The wellness center opened in the 23-24 school year to support students in managing their mental wellbeing. Procedures, guidelines, and expectations will be explained to staff and students. Soft seating, decor, and other necessary items (storage containers, clothing racks) will be purchased to furnish the wellness center with CS funds. Student engagement opportunities will be added to lunch time in the lunch area (Jumbo Jenga, Ring Toss, Jumbo Connect Four) and cornhole. Lunch Wellness Wednesday will be held in the wellness center where students will play structured games (loteria, uno, bingo, mancala) and do crafts (seasonal materials will be needed). The items in

parentheses will need to be purchased to support student engagement. Wellness Wednesday will be added after school in Jan 2024. Activities will include painting, sewing, watching movies, cooking, and games. These activities, materials, and snacks will need to be purchased.

In collaboration with Rubidoux High School, a peer mentor program is being planned to provide a stronger connection to high school. The TSA has attended training to help facilitate this process.

Mission Middle will provide eligible students access to expanded and enriched learning opportunities. These opportunities may include purchase of bussing and/or tickets to academic, career exploration or cultural opportunities.

Mission Middle established a Community Schools Committee and provided bylaws. The meeting will take place four times next year, and the council will provide feedback on the Implementation Plan.

To support school and community connections CS will request a RFP for incoming 7th grade night-paying interested club advisors 2 hours each to make connections with incoming students and families to grow their program/club.

To support racially-just and relationship center spaces, CS will support programs on campus (AVID, ASB, Music, Outreach, etc.) with materials and activities that foster student connectedness and engagement and promote safety at MMS.

MMS will partner with other district schools for community engagement opportunities, in which materials and activities may need to be purchased.

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.

Mission Middle School (MMS) uses a variety of tools to learn from all stakeholders.

The School participates in the Panorama survey held twice a year and is completed by every student and teacher. The data is used to address the needs impacting positive school culture.

Community School Surveys were completed for staff, students, and parents/guardians. Each survey asked questions on how each stakeholder could be supported to be more successful in their perspective group. This information guided the teacher on special assignments for Community Schools to seek out, organize, and provide the necessary support. This is an ongoing effort to continually provide for the MMS community.

LCAP Surveys for students, parents, educators, and educational partners are administered annually to help inform the development of the Single School Plan for Student Achievement.

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to all students. It enables schools to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Focus Groups- Mission Middle has the following advisory groups: School Site Council, English Language Advisory Council, GATE – gifted and talented, and SEPAC – Special Education Parent Advisory Committee. They are used as respective focus groups at Mission Middle to inform decision making and the development of the SPSA.

As a Community School, the teacher on special assignment (TSA) will continue to focus on chronically absent students to reach out to families to learn the barriers and provide support for those groups. Monthly advisory challenges will encourage students to be on time to school by celebrating the top 5 advisory classes attendance percentage and the 5 most improved advisory classes (alternating months). Additionally, an ongoing focus is on restorative practices and using circles for building community and enhancing conversation in focus groups to help improve attendance.

A COST (Coordination of Services Team) group has been formed at MMS to identify students who would benefit from TCI (Targeted Collaborative Intervention) and/or groups provided by the Behavioral Support Team. Groups being offered are Empowerment, Coping Skills, Empowering Girls and Social Media (Ophelia Project), Relaxation and Mindfulness (stress and anxiety), Second Chance: supporting you to make the change, and Why Try?- an academic support group. Snacks and incentives will need to be purchased for groups and TCI.

The TSA formed a Student Advisory Council to get input from the students on what they would like to see on campus. This group is composed of a representative from each advisory class, approximately 32 students, who meet once a month to discuss items of interest. The following day, the representative delivers the information discussed to their advisory class. Representatives are encouraged to discuss the topics of interest prior to the meeting or short topical surveys will be conducted to get input from the advisory classes.

Mission Middle has established a Positive Behavior Intervention and Supports team to promote positive, predictable, safe environments for everyone in the school.

To support the families using bikes or scooters, a rack for the front of school will be purchased to safely store their bike/scooter while attending meetings at school (identified as a need from our Community Ambassador by seeing parents leave their bike/scooter at the front of school)

Mission Middle has also established connections with Neighborhood Healthcare. We have been working with Neighborhood Healthcare to expand school based dental services with the use of a mobile unit to provide service to students. Community Health Systems will also have a mobile unit to help support services. Healthy Jurupa is a local collaborative of nonprofit and governmental agencies that is a resource for our school site.

