

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN **E3 CIVIC HIGH**

Instructions

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

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

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

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

CA CS Framework Overview

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

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

e3 Civic High (Charter LEA) - CDS 37 68338 0127647
 395 11th Ave., 6th Floor
 San Diego, CA 92101
 Dr. Brett Taylor, Chief Engagement Officer (CEO)
btaylor@e3civichigh.com

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

By means of the CCSPP Planning Grant, we were able to hire a Library and Wellness Community Coordinator who worked alongside school administration to facilitate a series of meetings, conversations, and authentic interactions, from July 2023 to February 2024, among our e3 staff, students, families and community education partners, that fostered a shared understanding and deep commitment to the California Community Schools' Framework and Overarching Values.

We have actively worked through the **Visioning** and **Engaging** phases of growth and development, and are excited to enter into a period of **Transforming**, where the e3 community focuses on actions aligned to the deep needs and asset assessment.

During Visioning and Engaging, our community discussed how the ‘e3’ in e3 Civic High stands for “Engage”, “Educate”, and “Empower”. As we defined for ourselves again our shared understanding of these powerful terms, we realized how they directly connect to the overarching values of the California Community Schools Framework. We “**engage**” our students, families and community through a relationship-centered process (Value #1). We believe that to “**educate**” our students in and out of the classrooms their funds of knowledge, rich cultural backgrounds (e.g. race, ethnicity, identity, languages, etc.), and neighborhoods/communities must be represented directly in the e3 learning model and curriculum (Value #3). We believe that to “**empower**” our learning community, each e3 staff, student, family member and education partner must have a seat and voice at the table of decision-making (Value #2). For example, we have launched a Community Schools Steering Committee that is bringing together diverse voices for positive change like never before. Likewise, students have a renewed ‘voice and choice’ as to what and how they learn in their high school class courses, and what topics of interest to pursue as they engage in Design Thinking projects and Workforce Internships (Value #2). Lastly, the e3 community believes that to operationalize our mission, we must continue on the path of continuous improvement through self-reflection and engagement with all our stakeholders/partners on and off campus (Value #4). We are practicing this commitment via the LCAP/WASC Self-Study process (i.e., focus groups, home groups, interviews, surveys, etc.) as we close out our 6-year cycle and look towards our next 6-year WASC Accreditation, 2024-2030. We are aided by the analytical kaleidoscope-lens of the Four Pillars of the Community Schools Framework, Key Conditions for Learning in a Community School, Cornerstone Commitments of Community Schools, and Proven Practices of Community Schools.

In summary, the e3 Civic High community believes in and is committed to the conviction that we must disrupt the traditional and ineffectual education model that has-- over time-- poorly served our diverse students and families from underserved backgrounds. We must combat the oppressive opportunity gaps through the provision of an innovative, collaborative, and empowering e3 educational program and learning experience grounded in the California Community Schools’ approach.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

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

We are fortunate that the 2023-24 CCSPP Planning Process aligned with our WASC 6-Year Self-Study process, allowing us to align our efforts to better understand the “needs” and “assets” of e3 Civic High through collaborative dialogue, analysis of data, and the development of prioritized actions for growth and improvement.

As we initiate the Implementation Grant Process and obtain additional site-level resources, we will go deeper into the needs and asset assessment process with the community using **Clark and Estes’ (2008) KMO Gap Analysis framework** to provide appropriate solutions/actions. The KMO Gap Analysis model suggests that the performance needs of students, staff, families, and community partners can be attributed to gaps in **knowledge** (declarative, conceptual, procedural), **motivation** (values, interest, attributions, efficacy, etc.) and/or **organizational support** (i.e., culture, settings and resources).

As we enter the deeper Transforming phase of building capacity, e3 will validate the assumed knowledge, motivation, and organizational root causes to current stakeholder performance using the KMO Gap Analysis to better provide aligned solutions that will close performance gaps for our diverse stakeholders. This validation of root KMO influences happens by gathering diverse data in the form of stakeholder surveys, focus groups, semi-structured interviews, observations, and artifact reviews -- followed by triangulating that data into findings and recommendations.

e3 Civic High will iterate around solutions and actions for knowledge gaps through communication, training, coaching and job aids; address motivation gaps through alignment of activities to individuals’ and groups’ values, interests, assets, and social-cultural norms; address organizational gaps through the provision of material resources, structural changes, and adjustments to cultural and physical environments/conditions.

As reflected in our **Community Asset Mapping and Needs/Gap Analysis artifact** (see artifact IV-a for more details), e3 has identified some initial shared priorities in section Part B of this document.

