CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

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

The Implementation Plan should be guided by the <u>California Community Schools Framework</u> (CA CS Framework), and the <u>Capacity-Building Strategies: A Developmental Rubric</u>. 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 <u>Overarching Values</u> and operationalized through the <u>Capacity-Building Strategies</u>: A <u>Developmental Rubric</u>.

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 <u>here</u>, 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

Jurupa Valley High School, Nancy Reyna, Principal

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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

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

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

Jurupa Valley High School (JVHS), in alignment with the California Community Schools Framework, is committed to building racially just, relationship-centered learning environments by embracing shared power, connecting classroom and community, and engaging in continuous improvement. Our site-wide efforts reflect and expand upon the foundational work of Jurupa Unified School District (JUSD) as it evolves into an asset-driven and strengths-based system.

JUSD focuses on family strengths and collective experiences, investing in culturally relevant instruction and integrated mental health and social work services to meet families where they are. Ongoing professional development addresses stigma reduction for mental health and self-sufficiency support, with a focus on the protective factors of the Strengthening Families Framework. Lower-level interventions, such as mentoring and check-ins, serve as stepping stones to higher-level services once trust is established with students and families.

JUSD also leads in restorative practices, providing district wide training for administrators and staff, including a two-day certification and modules promoting self-reflection, de-escalation, and relationship-building. Cohort 1 Survey Data shows administrators actively modeling restorative circles, and the TSA for Community Schools

continues to support site-level staff in embedding these practices.

Instructionally, JUSD advances culturally proficient, relevant pedagogy and fosters continuous improvement through cycles of professional learning. Shared decision-making is embedded in school culture, with strong district support for inclusive parent voice, including formal MOUs with NEA-Jurupa that define the structure of Community School Councils and enforce shared governance.

At JVHS, we are proud to model this vision through initiatives like:

- The Reading Buddies Program, which strengthens literacy and mentorship by pairing high school students with elementary students.
- **Wellness Center enhancements**, including a Zen Den screen, water cooler, stress-relief supplies, and creative outlets such as crochet kits.
- Extended Learning Opportunities (ELOs) like Saturday School, AP Workshops, and targeted tutoring aligned with SPSA Goals 1 and 2.
- **Family engagement workshops** that break barriers to participation by offering translation headsets, food, and accessible visuals via projectors.
- The JAG Closet expansion, including a washer and dryer to ensure access to clean clothes with dignity.
- HealthCorps, RUHS SOAR and Peer Mentoring, which foster leadership and student voice within a supportive framework aligned to whole-child principles.

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

Community Schools Strategy 1 Alignment Table

Initiative or Purchase	SPSA Goal	Rationale + CS Pillar	Baseline Data from SPSA or Other Source	Anticipated Goals
Extended Learning Opportunities (ELOs) – Includes Saturday School, academic workshops (e.g., AP, CAASPP, ELPAC), tutoring, and credit recovery. Note: Before/Afterschool ELO	SPSA Goal 1: All students will be college and career ready	Extended Learning Time & Opportunities — Increases time and support for students at risk of not meeting grade-level standards by offering Extended Learning Opportunities before school, after	CAASPP: ELA: 41.6 points below standard Math: 138.2 points below standard Graduation Rate: 94.7% graduated	CAASPP: ELA: Raise to 35 points below standard Math: Raise to 130 points below standard

		school, and on Saturdays.		Graduation Rate: Raise to 95% graduated
Action Steps	workshops 2. Collaborate we equitably represents. 3. Monitor stude 4. Communicate ParentSquare 5. Expand access tutoring and a	with counselors and EL resented in all ELOs ant achievement and E e ELO opportunities to e, and direct outreach as to Extended Learning academic support sess	aturday School, tutoring F to ensure EL and LT LO data. families using translations ng Opportunities by officions as part of the ELC tho cannot stay after so	TEL students are ed flyers, fering before-school O menu, ensuring
Wellness Center Enhancements – Includes SEL resources, mindfulness tools, stress-relief items, and calming spaces	SPSA Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports - Promotes emotional regulation, stress reduction, and coping strategies	Panorama Data: Favorability Rate 56% in positive feelings 40% students responded favorably to Sense of Belonging 210 Wellness Center Interest Form Referrals Wellness Center Visits Ipad responses: 3667	Panorama Data: Raise favorability Rate 58% in positive feelings Raise sense of belonging to 44% Raise Wellness Center Interest Form Referrals to 250 Raise Wellness Center Visits Ipad responses to 4000
Action Steps	classrooms, a HealthCorps) 2. Coordinate W mindfulness, 3. Analyze Pand and student n 4. Lead SEL car 9th graders, f 5. Collaborate w campaigns, a	dvisory, and student lead of the control of the con	heck-in forms quarterly outreach to underserv ners and RUHS to sch	., Peer Mentoring, activities (e.g., y to identify trends ed groups (e.g., ELs, edule workshops,

	Center using the Interest Form. 7. Incorporate Wellness Center info into parent nights and registration materials to raise family awareness. 8. Include Wellness Center usage in staff PD or faculty meeting updates to normalize the resource and reduce stigma.			
Student Engagement & Leadership Programs – Includes peer mentoring, wellness clubs, leadership field trips, team building trips such as the UCR ropes courses, and service learning	spsa Goal 2: All students will have a safe, orderly, and inviting learning environment. spsa Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Collaborative Leadership + Integrated Supports – Builds peer connections, student voice, and campus leadership capacity	Panorama favorability response of 44% for Emotional Regulation Peer Mentoring enrollment: 14 students	Raise Panorama favorability response of 46% for Emotional Regulation Raise Peer Mentoring enrollment to 20 students
Action Steps	 Promote Peer Mentoring course enrollment through targeted outreach to 11/12th grade students. Partner with counselors/COST team to identify students who would benefit from being mentored and those who could serve as mentors. Lead planning for student engagement events, including team-building field trips (e.g., ropes course), mental health awareness campaigns, and leadership workshops. Facilitate wellness and leadership clubs such as HealthCorps and Friday Night Live, ensuring meetings are structured and inclusive. Collaborate with student leaders and AVID to design service-learning opportunities that reflect student voice and community connection. Ensure Peer Mentoring is scheduled as a zero period or elective and supported with teacher prep/planning time. Ensure equity of access by coordinating transportation, and outreach for students with barriers to participation. 			
Parent and Family Engagement Events – Includes informational workshops, outreach nights, and resource fairs	SPSA Goal 2: All students will have a safe, orderly, and inviting learning environment. SPSA Goal 3: All students will feel connected to their	Family & Community Engagement – Promotes academic partnership, community	Parent Workshops/Classe s offered: 14 Parent Needs Assessment Responses: 21	Raise Parent Workshops/Classe s offered to 18 Parent Needs Assessment Responses raise to 50

