

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: *SAN ANDREAS HIGH SCHOOL* IMPLEMENTATION PLAN

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support 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

San Andreas Continuation High School (aaustin@sbcoe.org)

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:

At San Andreas High School, our decision to endorse the community school model is driven by our commitment to create a supportive, inclusive and caring environment where both students and families can thrive. Through extensive engagement with stakeholders, it became clear that there is strong belief in the value of a community school approach. This model is fully aligned with the school's vision and mission.

The community schools framework through the overarching values has allowed for inclusivity by promoting access to the education of diverse cultures. This, in turn, has allowed for conversations to develop, offering a supportive space where students and families gain a seat at the table - providing everyone with a voice and be part of the decision-making.

Students, families, school staff, and the community are empowered and encouraged to share their ideas, concerns, and opinions with the school for the betterment of our students.

Our commitment to classroom-community connections bridges the gap between theoretical learning and real-world experiences. Through partnerships with local organizations and businesses, we enrich educational opportunities and deepen community engagement.

Embracing a focus on continuous improvement and possibility thinking, we nurture a growth mindset that encourages innovation and resilience in overcoming challenges. As an alternative education site, we are aware of the limitations in resources for our students and families. Our developmental plans center on implementing the CA CS framework to create a nurturing, inclusive and equitable environment where the encompassing development of every child is paramount.

We are dedicated to providing comprehensive support services that address academic, social, and emotional needs. By leveraging our community partnerships and embracing these core values, we are actively building a community school where students and families can thrive. Our goal is to ensure that every child at San Andreas High School has the opportunity to succeed in a supportive and enriching educational environment.

One of the developmental values that we are currently working on in order to expand on our classroom-community connections is the formation of our Knights council that includes student and parent representation. In collaboration with some of our local community based agencies, we are developing a platform that will allow for both upper graders and lower graders to join in the decision making of their school while offering a real-world and project-based learning opportunity.

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.

At San Andreas High School, our commitment to implementing the community school model includes a proactive approach to engage historically marginalized student and family groups. We understand the critical importance of ensuring that all members of our school community, especially those who have been historically marginalized, are heard, valued, and included in shaping our educational environment. To achieve this, our implementation process for community schools incorporates several key strategies.

We are committed to providing support that addresses the whole child in all developmental areas. There is a premium on providing mental health and social-emotional services to support students' mental health and well-being, including the establishment of wellness centers and mental health services. We partner with the community to enhance the school's educational offerings, including career development opportunities that prepare students for the future. This partnership includes bringing in resources and supports that address conflict management and resolution through Restorative Practices, as well as substance abuse prevention and intervention.

We are committed to hosting family engagement events that are inclusive and accessible, offering opportunities for historically marginalized families to share their perspectives, priorities, and aspirations for their children's education. Furthermore, we will ensure equitable decision-making by inviting diverse voices to participate in our Community Schools Knight Council and other advisory groups, such as our Leadership class. This involvement will allow these groups to contribute to shaping our school's direction and priorities.

In addition, we will incorporate culturally relevant curriculum and programs that reflect the diversity of our student body and honor the cultural backgrounds and experiences of historically marginalized groups. Lastly, we will establish ongoing feedback mechanisms to gather input from historically marginalized families on the effectiveness of our initiatives and make necessary adjustments based on their feedback.

Through these comprehensive strategies, we are dedicated to creating a community school environment that is truly inclusive and equitable. We strive to ensure that historically marginalized student and family groups are actively engaged and empowered to participate in and benefit from all aspects of our educational community.

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
Integrated Student Supports	Mental Health Services Wellness Center Knight Market SEL Lessons Restorative practice
Collaborative Leadership and practices	Parent Survey Community Council Meetings Community School Knight
Effective Communication with students families and community	Flyers Reminders through school platform such as Aeries, Parent Square Parent listening sessions

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

Goals	Action Steps
Non academic student support through community based learning	Continue Kneaded Culinary program for students to receive food and safety certification
Mental Health and Wellness	Implement SEL platform in the classroom (CharacterStrong) Student Assemblies on Wellness Wellness Center Mental Health Services Classroom practices (model SEL behaviors) Restorative Practices

Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue Community School Council	Meet twice per trimester Training and capacity building Engagement and communication Ongoing student representation
Public Presentation of Community School initiative	School Board presentation Parent Presentation

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

Community school coordinator works closely with the school principal, along with the San Benito County Office of Education to create diverse and equal voices to represent all stakeholders. Community Knight Council serves as an opportunity to discuss support and plans with school partners, such as students, staff and community agencies.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue the current community school staffing	Assign the community schools coordinator for San Andreas High School.
Continue Mental Health and Wellbeing providers	Assign a Mental Health provider for the school site and wellr coach/restorative practice

Key Staff/Personnel

School Principal	The school principal plays a crucial role in leading a community school. The principal provides educational leadership by setting the school's vision, mission, and goals aligned with the community school model. They ensure that curriculum and instructional practices meet the needs of diverse student populations, including historically marginalized groups.
MH Provider and Community Schools Coordinator	Provides crucial counseling services, offering individual and group sessions to address social, emotional, and behavioral challenges. They work closely with school staff to identify students who may benefit from mental health support and collaborate on strategies to meet students' needs. Additionally, the therapist facilitates partnerships with local organizations and community leaders to enhance resources available to students and families. Also works on organizing family engagement events, workshops, and information sessions to involve parents and the community in the educational process. They also collect and analyze data to evaluate the effectiveness of community school programs and initiatives, ensuring they meet the needs of students. Offers guidance and resources to help families understand and address their children's mental health needs, fostering a supportive and enriching school environment.

SBCOE Community School Administrator	Consultative support and coordination of the county resources and funding including potential partnerships from different agencies.
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

To sustain our community school initiative beyond the life of our implementation grant, we are taking proactive steps in planning, collaboration, and resource allocation. We will diversify funding sources by seeking additional support from local, state, and federal sources, as well as private foundations and corporate sponsors. We plan to braid different sources of funding and grants such as the CYHBI Multi-Payor Fee to augment the support and services. Building relationships with donors and grant-making organizations interested in education and community development will be crucial.

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

Goals	Action Steps
Include community partners in community school council meetings	Itemized Agenda to add community partners Ongoing Collaboration
Include community partners in Community School events	Invitation to the events Provide education on programs and services
Integrated Student Support Partnership	Partnership with community based organizations to address community based learning and career readiness SEL activities Health and Well-being -Mental Health Services Wellness Center

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:

San Andreas Continuation High School provided behavioral and social emotional support for students in an effort to enhance their academic success. A wellness Center has been implemented. An initiative to ensure students receive SEL support throughout their school day.

Developed an essential closet and food pantry called the Knight Marker as a resource for our students and families. In partnership with our Community Food Bank.

Developed a process and procedure for students to receive 1:1 MH school based counseling when needed.

Restorative Practices support provided to students in partnership with Youth Alliance.

Site Level Goals and Measures of Progress

Goals	Action Steps
Continue partnerships	MOU's with agencies regular assessment of supports and services long-term planning
Engage with community partners	Outreach for new community partners such as grant funding and continued collaboration
Increase Participation of Community Partners	Encourage more parents to participate Invite Community partners to attend

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