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

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

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

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

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

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

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

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

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

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

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

Capacity-Building Strategies Overview

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

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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 relationship-centered, equitable learning environments through shared power, strong school-community connections, and continuous improvement. This work builds on the foundation established by Jurupa Unified School District (JUSD), which emphasizes asset-based practices, culturally relevant instruction, and integrated mental health and social supports.

JUSD prioritizes family strengths and invests in services that meet students and families where they are. Professional learning across the district focuses on reducing stigma around mental health, strengthening protective factors, and expanding staff capacity to support the whole child. Restorative practices are a key component of this work, with ongoing training that promotes relationship-building, self-reflection, and positive school culture. Shared decision-making is also embedded through structures that elevate student and family voice.

At JVHS, this vision is implemented through a coordinated system of supports and programs, including Reading Buddies to promote mentorship and literacy, a fully developed Wellness Center that provides

social-emotional supports, and Expanded Learning Opportunities (ELOs) such as Saturday School, academic workshops, and tutoring aligned to SPSA goals. The school also prioritizes family engagement through workshops designed to reduce participation barriers, as well as basic needs supports like the JAG Closet to ensure students have access to essential resources.

Student voice and leadership are central to this work, with programs such as HealthCorps, RUHS SOAR, and Peer Mentoring providing opportunities for students to lead, connect, and support one another. All initiatives are guided by SPSA data and are intentionally designed to address opportunity gaps, with a focus on English Learners, students with disabilities, socioeconomically disadvantaged students, and other historically underserved groups.

Community Schools Strategy 1 Alignment Table

Initiative	SPSA Goal	Rationale + CS Pillar	Baseline Data from SPSA or Other Source	Anticipated Goals
Extended Learning Opportunities (ELOs) – Includes Saturday School, academic workshops, tutoring, credit recovery, and supplemental support for student programs such as Flag Football	**SPSA Goal 1:** All students will be college and career ready	**Extended Learning Time & Opportunities –** Provides additional academic support for students below standard through targeted before, after school, and Saturday learning opportunities.	CAASPP: ELA: 42 points below standard Math: 125.6 points below standard Graduation Rate: 94.8% graduated	CAASPP: ELA: Raise to 35 points below standard Math: Raise to 120 points below standard Graduation Rate: Raise to 95% graduated
Action Steps	1. Promote ELO opportunities through advisory, counseling, and family outreach 2. Prioritize access for EL, LTEL, and students below standard 3. Monitor attendance and academic progress to adjust supports 4. Provide supplemental resources to enhance Flag Football programming, ensuring funds supplement and do not supplant existing resources.			
Wellness & Student Supports – 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 39% students responded	Panorama Data: Raise favorability Rate 58% in positive feelings Raise sense of belonging to 44%

			favorably to Sense of Belonging 164 Wellness Center Interest Form Referrals	Raise Wellness Center Interest Form Referrals to 175
Action Steps	1. Promote the Wellness Center through classrooms, advisory, and student leadership groups; lead Wellness Wednesdays and SEL activities. 2. Analyze Panorama and iPad check-in data to identify trends and guide targeted outreach for underserved groups. 3. Coordinate workshops and campaigns with partners, including RUHS. 4. Ensure staff are trained on how and when to refer students using the Interest Form. 5. Build family awareness through parent events and registration materials. 6. Reinforce visibility through staff PD and updates to normalize use and reduce stigma. 7. Implement and maintain a standardized campus hall pass lanyard system to provide students with safe, consistent, and equitable access to integrated student supports, including the Wellness Center, counseling, nurse, library, and administrative services while maximizing instructional time.			
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 school community through engaging educational practices and partnerships with parents and community.	**Family & Community Engagement** – Promotes academic partnership, community connection, and accessibility	Parent Workshops/Classes offered: 14 Parent Needs Assessment Responses: 867 Attendance from Family Events: 1095	Raise Parent Workshops/Classes offered to 18 Parent Needs Assessment Responses raise to 1,000 Increase attendance from Family Events to 1,500
Action Steps	1. Host workshops aligned to parent needs 2. Increase multilingual outreach 3. Provide translation, childcare, and food to reduce barriers 4. Collect feedback to improve engagement			