	school community through engaging educational practices and partnerships with parents and community.	connection, and accessibility	Attendance from Family Events: 1,114	Increase attendance from Family Events to 1,500
Action Steps	 Plan and host monthly workshops that align with parent-identified needs (e.g., attendance, mental health, college readiness, tech literacy). Promote workshops using multilingual flyers, ParentSquare, Remind, and targeted phone calls/texts to underrepresented families. Distribute the Parent Needs Assessment in multiple formats (paper, QR code, in-person at events, posted at front office). Embed the survey into existing events like registration, Jag Rush, or Back-to-School Night to increase response rates. Collaborate with ELAC, SSC, and adult ESL programs to reach specific parent groups and offer culturally relevant sessions. Coordinate interpretation services, childcare, and food to eliminate barriers to participation. Create a calendar of events to share with families each semester for transparency and consistency. Recognize family involvement publicly, e.g., with certificates, shoutouts, or raffles. Partner with counselors, teachers, and classified staff to co-lead sessions that build trust and capacity. 			
Translation & Accessibility Tools – Includes headsets, visual aids, and tech supports; may also cover extra duty for translation and childcare to ensure equitable family participation.	spsa Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Family & Community Engagement – Ensures equitable access to information and participation for all families	Translation Headset Uses: Used at 1 event Translation Required at Events: 5 Qualitative feedback from parents: Favorable	Increase use of translation headset uses to 4. Continue to offer Translation Required at Events: 5 Continue Qualitative feedback from parents: Favorable
Action Steps	event 2. Coordinate in 3. Promote avai usage by non	terpretation services for lability of headsets in the labelishes peaking fam	lyers and at sign-in tal	oles to increase

	_	Survey families after events to collect feedback on clarity, comfort, and accessibility of information shared			
Basic Needs & Student Supports - Includes school-based clothing, hygiene support, and food access initiatives	SPSA Goal 2: All students will have a safe, orderly, and inviting learning environment.	Integrated Student Supports - Removes barriers to learning by addressing fundamental needs	JagCloset Usage Log: 0 No Log Used Student Attendance Data: 90.84% Thrifting Thursday Events: 2 Events	Incorporate JagCloset Usage Log Raise Student Attendance to 94% Increase Thrifting Thursday Events to 4.	
Action Steps	track items die 2. Promote Jago counselor refe 3. Host monthly gear, school s 4. Collaborate w de-stigmatize 5. Coordinate w need and ens 6. Partner with o and backpack 7. Use attendan	stributed and trends in Closet access through errals, and staff aware "Thrifting Thursday" esupplies, prom attire) with Peer Mentors or stathe JagCloset ith office staff and well sure availability during community donors and as ce data to identify chro	advisory announcemeness vents with rotating the udent clubs to help org	ents, QR flyers, mes (e.g., winter ganize, restock, and y refer students in ning, hygiene kits, ts and provide	
Planning & Coordination Time – Includes extra duty, sub coverage for CS-related PD, and conference travel to support program design and collaboration.	SPSA Goal 2: All students will have a safe, orderly, and inviting learning environment.	Collaborative Leadership – Ensures that initiatives are well-planned, intentional, and aligned to school goals	CS Agendas and Minutes Workshops where parents were invited to plan together: 1	Continue use of CS Agendas and Minutes Increase workshops where parents are invited to plan together to: once per semester.	
Action Steps	meeting topic 2. Allocate compositively 3. Schedule cross ELF, Admin) a	s, progress, and decispensated time for teacy design programs (e.gs-department planning teast once per quart	lanning agenda and milions hers, counselors, and g., ELOs, wellness acting meetings (e.g., TSA) er to align goals and sobers to participate in plants.	classified staff to ivities, mentoring), Wellness Center, upports	

	least once per semester (e.g., parent-led workshops, advisory input) 5. Use parent feedback from planning sessions to inform future events and community engagement efforts				
Student-Centered Facilities & Equipment — Includes investments that enhance the student and community experience at events (e.g., audio/visual, scoreboard)	SPSA Goal 1: All students will be college and career ready SPSA Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Extended Learning + Family Engagement – Enhances school pride, event quality, and family turnout	Equipment Logs Current Usage: 0 Attendance from Family Events: 1,114	Start use of equipment usage logs Increase Attendance from Family Events to 1,500	
Action Steps	 Create and implement an equipment usage log (e.g., for scoreboard, A/V, translation tools) to document frequency, purpose, and responsible staff Integrate student-centered equipment (e.g., scoreboard, speakers, projector) into ELO events, showcases, assemblies, and family nights Train staff and student leaders (e.g., ASB, Peer Mentors, AV Club) on proper use and setup of new equipment to increase engagement Highlight equipment-supported events through photos, announcements, and social media to boost awareness and turnout Collaborate with activity advisors and event leads to intentionally incorporate equipment into event planning (e.g., for recognitions, announcements, slideshows) Track family attendance at events using sign-ins or headcounts and review logs to evaluate growth and equity of participation Survey students and families post-event to gather feedback on atmosphere, visibility, and sense of connection to the school community 				
Parent Engagement Room Furniture	spsa Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.	Family & Community Engagement – Enhances the physical environment of the parent engagement room, creating a more welcoming and dignified space for families.	Number of Parent Events Hosted: 14	Improve environment and increase attendance at workshops; Raise annual workshops to 18	

Action Steps	Purchase tables, seating, and accessible storage for materials; Arrange room to accommodate meals, childcare, and workshop activities; Promote upgraded space to families

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Jurupa Valley High School (JVHS) has conducted a thorough and multilayered needs and assets assessment to identify priorities and take meaningful, measurable action. The process has been directly informed by schoolwide data, district-level systems, community input, and the voices of students and families. This approach is grounded in the four pillars of the California Community Schools Framework—Integrated Student Supports, Family and Community Engagement, Extended Learning Time and Opportunities, and Collaborative Leadership and Practices—and is aligned to our School Plan for Student Achievement (SPSA).