Family Engagement: Mission Middle has partnered with Riverside Community Health Foundation (RCHF) offering Zumba in the MPR to our community twice a week in the Spring. RCHF also is offering Mental Health Classes at MMS in the fall. Family Literacy will begin in the fall of 2024, reading Graciela's Dream, taught in English by Ms. Black and in Spanish by Ms. Toscano (RHS CS TSA). This class will help to meet the needs of marginalized students. Also, Triple P, parenting class will be offered in the fall by the Wylie Center.

Family Nights: Mission Middle has at least two family nights that are hosted by Club Outreach (a night that focuses on incoming 7th graders, day of the child) and a talent show. The goal for next year is to add to the existing family nights to grow our connection to the community- possibly a movie night in the spring. Macho Nacho Night to introduce Watch DOGS will be held at the beginning of the school year.

Community Schools will help support family engagement nights, focusing on marginalized populations. Purchasing snacks and materials for students participating in these events.

To support a welcoming environment for our staff and students, common spaces will be decorated with motivational and positive messaging. The artwork will be completed by either the print shop or by staff and students.

Flight Squad Basketball a motivational assembly promoting overcoming challenges, avoiding peer pressure, and prioritizing education and study will be contacted to hopefully have an assembly for 24-25 (\$800).

This ongoing community engagement supports the development of new relationships providing services at Mission Middle. As a result, our Parent Involvement and Community Outreach, PICO, department has a community resource guide, which is available to all sites.

<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

The Community School TSA will review PICO's resources on an annual basis.

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
Attendance	Improve attendance by 2% and decrease chronic absenteeism
Student Engagement	Explore community organizations to provide extended learning time and opportunities (educational field trips, after school enrichment)
Positive and restorative school climate	Increase restorative and trauma informed teaching practices at MMS

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue to meet with all the above current parent advisory groups.	<ul style="list-style-type: none"> ● Calendar regular meetings ● Communicate with parents and other committee members to facilitate the needs assessment feedback. ● Invite/ Re-invite a variety of education partners
Establish Community Schools Advisory Committee	<ul style="list-style-type: none"> ● Use District Sample Bylaws to form site based community school advisory including a minimum of four meetings per year and decide on them at the beginning of the year. ● Schedule for committee to present findings at School Site Council annually.

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

The Community Schools Committee at Mission Middle will consist of a minimum two teachers from the school site. Mission Middle’s Community Schools Committee will engage the community through the lens of the community schools pillars to support alignment with the community schools implementation plans and the site Single Plan for Student Achievement (SPSA). The Community School Teacher on Special Assignment will hold a position on this council and is responsible for the ongoing community engagement of educational partners at the school site to help inform the development and sustainability of community schools. Additionally, the site assigned mental health therapist and behavior peer specialist(s) will also be on this council. The National Education Association further supports our community schools teams through Jurupa’s participation in the NEA Community School Institute. This council will conduct an annual needs assessment using our Panorama Survey, Community Schools Needs Tools, LCAP, and focus groups, with site based parent groups and site leadership to inform and support the updating of the implementation plan which will be posted online.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Use all survey applicable data to engage in focus groups from a community schools lens to inform the development of the SPSA.	<p>Timeline of implementation of focus groups for presenting to SSC for SPSA input.</p> <p>Set dates for surveys from parents, staff, and students twice a year.</p> <p>Present the Needs Assessment findings to the staff, SSC, and Community Schools Committee annually.</p>
Create a community schools implementation plan which is posted online and reviewed throughout the year.	<p>Timeline for creation / review and sharing data.</p> <p>Identify focus groups to interview and to gather as a group. MMS will focus on Chronically absent students and students who need support academically (earning Ds and Fs)</p>

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

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

Key Staff/Personnel

Alicia Heimer	School Site Principal
Fernando Cerda	Assistant Principal
Chelsea Black	Community School TSA
Jose Campos	Director, Parent Involvement and Community Outreach

Monica Leon	Pupil Services Coordinator
Elvia Gallo	Behavioral Health Therapist/Associate
Iliana Aparicio	Behavioral Health Therapist/Associate
Alejandra Lopez	Behavior Peer Specialist
Raelicia Reyes	Behavior Peer Specialist

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

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

1. Expanding its current contract with Riverside University Health System - Behavioral Health under EPSDT (Early and Periodic Screening, Diagnostic and Treatment) 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.