Student Voice & Engagement	**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** – Increase student engagement, leadership, and connection to school.	Student Leadership Course Enrollment: 16	Student Leadership Course Enrollment: 21
Action Steps	1. Expand Peer Mentoring recruitment and participation 2. Provide leadership opportunities through clubs and campaigns 3. Partner with staff to support student-led initiatives 4. Track participation and impact			

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) conducts a comprehensive needs and assets assessment process grounded in data, stakeholder input, and continuous improvement. This process is aligned with the four pillars of the California Community Schools Framework and the School Plan for Student Achievement (SPSA), ensuring that programs and services reflect the evolving needs of students and families.

JVHS utilizes multiple data sources to inform decision-making, including districtwide tools such as LCAP surveys, Panorama, the California Healthy Kids Survey (CHKS), and partnerships like Hanover Research. In addition, JVHS administers its own annual Community Schools Needs Assessment to gather feedback from students, staff, and families on existing supports, gaps in services, and priorities for improvement. Feedback from monthly parent workshops further strengthens this process by capturing real-time input from families.

To elevate authentic voice, JVHS engages stakeholders through structured focus groups, community circles, and advisory groups. These include the Community Schools Council, School Site Council (SSC), English Learner Advisory Committee (ELAC), and student leadership groups such as ASB, Link Crew, and Peer Mentors. These groups provide ongoing input on school climate, student supports, and engagement strategies, ensuring that decisions are informed by lived experiences.

Qualitative data is also collected through interviews and empathy-based practices. Annual interviews with students and families receiving mental health services, along with empathy interviews conducted through partnerships such as 21CSLA, provide deeper insight into student and family needs and help refine support systems.

JVHS uses integrated teams such as COST and PBIS/MTSS to translate data into action. These teams coordinate academic, behavioral, attendance, and mental health supports, ensuring a cohesive system that responds to student needs and removes barriers to learning.

A strong emphasis is placed on engaging historically underserved groups, including English Learners, LTELs, low-income students, and families who may not traditionally participate in school structures. JVHS addresses this through bilingual outreach, targeted invitations, peer-led engagement through programs like Peer Mentoring and HealthCorps, and efforts to create accessible and inclusive opportunities for participation.

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	40.2% of ELs making progress	Raise EL progress by 5%	Held ELPAC bootcamps Hosted parent workshops

	Engagement			Provided translation devices Expanded academic support spaces
Action Steps:	Targeted ELD tutoring and ELO supports; parent education on reclassification; expanded academic support structures.			
ELA/Math Performance	Goal 1: College and Career Readiness Expanded Learning Time	125.6 below standard Math 42 below standard	Increase math to 115 below standard Increase ELA to 35 below standard	Offered Saturday CAASPP/AP workshops Provided ELO tutoring Compensated teachers for after-school instruction
Action Steps:	Targeted ELD tutoring and ELO supports; parent education on reclassification; expanded academic support structures.			

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 2027, Jurupa Valley High School will reduce chronic absenteeism, defined as missing 10% or more of school days, from **28.47% to at least 26.47%**, with targeted reductions for English Learners from **41.67% to 30%**, through data-driven interventions and family engagement strategies.	**Outcomes/Indicators for 2026-2027:** ● Reduce overall chronic absenteeism from 28.47% to 26.47% and increase attendance rate by 1–2 percentage points ● Reduce EL chronic absenteeism from 41.67% to 30% ● Increase family engagement and student participation in attendance supports (mentoring, case management, attendance recovery) ● Utilize Certified Wellness Coach to provide targeted support for chronically absent students ● Strengthen early identification and monthly data monitoring to guide interventions
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 2026–2027:** ● Increase overall attendance rate from 90.1% to 92.1%, including targeted subgroup gains (EL and socioeconomically disadvantaged students) ● Implement schoolwide attendance campaigns and incentive programs to promote positive attendance ● Strengthen early identification and outreach for students with attendance concerns using data monitoring systems ● Increase family engagement and communication related to attendance (parent outreach, workshops, updates) ● Expand attendance recovery and support options (Saturday School, individualized plans, student supports)