Districtwide Tools for Needs Identification

Jurupa Unified School District (JUSD) employs a wide range of general and targeted tools to identify needs and track progress at both the district and school site levels:

Surveys:

• Local Control and Accountability Plan (LCAP) Surveys:

Administered annually to students, families, educators, and educational partners, these surveys help shape both district-level LCAP goals and each school's Single Plan for Student Achievement (SPSA).

Panorama Survey:

Conducted twice per year, the Panorama platform gathers valid and reliable data on belonging, engagement, school safety, and teacher-student relationships. Every student and staff member participates. Data from this survey helps identify needs related to school climate and positive culture, and informs strategies around SEL, discipline, and connectedness.

California Healthy Kids Survey (CHKS):

Administered to students in grades 6, 7, 9, and 11, the CHKS is a confidential tool that assesses student wellness, resiliency, school connectedness, and safety. CHKS data is used to drive decisions that support overall student well-being and improve school climate.

• Hanover Research Partnership:

In its third year of collaboration with JUSD, Hanover Research supports stakeholder feedback

collection and equity analysis. Their recommendations inform staff training in culturally responsive practices and align with long-term equity initiatives.

• JVHS Community Schools Needs Assessment Survey:

In addition to district tools, Jurupa Valley High School conducts its own Community Schools Needs Assessment survey, distributed annually to students, staff, and families. The survey captures feedback about:

- What supports and services are currently helping students thrive
- What additional resources students and families would like to see
- How the school can better align wellness, academic, and community support systems
- Results from this site-level survey directly influence JVHS's community school investments, helping
 tailor services to the most immediate and relevant needs. The feedback informs updates to the
 Community Schools Implementation Plan and supports decision-making within the Community
 Schools Council, ensuring the plan remains grounded in local voice and lived experience.
- JVHS Monthly Parent Workshops (formerly Parents with PRIDE):

Held throughout the school year, these workshops serve as informal forums for families to express concerns, suggest new ideas, and help shape the school's priorities. Feedback gathered from these meetings often complements survey data and provides insight into the lived experiences of families across our community.

Focus Groups and Community Voice

Jurupa Valley High School (JVHS) is committed to engaging its school community through structured focus groups that uplift authentic student, family, and staff voice. These focus groups are used to inform the development and continuous improvement of both the School Plan for Student Achievement (SPSA) and the Community Schools Implementation Plan.

- The principal at JVHS actively brings parents into the school to participate in focus groups centered on improving school culture, family engagement, and student success. These gatherings offer families a space to share their perspectives, challenges, and ideas for strengthening support systems on campus.
- Site-based governance groups, including the Community Schools Council, School Site Council (SSC) and English Learner Advisory Committee (ELAC), are regularly engaged in decision-making and goal development. Their feedback is instrumental in aligning programs and services to actual community needs.
- JVHS has facilitated community circles to gather feedback directly from students, families, and staff.
 These circles allow for open dialogue in a relationship-centered space and help identify both gaps in support and opportunities for growth.
- JVHS also hosts student advisory groups representing a wide range of student voices, including ASB, Link Crew, peer mentors, student-athletes, and class council leaders. These students regularly meet with school leaders to provide input on topics such as school climate, student leadership, mental health, and academic support.

Interviews and Qualitative Data Collection

- Annual interviews with students and parents receiving mental health services are conducted using
 Department of Health Care Services guidelines. In 2022, 82 parents and 41 students were interviewed,
 and data was used to refine mental health supports.
- Empathy interviews are conducted with students and families as part of JVHS's partnership with the 21st Century School Leadership Academy (21CSLA), offering insights into culturally responsive leadership and inclusive practices.

Committees Guiding Action

COST (Coordination of Services Team):

At JVHS, the COST committee integrates the work of attendance, academic, mental health, and behavior support systems. Rather than operating in separate silos, this team meets regularly to review student needs, identify barriers, and coordinate appropriate interventions across departments. COST combines the responsibilities of traditional attendance teams, SSTs, and intervention referral processes, ensuring a holistic approach to student support that aligns with our Community Schools goals and SPSA priorities. In collaboration with the Student Services office, the COST team also coordinates home visits to support student welfare, conduct safety checks, deliver resources, and connect families to behavioral health and other needed services.

PBIS and MTSS Team:

JVHS also maintains a dedicated PBIS/MTSS committee focused on strengthening school-wide behavior expectations, academic interventions, and social-emotional support systems. This team uses data to refine tiered systems of support and promote inclusive practices across campus. The PBIS/MTSS team partners closely with JUSD's Educational Equity Department and the Riverside County Office of Education (RCOE) to access professional development, refine intervention models, and ensure alignment with district and state-level equity goals.

Centering Marginalized Voices

We are especially committed to engaging historically marginalized student and family groups, including English Learners, LTELs, foster youth, low-income families, and those with limited access to traditional engagement structures. To do this:

- We will co-host focus groups in both English and Spanish, facilitated by trusted bilingual staff or community partners.
- We will proactively reach out to students and families who do not regularly attend events by using personal invitations, home calls, and incentive-based participation.
- For students, we will continue to develop peer-led outreach through Peer Mentoring and HealthCorps to create safe spaces for feedback and representation.

Data-Driven Priorities & Actions Taken

Based on the analysis of survey results, interviews, advisory group feedback, and academic performance data found in the SPSA, the following priorities were established and acted upon:

Priority Area	SPSA Goal + CS Pillar	Baseline Data	Anticipated Goals	Actions Already Taken
EL Achievement and Reclassification	Goal 1: College and Career Readiness Integrated Student Supports + Family Engagement	Reclassification rate: ~2% 31.3% of ELs making progress (↓ 8.9%) 289 LTELs	Raise EL progress by 5% Improve LTEL outcomes Increase reclassification rate	Held ELPAC bootcamps Hosted parent workshops Provided translation devices Expanded academic support spaces
Action Steps:	Offer after-school tutoring and/or Summer School ELD specifically for LTELs and newcomer students Expand parent engagement on reclassification through translated materials, visual infographics, and step-by-step guides Promote reclassification celebrations and student recognition to encourage motivation and family awareness Include language development supports in ELOs like Saturday workshops, Summer School, Tutoring, and peer mentoring initiatives Leverage the upcoming DLI program planning to elevate multilingualism and academic achievement as a sitewide value			
ELA/Math Performance	Goal 1: College and Career Readiness	14.51% met Math standards	ELA performance declined	Offered Saturday CAASPP/AP workshops