Jurupa Unified plans to explore the following funding streams

3. Managed Care Plans. With CalAIM (MediCal) and mental health reform at the state level there is momentum for school districts to become contract providers of managed care plans.
4. Private Insurance: We currently have plans to submit a proposal to Kaiser Permanente to become an approved provider for mental health services. This is pending JUSD employing a sufficient number of Licensed Therapists and being able to meet the 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.
5. Mental Health Pathways: Currently, in partnership with Riverside County Office of Education, Moreno Valley Unified School District, Beaumont School District, and Cal Baptist University, we are planning to establish dual enrollment in the field of social work / mental health. This Federal School Based grant funding will support pathways to social work / mental health and will provide paid internship opportunities. This aligns with the current internally developed Student Support Services Action Plan (artifact 11).

Strategy 6: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure

community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Explore new partnerships.	Explore new partnerships. Community School TSA to engage the community groups listed in the narrative.
Establish collaborative relationships and ways to engage new partners	List all collaborative groups including elected officials for community schools teachers on special assignment (coordinators) to engage with.
Expand existing partnerships	Engage with all Federally Qualified Health Center partners (FQHC).

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:

Mission Middle School has collaborated with Neighborhood Healthcare Dental providing on-campus treatment twice a year, Riverside University Health Systems (RUHS) for Seeking Strength and Stand Against Stigma, Wylie Center for Triple P, Jurupa Area Recreation and Park District (JARPD), Cal Baptist University (behavioral health interns), Healthy Jurupa Valley, FMI (family drug awareness), and CalFresh.

In 2024, MMS is planning to partner with Reach Out to focus on community health, equity, and wellness, Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support, Kaiser Theater: Ghosted (student wellness looking to have in February 2024), and Watch D.O.G.S.

Watch DOGS is a parent engagement/volunteer program focusing on Male role models. Watch DOGS will have a “Macho Nacho” Night (requiring refreshments), reviewing the expectations and benefits of the program with prospective volunteers. It will also require a Spanish Translator (RPF). Additionally, MMS will partner with Friday Night Live (Called Club Live at the Middle School level). This club will be run by Mrs. Black and will provide extracurricular activities for our students during lunch, after school, and on the weekend various times throughout the year. Some items will need to be purchased for after school activities, such as dances or movie nights. These items include decorations and games for themed activities. All Club Live activities reward the positive behavior of MMS students and help prevent them from being involved in other inappropriate activities outside of school hours.

MMS will partner with Reach Out Jurupa Valley to provide raised beds and other materials (dirt, bark, pebbles, sprinkler drip system) to build and plant a garden in the dirt space by MPR. Any materials or labor for grounds

workers that Reach Out cannot provide will be provided by CS. Biannual maintenance of plants will be funded by CS.

MMS will partner with Riverside Medical Clinic Charitable Foundation to become a HERO school focusing on kindness and anti bullying.

Jurupa Unified School District is a long time collaborator with the Healthy Jurupa Collaborative, The Riverside County Family Resource Network, HOPE Collaborative (County Child Abuse Prevention Council), and the Mental Health Service Act - Prevention and Early Intervention Collaborative. Staff leadership have sat on the County Behavioral Health Commission, Children's Commission, the Riverside Community Health Foundation, the board of local Federally Qualified Health Centers, the child abuse prevention council and other services organizations which have helped build a true network to serve our communities and to collaborate to address current needs. Below is a brief list of organizations / contracts which allow us to provide services. All these relationships have been built over time through our committed involvement. As a result, we annually update our community resource guide, which is available to all sites.

(<https://jurupausd.org/ourdistrict/ps/pico/Pages/Resources.aspx>)