References:

Clark, R. E., & Estes, F. (2008). *Turning research into results: A guide to selecting the right performance solutions*.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>1- Students</p> <p>Improve students' academic performance, life skills and long-term success outcomes</p>	<ul style="list-style-type: none"> -Course grades -NWEA MAPS Rit Scores -CAASPP scores -Graduation rates -Punctuality within Competency-based grading system -Persistence and completion rates in College/University (e.g. National Clearinghouse data) -Job/Career placement rates post-graduation (e.g. alumni data)
<p>2 - Parents/Families</p> <p>Build awareness of and access to community resources; increase active parent engagement on campus; and ensure voice in decision-making</p>	<ul style="list-style-type: none"> -Visible presence of parents regularly volunteering or meeting on campus -Full attendance and participation in parent/community committees (e.g. SSC, ELAC, CCSPP Steering) -Attendance and access rates to community events, programs and services (e.g. library, food pantry, workshops, etc)
<p>3 - Staff</p> <p>Expand professional development focused on e3 Learning Model and Positive Behavioral Interventions and Supports (PBIS)</p>	<ul style="list-style-type: none"> -High fidelity and quality of implementation of PD strategies observed in classrooms using rubrics/notes (e.g. IMAGO, PBIS) -Student engagement rates observed in classrooms using rubrics/notes (e.g. time on task, quality of work samples) -Decrease of inappropriate student behavior school-wide (e.g. infractions, suspensions, expulsions) and increase in positive behaviors/student leadership (e.g. clubs, attendance, student-led initiatives)
<p>4 - Community Partners</p> <p>Leverage the Library and Wellness Community Coordinator to expand existing partner programs/services and add new ones through recruitment, logistics planning and quality execution.</p>	<ul style="list-style-type: none"> -Grow our list of viable community partner programs and services offered and accessed by e3 -Facilitation of field-trips that connect to core subjects/courses and learning topics -Attainment of key results, key benchmarks and key actions as detailed in Goal 2 of the 2024-2030 School Goals/Objectives

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
<p>1 - e3 Civic High's CCSPP Steering Committee will hold their regularly scheduled meetings focused on monitoring the CCSPP Implementation Plan, evaluating progress and revising its actions and strategies as needed to ensure successful desired outcomes.</p>	<ol style="list-style-type: none"> 1. Hire e3 Community Coordinator (completed) 2. Create the CCSPP Steering Committee (completed) 3. Develop a Steering Committee meeting schedule (completed) 4. Gather input from members on topics to discuss throughout the year 5. Jigsaw the Implementation Plan and report out on data and indicators of success 6. Success stories/reports shared at Steering meetings
<p>2 - The e3 Library and Wellness Community Coordinator will report directly to the CEO and be the key liaison among the different e3 governance teams to strengthen collaborative leadership.</p>	<ol style="list-style-type: none"> 1. Revise the org chart structure so that the Community Coordinator reports directly to the CEO (ensuring the ability to pivot quickly and take actions in line with admin approval) 2. Community Coordinator to regularly attend the SSC and ELAC committees; as needed, to attend the Leadership Cabinet and Board meetings to report out findings and/or to gather input on the CCSPP Implementation Grant and its progress.

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

e3 Civic High, an independent charter school authorized by San Diego Unified School District, is committed to a system of shared governance and is uniquely positioned as both an LEA (District) and school. As such, district and site-level leadership work closely to implement its LCAP/WASC schoolwide action plan, which now is informed by the California Community School's Framework.

Three members of our Leadership Cabinet fulfill an LEA/district-level role:

1. CEO
2. Director of Human Resources and State Reporting
3. Director of Operations

Two members of our Leadership Cabinet fulfill a school-site role:

1. School Principal
2. Director of Wellness and Counseling

In support of school operations and success, the e3 school administration team consists of the following in addition to the school principal:

1. Deans of Instruction and Scholar Support (3)
2. Program Specialist (SPED)

e3 Civic High has revisited its leadership and governance structures at the site-level and has determined that the inclusion of the **CCSPP Steering Committee** was the missing link to the previously absent community

2. Focus Groups (Cross-section of staff from different groups, classifications, departments)

	A Organization: Vision and Purpose	B Curriculum	C Learning & Teaching	D Assessment & Accountability	E School Culture & Support
Focus Group Leader/DEPT	Cesia Portillo, Principal	DeAndrei Sanders/Dean	Paul Miles, Learning Model Coach	Yelena Gimpelman, Dean	Zandra Jackson, Director
TASK Google Doc Link:	LINK	LINK	LINK	LINK	LINK
List of Members:	Voigt/English	Vandentop/English	Chidester/English	Bernardo/English	Plocinski/English (Coach)
		Johnson/Social Science		Hoover/Social Science	Bello/Social Science
	Ojeda/Math	Plummer/Math	Montes/Math		
	Mayfield/Science	White/Science (Coach)	Zickefoose/Science	Green/Science	
	Cuffee/PE		Goodwin/VAPA	Lambros/Art	Cerruti/CTE
		Vargas/World Language	Casillas/World Language		Wu/World Language
	Melissa Woods/DT-Admin			Snell/DT	
	Garcia/College Counseling	Omar/College Counseling		Lucho/Wellness Counseling	Delaney/Wellness Counseling
	Garibay/SPED		Sheehan/SPED	Joyce Chen/SPED	Contreras/SPED

3. e3 Learning Model Pilot Group - A diverse array of staff and teachers developing and iterating on e3 Learning Model.