	Expanded Learning Time	ELA performance declined	Increase Math proficiency by 5% Improve ELA outcomes via targeted supports	Provided ELO tutoring Compensated teachers for after-school instruction
Action Steps:	and ELA based on standard ELA based on the skills recovery Provide professional Assessment Blocks (Use 5-Star Student participation to acade to support the strategies to support ELA based on the standard ELA based on standard ELA based on the standard ELA based on t	er-school intervention Math sersession ELO prograd development for teal (ABs) to guide targete engagement system emic growth kshops that explain Coport learning at home growth publicly throudemic achievement workshops to SPSA for the school in the system of the system	to track ELO attendan AASPP, ELA, and Mat	s "Near Standard" on tional ELA and Math SPP Interim ace and correlate th standards and ards for ELO services address
SEL and Wellness	Goal 2: Safe, Orderly, and Inviting Environment Integrated Student Supports	56% favorable Panorama score on emotional regulation 3,667 Wellness Center check-ins	Raise SEL favorable rating to 60% Increase Wellness Center use and student participation	Created Zen Den Purchased stress tools & yoga mats Launched Wellness Garden
Action Steps:	Promote Wellness (announcements, soc	s, and emotional regula Center services more ial media, posters, and	ning to include SEL mi ation strategies during broadly through advi d teacher referrals e.g., Mental Health Awa	advisory

	Self-Care Challenges) to build student ownership of SEL initiatives Offer family SEL workshops on topics like managing teen anxiety, building resilience, and supporting emotional health at home			
	Collaborate with co	· ·	.g., RUHS, HealthCorp	os) to provide SEL
Parent Engagement	Goal 3: Family & Community Partnerships Family and Community Engagement	14 workshops hosted 21 needs assessment responses	Raise workshops to 18 annually Raise needs assessment participation to 50+	Hosted monthly workshops Used translation headsets Offered food & childcare Improved signage and visuals
Action Steps:	Expand the variety of parent workshops to include topics requested in needs assessments (e.g., college readiness, mental health, ELD support) Implement regular needs assessment distribution at all major events (Back to School Night, conferences, resource fairs) to raise response rates Offer flexible workshop times (morning and evening sessions) to accommodate more family schedules Increase targeted outreach through personalized invitations, reminder calls/texts, and multilingual flyers using Parent Square and USPS mailings Continue offering translation headsets and childcare to remove participation barriers at all engagement events Develop a parent leadership pathway by recruiting workshop participants to join advisory groups (ELAC, SSC, CS Advisory) Celebrate parent participation milestones (e.g., certificates of completion for			
Student Leadership and Voice	Goal 2 & 3: School Climate + Partnerships Collaborative Leadership + Expanded Learning	Peer Mentoring: 14 students enrolled Limited student leadership outside ASB	Raise Peer Mentoring to 20+ students Increase student-led activities across campus	Launched Peer Mentoring course Hosted UCR Ropes Challenge Started HealthCorps club

Action Steps:	Expand Peer Mentoring recruitment with presentations in core 9th and 10th grade classes, EL support rooms, and advisory Host student-led campaigns and events (e.g., attendance challenges, wellness week, anti-bullying awareness) to increase visibility and campus impact Integrate student voice opportunities into staff PD or planning meetings (e.g., empathy interviews, listening circles) Track student leader involvement in campus events using a leadership log or digital badge system				
Access to Basic Needs	Goal 2: Safe and Supportive Environment Integrated Student Supports	No usage tracking for JAG Closet 2 "Thrifting Thursday" events	Implement usage log system Host 4+ events/year Expand access to hygiene, clothing, and school supplies	Purchased washer/dryer Expanded JAG Closet offerings Launched basic needs campaigns	
Action Steps:	Promote the JAG C check-ins to increase Expand "Thrifting T with themed wellness Partner with studen organize, and promo Develop donation c kits, shoes, jackets, a Track item distribut Collaborate with out	loset regularly during a awareness among standard backpacks and trends in the lose of the	g advisory, parent works rudents and families a monthly or quarterly s s Mentors, HealthCorps and local community pa s spply needs and ensure (e.g., Youth Enrichmen	shops, and wellness schedule and align b) to help sort, rtners for hygiene e equitable access	

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority

Outcome/Indicators you aim to improve

Collective Priority 1: Decrease Chronic Absenteeism

By June 2026, Jurupa Valley High School will reduce chronic absenteeism, defined as missing 10% or more of school days, through targeted interventions, parent engagement strategies, and data-driven support plans. The overall chronic absenteeism rate was 33.61% last year, and the goal is to lower it by at least 2%. In particular, the chronic absenteeism rate for English Learners was 35.45% last year, and the goal is to reduce it to 30%.

Outcomes/Indicators for 2025–2026:

- Reduce the overall chronic absenteeism rate by 1% as a midpoint in December 2025 toward the 2% reduction goal by June 2026
- Increase positive student attendance rate from 90.1% to at least 92.1%
- Track and increase the number of targeted parent contacts and family engagement interventions for chronically absent students
 - Specifically targeting the subgroups:
 - Socioeconomically Disadvantaged
 - English Learner
- Expand number of students participating in attendance-focused supports (e.g., mentoring, case management, incentives)
- Document implementation of attendance campaigns and student-led outreach
- Monitor and report monthly data trends to COST and Community Schools Council
- Hold SART meetings for students with 6-9 unexcused absences, with individualized action plans.
- Refer students/families to SARB or community agencies for wraparound supports
- Identify students trending towards chronic absenteeism through weekly attendance team meetings.
- Call and or meet with families after 3 unexcused absences.
- Include attendance data in staff meetings to support shared accountability.
- Increase Saturday school attendance to help students build positive attendance habits and improve academic performance.

Collective Priority 2: Increase Overall Attendance Rate

By June 2026, the school will increase its average daily attendance rate from 90.1% to 92.1% through incentive programs, parent workshops, positive school culture initiatives, and stronger early identification and outreach for students with declining attendance. This goal includes raising the attendance rate of English Learners from 88.92% to 90.92% and socioeconomically disadvantaged students from 89.63% to 91.63%.

Outcomes/Indicators for 2025-2026:

- Launch "Attendance Matters" campaign to highlight importance of daily attendance.
- Increase positive student attendance rate from 90.1% to at least 92.1%
- Celebrate weekly/monthly perfect attendance with student shoutouts, certificates, or small rewards.
- Implement schoolwide incentive programs
- Use SIS and data dashboards to flag students with 2+ absences in a month for follow-up.
- Assign wellness team, counselors, or admin to make personal contact with flagged students/families.
- Provide customized attendance improvement plans and regular check-ins.
- Increase Saturday School offerings to give students a chance to make up missed days and stay on track.
- Host parent information sessions on the impact of attendance.
- Send monthly attendance updates home to families.
- Leverage community liaisons or ambassadors to conduct home visits or support outreach.