- Riverside University Health System - Behavioral Health:
 - System of Care / EPSDT: This is our current specialty mental health contract reimbursing Jurupa Unified for services rendered. Staffing includes clinicians, a parent partner, and peer specialist for Transitional Aged Youth (TAY).
 - Substance Abuse Prevention & Treatment (SAPT): We are currently in plans to integrate and co-locate Riverside County Staff members into wellness centers at our secondary schools to provide onsite Substance Use and Prevention Treatment. Community schools Cohort 1 planned for the use of Wellness Centers. The first one was put into operation this first year and the second one is set for construction with match dollars over the summer. We plan to expand Wellness Centers to Cohort 2 schools if funded.
 - Mental Health Service Act / Prevention and Early Intervention: Suicide Prevention Training is provided annually for JUSD staff.
 - Mental Health Service Act / Prevention and Early Intervention: CBITS or Cognitive Behavioral Intervention for Trauma in Schools is funded for JUSD staff to provide these services in our schools for grades 6-9.
- MFI - My Family Inc: is a mental health and substance treatment agency we provide referrals to. MFI provides parent outreach and education regarding substance use prevention.
- Vision Y Compromiso provides *promotoras* (Community Health Workers) to provide parent education and support through a variety of programs. Vision Y Compromiso is a lead grass roots organization based out of Los Angeles which has expanded to the Inland Empire with funding from the Mental Health Service Act and the Mexican Consulate to provide culturally relevant engagement of our communities and families.
- Cal Baptist University provides mental health graduate interns and is a lead partner of the School Based Mental Health initiative. Their role is to provide a pathway utilizing dual enrollment and paid internships for our school district to then be able to hire and retain mental health professionals.
- Community Health Systems Federally Qualified Health Center provides both medical mobile

unit and integrated mental health supports.

- Neighborhood Health Federally Qualified Health Center provides a dental mobile unit across all campuses and screens our Head Start / Preschool students.
- First 5 Riverside contracts JUSD as one of the region's largest home visitation providers and a member of the Riverside County Family Resource Center.
- Alma Family Services is an EPSDT provider co-located at JUSD's Children & Family Services location and provides school based EPSDT mental health services.
- Wylie Center provides parenting classes
- America's Best Eyeglasses allows JUSD's PICO office to provide four referrals a month for free vision exams and eyeglasses.
- Youth Enrichment Services provides regular donations of backpacks, school supplies, new clothes, and hygiene kits for JUSD to provide students accessed by school staff.
<https://jurupausd.org/our-district/ps/pico/Pages/Resources.aspx>

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>To increase all staff Capacity in equitable culturally responsive practices, restorative practices, trauma informed practices, and social emotional learning through professional development and coaching to address inequitable student outcomes as measured by: <u>self reporting, attendance, academics, discipline data.</u></p>	<ul style="list-style-type: none"> ● Provide PD for MMS Staff <ul style="list-style-type: none"> - Provide Restorative Practices training - Provide Trauma Informed training - Implement ongoing Positive Behavior Intervention Supports PBIS training / implementation for school sites. - Send English Language Facilitator (ELF) and SPED Department Chair to Equity Conference to focus on restorative practices for their programs with the goal of identifying and addressing necessary staff adjustments to meet student needs - which will be shared during staff led professional development cycles. ● Train and monitor all staff in 2nd Step social emotional learning curriculum ● Seek out PD for Counselors on the topics of anxiety, depression, and suicide and fund out of SC budget, if needed.
<p>Increase opportunities for parent engagement at school sites by building trust, strengthening relationships and respect among all educational partners by increasing and improving communication and developing a culture of exceptional customer service.</p>	<ul style="list-style-type: none"> ● Provide Parent Engagement Leadership Initiative to the school community. Initiative is offered to the community. ● African American Parent Advisory Council (AAPAC) Leadership Training ● Schedule and Mandate Customer Service Training for Office Staff ● Schedule and Mandate Systems of Support training for all staff groups to increase awareness of support services available to students, families, and community.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students’ engagement in their learning by connecting to real-life experiences and issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
To ensure we are culturally relevant in community schools.	Provide Professional Development on the importance of cultural practices
Provide in class presentations to address school community needs.	Provide Professional Development on restorative practices and trauma informed practices
Provide enriched and expanded learning opportunities	<ul style="list-style-type: none"> ● ELPAC Bootcamp- NTE 20 hours for Ms. Preciado to offer support and practice for our EL students on 2 Saturday schools and after school. ELPAC testing is in March. ● We will begin to support learning loss and social emotional learning by providing after school ELO and summer school (RFP-teacher salary and materials) ● We will begin to support E-sports club for enrichment and community building (\$2097.50 for hourly for librarian)
Provide training to address mental health stigma.	Ensure key staff members get training on Applied Suicide Intervention Skill Training. Provide a presentation on mental health topics to staff and students.

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Schedule ongoing focus groups with all Community Schools Committees previously mentioned.	Calendar meetings Review the implementation to continually solicit feedback.	Meeting agendas Meeting notes
Coordinate and schedule all site and district survey	Meet with site staff to review results Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage	Survey (Panorama, LCAP, Community School Needs) results Survey completion percentage

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Updated 4/1/24