Collective Priority 3: Increase Overall School Climate By June 2027, 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.	**Outcomes/Indicators for 2026–2027** ● Increase overall school climate from 41% to 43%, including EL subgroup from 32% to 34% ● Expand student leadership and student-led initiatives to promote positive school culture ● Increase access and participation in student supports (wellness center, small groups, resource events) ● Strengthen family engagement and participation in school-based activities ● Monitor participation and climate data to guide continuous improvement
Collective Priority 4: By June 2027, Jurupa Valle strengthen family engagement and shared decisio increasing Parent Needs Assessment participatio 1,000 responses. The school will use survey resul needs, barriers, and priorities, and will expand out engagement opportunities, and communication st particular focus on families of students experienci absenteeism, behavioral concerns, and academic goal is intended to strengthen school-family partn improved student attendance, engagement, well-b success.	**Outcomes/Indicators for 2026–2027** ● Increase **family participation in workshops and events** (16+ annually) ● Expand **family leadership opportunities** (ELAC, SSC, workshop involvement) ● Improve **access to events** (childcare, meals, outreach supports) ● Use **parent feedback** to guide engagement efforts ● Strengthen the **school-home connection** to support improved student attendance

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 connecting student learning to cultural identity and community context. With 89% Hispanic/Latino students and a significant number of Long-Term EL students, the school prioritizes culturally responsive and community-based learning. While 53.2% of students are college and career ready, only 31.3% of EL students are making progress, highlighting a need for targeted support. In response, JVHS is expanding community partnerships, project-based learning, and staff capacity to better support student outcomes. The following table outlines goals, alignment, baseline data, and expected outcomes for 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	40.2% of ELs making progress	Raise EL progress rate by 5%
Action Steps:	Provide targeted EL supports (ELPAC prep, tutoring, mentoring, bilingual support) Deliver professional development on ELD strategies, with a focus on LTELs Use data to identify and support EL students not making progress Expand family engagement around reclassification, ELPAC, and academic pathways Plan and align DLI program implementation with district and feeder schools Embed culturally responsive and language development practices into instruction			
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 1 JagChella	Expand cultural events and partnerships Broaden student voice in programming
Action Steps:	Expand Culture Night and JagChella Resource Fair to highlight student cultures Partner with community organizations to offer culturally relevant workshops Integrate cultural learning and student voice into classes and activities Include cultural recognition in schoolwide events Promote events through multilingual outreach and student media			

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
Build staff and schoolwide awareness of Community Schools through consistent communication, professional learning, and transparent sharing of progress.	**Outcomes / Indicators** ● Provide regular Community Schools updates during staff meetings ● Increase staff understanding and use of supports (referrals, engagement strategies) ● Offer ongoing PD on Community Schools practices ● Maintain a shared resource hub for staff access ● Monitor staff engagement and feedback to improve communication
Strengthen and sustain the Community Schools Advisory Committee by increasing engagement, representation, and leadership development among students, parents, and community members.	**Outcomes / Indicators** ● Hold at least four Community Schools Advisory meetings annually ● Increase parent/community participation by 25%, with expanded recruitment (ELAC, SSC, underrepresented groups) ● Maintain consistent student voice and involvement in meetings ● Strengthen member understanding and leadership capacity through brief learning opportunities ● Increase alignment and communication with SSC, ELAC, and the broader community ● Share meeting outcomes and gather feedback to guide decisions and improve engagement

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) continues to strengthen collaborative leadership by engaging students, families, staff, and community partners in shared decision-making. The Parents with PRIDE workshops remain a key structure for family voice, providing monthly opportunities for input on school climate, student needs, and academics. Supports such as childcare, meals, and staff facilitation have helped increase access and participation.