Outcomes/Indicators for 2025–2026

- Increase Peer Mentor student leadership participation from 8 students in 2024–2025 to at least 14 students by June 2026.
- Improve overall school climate measures from 41% in 2024–2025 to at least 43% by June 2026, with an emphasis on raising the English Learner subgroup's positive response rate from 32% to at least 34%.
- Expand student-led campaigns focused on attendance, mental health awareness, and school culture, with campaign reach and participation tracked through the 5-Star Student system.
- Increase access to integrated student supports (e.g., wellness center initiatives, small group interventions, and resource fairs), with participation data monitored through COST.
- Strengthen family-school partnerships by offering monthly parent engagement workshops throughout the 2025–2026 school year, with attendance data tracked and parent feedback collected to inform future sessions.

Collective Priority 3: Increase Overall School Climate

By June 2026, Jurupa Valley High School aims to improve overall school climate measures from 41% to 43%. In particular, the English Learner subgroup, which averaged 32% positive school climate, will be a focus, with the goal of raising that percentage by at least 2% to help close the gap. These improvements will be supported through initiatives such as the Peer Mentor Leadership class, student-led campaigns, integrated wellness supports, resource fairs, and parent engagement workshops.

Action Steps

Peer Mentors & Student Voice

- Recruit and enroll additional students into the Peer Mentor Leadership class through counselor recommendations, teacher referrals, and student outreach.
- Provide Peer Mentors with ongoing leadership training in communication, collaboration, and mentoring skills.
- Track Peer Mentor attendance and participation in leadership events, campaigns, and mentoring activities through the 5-Star Student system.
- Document Peer Mentors' contributions to attendance campaigns, mental health awareness projects, and positive school culture initiatives.

- Ensure Peer Mentors receive ongoing leadership development opportunities beyond regular classroom activities to strengthen their ability to mentor and lead peers effectively
- Partner with staff and community organizations to expand leadership opportunities

Student-Led Campaigns

- Support student groups in developing and implementing campaigns on attendance, school culture, and wellness.
- Use surveys, classroom visits, and 5-Star data to measure student participation and impact of campaigns.
- Celebrate and showcase campaigns during rallies, assemblies, and social media outreach to increase visibility.

Integrated Student Supports

- Expand access to wellness center services, small group interventions, and campuswide events like resource fairs.
- Coordinate with COST and Community Schools
 Council to identify student needs, monitor participation data, and adjust supports as needed.
- Build partnerships with local organizations and agencies to increase available resources and bring additional expertise to students.

Parent Engagement

- Offer monthly parent engagement workshops on topics such as attendance, wellness, academic readiness, college/career pathways, and community resources.
- Provide food, childcare, transportation, and translation services to reduce barriers to parent participation.

- Promote workshops and events through multiple channels (calls, flyers, texts, newsletters, Instagram) in both English and Spanish.
- Involve parents as facilitators, panelists, or co-hosts in workshops to elevate their leadership voice.
- Recognize parent contributions and participation in newsletters, schoolwide events, and community communications.
- Collect feedback from parents after each workshop and use it to shape future sessions and engagement strategies.

Recognition & Celebration

- Highlight contributions of Peer Mentors, student leaders, and families during schoolwide events and communications.
- Record recognition points in the 5-Star Student system to track and celebrate ongoing engagement.

Actions Taken (Year 1 & Year 2):

- Hosted over 25 family events/workshops in 2 years, including:
 - Parents with PRIDE / Monthly Parent Workshops
 - IEHP Navigator events
 - Mental Health Training & Opioid Awareness (Narcan)
 - TODEC immigration workshops
 - FAFSA, college prep, and Career Pathway presentations
 - Parent ESL classes in partnership with the adult school
 - o JTEP computer literacy classes
 - Triple P parenting workshops
 - Zumba classes for family wellness
- Created and promoted JagChella (resource fair + student celebration)
- Shared info via ParentSquare, Remind, flyers, and mailers
- Hosted food, raffles, and swag at workshops to reduce participation barriers
- Integrated student leadership and peer mentors to promote events

Outcomes/Indicators for 2025-2026:

- Increase number of parent/family workshops and events to 16+ per year
- Launch a Parent Leadership Pathway (e.g., mentor ELAC/SSC reps, co-lead workshops)
- Offer childcare and dinner at high-priority events to improve access
- Conduct post-event feedback surveys to guide planning
- Increase positive student attendance rate from 90.84% to 91.34% by strengthening the school-home connection

Collective Priority 4: Enhance parent involvement, engagement, and outreach, fostering a collaborative partnership between the school and parents to support the overall well-being and academic success of students.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to

real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Jurupa Valley High School is committed to developing meaningful connections between students' academic experiences and their cultural identities, community context, and lived experiences. With approximately 89% of our student population identifying as Hispanic/Latino, and a significant number of Long-Term English Learners (~289 students), we recognize the importance of integrating culturally responsive, linguistically sustaining, and place-based learning opportunities.

Our data reveals both opportunities and urgent needs: while 53.2% of students are considered college and career ready (a 5.3% increase), only 31.3% of English Learners are making progress, representing an 8.9% decline from the previous year. In response, JVHS is deepening its commitment to Community-Based Learning (CBL) by partnering with local organizations, expanding project-based instruction, celebrating cultural identity, and strengthening staff capacity.

The following table outlines our schoolwide goals, alignment with the SPSA and the Four Pillars of Community Schools, baseline data, and the anticipated outcomes that guide our implementation of Strategy 2.

Goals	SPSA Goal	CS Pillar	Baseline Data	Anticipated Goals
Promote academic equity and multilingual achievement through culturally and linguistically sustaining instruction	Goal 1: All students will be college and career ready	Integrated Student Supports - Provide academic and language-specific services to address barriers and promote multilingual success	31.3% of ELs making progress (↓ 8.9%) 289 LTEL students Reclassification rate	Raise EL progress rate by 5% Improve LTEL outcomes Launch DLI program (2025–2026)
Action Steps:	Host ELPAC Bootcamps to support EL students with targeted academic prep and increase test familiarity Provide ongoing professional development for teachers on designated and integrated ELD strategies, with a focus on scaffolding for LTELs Use student data to identify ELs not making progress and design tailored supports (e.g., tutoring, academic mentors, bilingual paraeducator assistance) Expand family workshops to build understanding of the reclassification process, ELPAC, and academic pathways Coordinate with district leadership and feeder schools to plan for Dual Language Immersion (DLI) program rollout, including staffing, curriculum, and community			

	Embed culturally responsive materials and language development strategies into core content instruction to support engagement and retention			
Celebrate student identity and cultural pride through inclusive, community-based learning experiences	Goal 3: All students will feel connected to their school community through engaging educational practices and partnerships with parents and community	Active Family and Community Engagement – Empower families and students to connect learning to culture, identity, and lived experiences	89% of students identify as Hispanic/Latino 2 Culture Nights hosted annually	Expand cultural events and partnerships Broaden student voice in programming
Action Steps:	Expand Culture Night events in collaboration with the Spanish Department and other departments to highlight diverse student cultures Partner with community organizations (e.g., TODEC) to provide culturally relevant workshops (e.g., immigration rights, heritage celebrations) Integrate cultural learning projects into advisory, peer mentoring, and classroom activities Include cultural recognition activities during schoolwide events, such as assemblies, resource fairs, and family nights Create opportunities for students to share their stories through poetry, art, music, and presentations Promote events in multiple languages and through student media (socials, announcements, flyers)			
Expand project-based and place-based learning through community partnerships	Goal 1 & 3	Expanded Learning Time and Opportunities - Offer real-world, hands-on learning beyond the school day through local partnerships	RiverKATS and HealthCorps piloted in 2023–2024 RISE curriculum integrated Spring 2024	Increase field-based learning opportunities Improve student engagement via PBL participation
Action Steps:	Continue implementation of HealthCorps during the school day, with student-led wellness campaigns focused on physical and mental health Partner with IE Waterkeeper to expand RiverKATS, providing hands-on environmental learning, field trips, and student-led projects tied to science and			

	•				
	sustainability				
	Integrate RUHS RISE curriculum into wellness and advisory classes to promote mental health awareness and build student resilience				
	Track student participation in community-based programs and align with ELO data for visibility and evaluation				
		Invite community partners to present during advisory or enrichment periods, connecting students to local activism, leadership, and career paths			
	Coordinate transportation and permissions proactively to remove barriers for students participating in off-site experiences				
Strengthen teacher capacity in culturally responsive and community-conne cted instruction	Goal 1: All students will be college and career ready	Collaborative Leadership and Practice – Use professional learning and shared leadership to deepen	Restorative Circle Training Offered to Some Staff Staff survey indicated interest	Implement ongoing CBL PD Increase community-aligned curriculum use	
		culturally relevant pedagogy			
Action Steps:	Provide ongoing professional development on culturally responsive teaching, community-based learning (CBL), and trauma-informed practices				
	Expand restorative circle training to include additional certificated and classified staff throughout the year				
	Collaborate with community partners to co-design lesson content or co-present in classrooms (e.g., RUHS, TODEC, Waterkeeper, HealthCorps)				
	Survey staff annually to assess growth, needs, and interest in further CBL integration				
	Include culturally affirming practices in peer mentoring and ELOs, encouraging cross-program alignment				
	Encourage participation in external conferences and trainings aligned with equity, student voice, and identity-affirming instruction (e.g., EMPOWER, Equity Conference, CADA)				

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 vo	our goals for	strenathening	collaborative	leadership

Site Level Goals and Measures of Progress

Goals Action Steps

Action Steps:

- Include brief Community Schools updates in all staff meetings (highlight events, wins, student stories, resources, and progress toward goals).
- Offer short PD/learning segments during staff meetings or PD days on:
 - What Community Schools is
 - How teachers can refer students for supports
 - Examples of Integrated Supports and Family Engagement that work
- Create and post a Community Schools staff resource board or Google Hub with:
 - Event flyers and volunteer sign-ups
 - Updates from CS Advisory meetings
- Share "Community Schools in Action" stories from teachers, students, or events via email, staff bulletin, or ParentSquare.

Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.

Measures of Progress:

- Deliver monthly CS updates at staff meetings
- Increase staff awareness of CS pillars and services (measured through annual staff needs assessment)
- Document at least two CS-focused PD/learning sessions annually
- Increase number of staff-initiated student referrals or event collaborations
 - Collect feedback from staff on clarity and accessibility of CS-related communication/tools

Strengthen and sustain the Community Schools Advisory Committee by increasing engagement, representation, and leadership development among students, parents, and community members.

- Continue to hold at least four committee meetings annually, aligned to implementation review cycles.
- Improve turnout by 25% through early calendar planning, personalized invitations, and follow-up reminders.
- Develop and implement a recruitment plan to invite more parent leaders (especially from ELAC, SSC, and underrepresented subgroups).
- Formalize student roles on the committee (e.g., student CS liaisons or rotating student voice spotlights).
- Provide brief leadership development moments (e.g., 5-minute "What is CS?" refreshers or discussion prompts) to build member understanding and capacity.
- Create a feedback loop by scheduling presentations or share-outs to School Site Council and ELAC to increase visibility and alignment.
- Publish meeting summaries and action items to the community to build transparency and accountability.
- Coordinate cross-representation by inviting ELAC and SSC members to participate in or present at Community Schools Advisory meetings.

Measures of Progress:

- Increase average parent/community member attendance at CS Advisory meetings by 25%
- Maintain consistent student involvement (minimum 2 students per meeting)
- Ensure that each CS Advisory meeting includes at least one actionable feedback opportunity
- Schedule 1–2 presentations to SSC or other parent advisory groups by end-of-year
- Collect pre/post surveys from advisory members to assess confidence in understanding CS pillars and decision-making role

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):

Jurupa Valley High School (JVHS) is actively cultivating a culture of collaborative leadership and shared governance by building systems that meaningfully engage students, families, educators, and community partners in planning and decision-making.

In the 2022–2023 school year, JVHS launched its Parents with PRIDE meetings—a strategic initiative

designed to strengthen parent voice and deepen engagement in school improvement efforts. These monthly workshops serve as inclusive platforms for families to provide input on school climate, student needs, and academic priorities. To remove barriers to participation, Community Schools funding has supported compensation for teachers and counselors, childcare, and meals during evening meetings—ensuring families feel welcomed and supported.