The Community Schools Advisory Committee, established in 2023–2024, meets regularly to review data, guide priorities, and support implementation. The committee includes students, families, staff, and community partners, with expanded student representation to strengthen youth voice. Alignment with SSC and ELAC has improved coordination, communication, and shared feedback across groups.

Staff engagement has increased through regular Community Schools updates, targeted professional learning,

and shared resources that support referrals, family engagement, and integrated supports. JVHS has also invested in leadership development through conferences, including the 5-Star Conference, School-Based Mental Health (SBMH) Conference, Community Schools Conference, EMPOWER Summit, and CADA Conference, while continuing collaboration with Riverside University Health System (RUHS) to provide student wellness programming through the SOAR initiative.

Community Schools funding continues to support extended planning time, allowing staff to align efforts with SPSA goals and the Community Schools framework.

Next steps include strengthening participation in advisory structures, expanding student leadership opportunities, improving alignment across committees, and increasing transparency through regular communication of outcomes.

Through these systems, JVHS continues to build a culture of shared leadership, where stakeholders are actively engaged in shaping school improvement.

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 +	CS TSA and some MH staff funded via CS grant (temporary)	TSA and MH positions included in 2026–2027 staffing plan Board/district	Advocated for budget inclusion in 2026–2027 staffing cycle

	Integrated Supports		presentations to sustain roles	
Action Steps:	Present staffing impact and service data to site and district leadership Advocate for continued funding through LCAP and other sources Share staffing needs with SSC, Community Schools Advisory, and board Collect stakeholder feedback (students, families, staff) to support positions Monitor service delivery data to justify sustainability			
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	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 targeted outreach Refine curriculum based on feedback Track student outcomes (GPA, attendance, behavior) to show impact Advocate for sustainable funding for the program Increase student leadership visibility through campus involvement Provide ongoing PD and planning time for the mentor teacher Monitor mentor participation and outreach efforts			
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 advancing sustainability of integrated student supports through braided funding, partnerships, and expanded reimbursement systems. Current efforts include expanding its contract with Riverside University Health System (RUHS) Behavioral Health through EPSDT billing, with the goal of transitioning Community Schools–funded behavioral health staff to reimbursable services. Under CalAIM, case management services are now reimbursable, further strengthening sustainability. JUSD continues to co-locate services, including substance use prevention and treatment through RUHS and partnerships with Federally Qualified Health Centers (FQHCs), with plans to reopen a school-based health clinic and expand access to behavioral health services.

In addition, JUSD has expanded billing capacity through CYBHI (Children and Youth Behavioral Health Initiative) to include private insurance reimbursement, increasing access beyond Medi-Cal eligibility. The district is also exploring additional funding streams, including managed care partnerships, private insurance contracts, and workforce development through mental health pathway programs. In partnership with the Riverside County Office of Education and local institutions, JUSD is developing dual enrollment and paid internship opportunities in social work and mental health. Together, these efforts reflect a comprehensive braided funding strategy designed to sustain and expand student supports beyond grant funding.

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 community partners for events and services Maintain a partner engagement calendar for consistent collaboration Host at least one annual resource fair with multiple agencies Increase partner visibility at key school events Collect partner feedback to improve and expand services			
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			
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 (registration, Back-to-School Night, parent workshops) Share bilingual outreach through digital and in-person communication Maintain an accessible partner info hub (QR codes, webpage, visuals) Collaborate with partners to co-host events and presentations Use clear signage and visuals to support access at events Collect family feedback to improve awareness and communication			

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
    - *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

  - 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.

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