As part of our broader governance structure, we formally established the Community Schools Advisory Committee during the 2023–2024 school year. This committee includes students, parents, teachers, classified staff, counselors, and community members. It meets quarterly to review needs assessment data, provide input on Community Schools initiatives, and guide spending priorities. This year, we strengthened student voice by inviting student representatives to serve on the committee—a step that deepens authentic youth engagement in decision-making. We also began aligning the committee's work with School Site Council (SSC) and ELAC, creating opportunities for cross-representation and shared feedback loops between groups.

To ensure staff are consistently engaged in the Community Schools vision, we've begun integrating Community Schools updates into monthly staff meetings and have launched a plan to provide mini PD sessions on relevant topics such as wellness referrals, restorative practices, and family engagement strategies. A Community Schools bulletin board, digital toolkit, and quarterly "Community Schools in Action" newsletter will further enhance transparency and staff participation.

We are also investing in leadership development opportunities to strengthen our internal capacity and align our practices with the pillars of the Community Schools framework. Teachers, counselors, administrators, and classified staff have attended key conferences, including:

- The EMPOWER Summit, which focused on equity-centered leadership and school transformation
- The CADA Conference, which provided training on student leadership and school culture
- The upcoming Orange County Department of Education PAL (Peer Assistance Leadership) training, in preparation for the expansion of our Peer Mentoring course

Additionally, we are collaborating with Riverside University Health System (RUHS) to deliver specialized wellness workshops for students through the SOAR program, which includes Teen Suicide Prevention, Overdose Awareness, and the Resilience Initiative through Support and Empowerment (RISE). These efforts are led collaboratively by site and district staff and support our goal of integrating restorative and trauma-informed practices into our broader student support systems.

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

As we move forward, our next steps include:

- Increasing consistent attendance and engagement at Community Schools Advisory Committee meetings
- Creating pathways for student-led presentations and peer mentorship initiatives
- Enhancing cross-communication between the CS Committee, SSC, and ELAC

 Documenting and sharing outcomes of community input to ensure transparency and shared accountability

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

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

As part of JVHS's commitment to sustaining and expanding the Community Schools model, key staffing, programs, services, and funding systems have been identified for long-term support. The table below outlines priority areas, baseline data, anticipated goals, and actions already taken or planned to ensure sustainability beyond the initial grant period.

Priority Area	SPSA Goal + CS Pillar	Baseline Data	Anticipated Goals	Actions Already Taken / In Progress
Sustain key Community Schools staffing positions	Goal 2: Safe and Supportive Environment Collaborative Leadership + Integrated Supports	CS TSA and some MH staff funded via CS grant (temporary)	TSA and MH positions included in 2025–2026 staffing plan Board/district presentations to sustain roles	Advocated for budget inclusion in 2025–2026 staffing cycle
Action Steps:	Present staffing impact data (student support, program outcomes, SEL gains) to site and district leadership Advocate for inclusion of positions in the site and district budget for 2025–2026 through LCAP or other funding sources			

	Coordinate presentations to School Site Council (SSC), Community Schools Advisory, and the school board highlighting the staffing need Gather parent, student, and staff testimonials supporting the value of TSA and mental health roles Track service delivery data monthly (e.g., number of students served, workshops held) to strengthen justification for continued funding			
Strengthen and sustain Peer Mentoring elective	Goal 2 & 3: School Climate + Family/Community Partnerships Expanded Learning + Collaborative Leadership	14 students enrolled Course funded by CS grant (zero period stipend)	Maintain Peer Mentoring in master schedule Transition funding to site-based budget after grant sunset 90% student course completion Student leaders engage in 2+ outreach events annually	Funded zero period stipend through Community Schools funds Developed course structure, calendar, and curriculum Provided mentor teacher PD and planning time Preparing sustainability proposal for site/district leadership
Action Steps:	Expand Peer Mentoring recruitment through outreach in advisory, EL support, and core classes Refine course curriculum annually based on student and mentor teacher feedback Track student outcomes (GPA, attendance, discipline) to show program impact and strengthen sustainability case Prepare sustainability proposal for site administration and district leadership to fund the zero period teacher stipend beyond the grant Integrate Peer Mentoring leadership roles into campus events to increase student visibility and outreach impact Provide annual professional development and planning time for the mentor teacher to ensure program quality and growth Monitor and document mentor participation in campus outreach events (minimum 2 events/year)			

Expand billing capacity for mental health services	Goal 2: Safe and Supportive Environment Integrated Student Supports	EPSDT billing active CYBHI billing in development	Monthly billing submission in partnership with JUSD PICO CYBHI billing active by Fall 2025 Increase reimbursed service encounters	Partnered with JUSD PICO billing team Supported parent outreach and consent collection at events Staff trained in billing procedures and eligibility documentation
Action Steps:	Collaborate monthly with JUSD PICO billing team to ensure timely EPSDT and CYBHI submissions			

Key Staff/Personnel

Nancy Reyna	School Site Principal
Jose Campos	Director, Parent Involvement and Community Outreach
Shayna Golbaf	Pupil Services Coordinator
Denise Lopez	Assistant Principal Athletics
Phillip Ramirez	TSA Community Schools
Briana Beam	Behavioral Health Peer Specialist
Nadia Hernandez	Behavioral Health Peer Specialist
Laisa Jamison	Behavioral Health Clinical Supervisor
Christiana Shenck	Behavioral Health Associate
TBD	Riverside University Health System - Behavioral Health Substance Abuse and Prevention Counselor
Amber Manriquez	Riverside University Health System - Behavioral Health Substance Abuse and Prevention Counselor

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

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

- 1. Expanding its current contract with Riverside University Health System Behavioral Health under EPSDT billing. The goal is for any Behavioral Health Staff funded by community schools to shift to EPSDT funding. We have already seen an increase in our contract with previous grant funding.
 - a. Under CalAIM services are now reimbursable for case management services.
- 2. Co-located substance abuse treatment and prevention programs provided by Riverside University Health System Behavioral Health.
 - a. This may lead to Jurupa Unified becoming a contract provider for these services.
- 3. Co-locate services offered by Federally Qualified Health Centers: FQs
 - a. Jurupa Unified has in the past operated an intermittent health clinic at one of its school sites which will be reopened utilizing two different partners pending agreement finalization of the new facility construction as part of that site's modernization. Negotiations are in place to also co-locate behavioral health services from one of our FQs.

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

Jurupa Unified plans to continue exploring the following funding streams:

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

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Jurupa Valley High School continues to deepen strategic partnerships that reflect the evolving needs of our students, families, and staff. Through new collaborations, enhanced coordination, and expanded visibility, our goal is to ensure every partnership contributes meaningfully to whole-child development and community well-being. The table below outlines our current priorities, baseline data, anticipated goals, and actions taken to strengthen and sustain these relationships.

Goal	SPSA Goal + CS Pillar	Baseline Data	Anticipated Goals	Actions Already Taken / In Progress
Deepen and expand partnerships responsive to student, staff, and family needs	Goal 2 & 3: Safe and Supportive Environment + Family and Community Engagement	Several new partners engaged (IEHP, HealthCorps, Inland Empire Waterkeeper) Food distribution partnerships disrupted post-COVID	Establish MOUs or formal collaborations with 3+ new partners Host resource fairs and CS events featuring 10+ agency partners annually	Engaged IEHP, HealthCorps, and IE Waterkeeper for on-site services and programs Initial outreach to reestablish food distribution partners
Action Steps:	Recruit additional agencies to participate in resource fairs, parent nights, and other community events Create a partner engagement calendar to ensure consistent collaboration and visibility throughout the year Host at least one resource fair annually featuring 10+ agencies providing direct services to families and students Highlight partners at major school events (registration, Back-to-School Night, monthly parent workshops) Collect partner feedback surveys after events to strengthen collaboration and identify areas for expansion			llaboration and s providing direct o-School Night,
Strengthen coordination with existing partners	Goal 2: Integrated Student Supports	Existing partners: FQHCs, RUHS-BH, CBU, Public Health Mobile Unit	Maintain regular communication with major service providers Increase service co-location and integration at JVHS	Coordinated mental health services, immunizations, and internships with existing partners Partners invited to advisory and

				planning meetings
Action Steps:	Map current partner services and identify overlap or gaps in student and family supports			
Create systems to track and align partnerships with student outcomes	Goal 2 & 3: Collaborative Leadership + Integrated Supports	No formal system for partnership tracking at site level	Develop partner engagement tracker aligned to program goals Review partnership impact data quarterly with CS Advisory	Drafted initial tracking templates Began partner impact updates at CS Advisory meetings
Action Steps:		a partnership engag ovided, and student re	ement tracker to doc each	ument partner
	Align partner service academic support) w		am goals (e.g., wellne	ss, attendance,
	Collect and review data quarterly with the Community Schools Advisory Committee to assess partner effectiveness and areas for improvement			
	Include impact indicators (e.g., student participation numbers, referral data, family engagement) in all partner reports			
	Use partnership data to adjust programming, strengthen services, and drive continuous improvement efforts			
Increase visibility and accessibility of partner supports to families	Goal 3: Family and Community Engagement	Limited promotion of partner services at major events	Promote partners at registration, Back-to-School Night, parent workshops Ensure culturally and linguistically accessible promotion materials	Partner flyers distributed at events Increased bilingual promotion via Parent Square and direct outreach
Action Steps:	Highlight partner services at major events like registration, Back-to-School Night, and monthly parent workshops			
	Distribute bilingual flyers and visuals both in-person and digitally via ParentSquare, Remind, and email			ally via
	Create a partner info hub (bulletin board, webpage, or QR code directory) that families can access easily			

Collaborate with partners to co-host events or offer brief presentations during parent workshops

Use visuals and signage (e.g., feather flags, table tents) to help families easily locate partner booths or reps

Collect parent feedback on partner access and awareness to guide future communication strategies

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:

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

Districtwide and Longstanding Partnerships

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

These longstanding relationships support core services at JVHS:

• Riverside University Health System – Behavioral Health (RUHS-BH):

- EPSDT billing partner for school-based mental health services
- Suicide prevention training and CBITS intervention (MHSA-funded)
- SAPT (Substance Abuse Prevention and Treatment) staff to be co-located at JVHS Wellness Center
- RUHS Public Health Mobile Unit provides immunizations and preventive health screenings at school sites

Federally Qualified Health Centers (FQHCs):

Community Health Systems: Mobile medical care and integrated behavioral health services

- o Neighborhood Healthcare: Dental mobile unit serving all campuses and preschool screenings
- Future plans include reopening a co-located student health clinic at a modernized JUSD school site

California Baptist University:

- Graduate intern provider for school-based counseling
- Partner in Federal School-Based Mental Health Grant, supporting dual enrollment and mental health career pathways
- o Partnership includes Riverside COE, Beaumont USD, and Moreno Valley USD

First 5 Riverside:

- Supports home visitation programs and family engagement services across JUSD
- Youth Enrichment Services, Wylie Center, Tessie Cleveland, Alma Family Services, Operation SafeHouse, and MFI (My Family Inc.):
 - Support students and families with clothing, hygiene items, trauma-informed mental health services, and parenting classes

Vision and Health Services:

Vision to Learn, America's Best Eyeglasses, Lions for Sight (returning post-pandemic)

Food Access and Faith-Based Partners:

 Rebuilding food distribution partnerships post-pandemic through faith-based and nonprofit organizations

• Civic and Legislative Partners:

 Congressman Mark Takano, Senator Richard Roth, and Assemblymember Sabrina Cervantes regularly support school-based community events such as citizenship workshops, resource fairs, and COVID-19 vaccine clinics

New and Expanding Partnerships at JVHS

TODEC Legal Center:

Provides *Know Your Rights* immigration presentations and advocacy workshops for families, expanding access to culturally relevant legal information for our predominantly Latino community.

Volta Med:

Offers **on-site sports physicals** at no cost to families, supporting student-athletes and reducing barriers to participation in extracurricular programs.

Reach Out:

Community health education partner presenting workshops on topics such as **Narcan use**, substance abuse prevention, and mental health, as part of parent engagement nights.

• IEHP Health Navigators:

Support families in navigating Medi-Cal, health coverage, and access to care. IEHP attends major school events and conducts direct outreach.

HealthCorps:

A peer-led student wellness program embedded in the school day, focused on nutrition, mental health, and physical activity. HealthCorps students participate in schoolwide campaigns and leadership events.

• Inland Empire Waterkeeper – RiverKATS Program:

Provides environmental education and activism opportunities through hands-on fieldwork and place-based learning tied to science curriculum and peer mentoring.

• Friday Night Live (FNL):

A student-led leadership group promoting healthy choices, drug-free lifestyles, and community involvement through weekly projects.

• National Alliance on Mental Illness (NAMI):

A partnership currently being explored to bring peer-based mental health education and support to JVHS students and families.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.