4. School Site Council (SSC) - A School Site Council is a group of teachers, other staff, parents, and administrators who work together to develop and monitor a school's improvement plan.

2023-2024 SSC Roster			
Cesia Portillo	Principal	May 2022	2023-2024
CLASSROOM TEACHER () Name	Title	Term Begins	Term Ends
Carla White	Learning Facilitator	2023-2024	2024-2025
Lauren Voigt	Learning Facilitator	2022-2023	2023-2024
Jose Bello	Learning Facilitator	2022-2023	2023-2024
CLASSIFIED STAFF () Name	Title	Term Begins	Term Ends
VACANT			
PARENT (3)-Name	Title	Term Begins	Term Ends
Veronica Martinez	Parent	2023-2024	2024-2025
David Robles	Parent	2023-2024	2024-2025
Brad Thorson	Parent	2022-2023	2023-2024
STUDENT (4)- Name	Title	Term Begins	Term Ends
Paloma Silvar	Scholar	2022-2023	2023-2024
Sy'Asia Negatu	Scholar	2022-2023	2023-2024
Allison Arranda	Scholar	2022-2023	2023-2024
Luis Marcial	Scholar	2022-2023	2023-2024

5. English Language Advisory Committee (DELAC/ELAC) - A school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services.

2023-2024 ELAC Roster	
STAFF	Title
Yelena Gimpelman	Dean of Instruction, ELs
PARENT - Name	Title
Macaria Calderon	Parent
Noel Memija	Parent
Yeni Carbajal	Parent
Camilla Lopez	Parent
Antuan Martinez-Munoz	Parent

6. California Community Schools (CCSPP) Steering Committee

Name	Role/Organization
Janelle Lopez	Library and Wellness Community Coordinator/e3 Civic High
Ady Huertas	Community Partner: Youth, Family & Equity Manager/San Diego Central Public Library
Mayra Nunez	Community Partner: Director of Operations & Community Impact/STAR, PAL
Sergio Rosas	Community Partner: Executive Director/Parent Institute for Quality Education (PIQE)
Zandra Jackson	Director of Wellness and Counseling/e3 Civic High
Joel Tapia	Director of Human Resources and State Reporting/e3 Civic High
Nancy Salazar	HR Assistant/Coordinator of Child Nutrition Services/e3 Civic High
Cesia Portillo	School Principal/e3 Civic High
Roberto Lucho	Wellness Counselor/e3 Civic High
Brian McKinney	Learning Facilitator (Teacher), Chemistry/e3 Civic High
Jeremiah Amante	Student/e3 Civic High
Luis Marcial	Student/e3 Civic High
Stephanie Guerrero	Student/e3 Civic High
John Cruz	Student/e3 Civic High
Veronica Lemus	Parent/e3 Civic High
Maria del Carmen	Parent/e3 Civic High

Strategy 4: Coherence: Policy and Initiative Alignment

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>1 - e3 Civic High is both an LEA and School, and as such, does not create a SPSA; however, it will implement and align the LCAP 2024-2026, WASC Schoolwide Action Plan 2024-2030, and CCSPP Implementation Plan 2024-2030 for coherence, sustainability and amplification of impact.</p>	<ol style="list-style-type: none"> 1. e3 Civic High will create a ‘Schoolwide Plans Crosswalk Document’ (matrix) that visually shows the alignment and integration among the three major school plans. 2. Goals will be aligned 3. Individuals responsible for outcomes will be identified across plans 4. Actions will be aligned 5. Strategies will be aligned 6. Metrics will be aligned with dates for data collection 7. Resources/expenditures will be noted as to their funding source, object/resource codes
<p>2 - e3 Civic High will enact regular monitoring of its schoolwide plans with various stakeholders to ensure policy and initiative alignment.</p>	<ol style="list-style-type: none"> 1. The Leadership Cabinet will do a monthly review of the Crosswalk Document to ensure alignment remains cohesive and to avoid negative consequences of pivots or adjustments in one plan to the others. Cabinet will provide feedback to the e3 Library and Wellness Community Coordinator. 2. SSC and ELAC will do a semi-annual review of the Crosswalk Document and provide feedback to the e3 Library and Wellness Community Coordinator. 3. Departments/Home Groups will do a quarterly review of the Crosswalk Document and provide feedback to the Principal and e3 Library and Wellness Community Coordinator. 4. Board will do an annual review of the Crosswalk Document and provide feedback to the CEO.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>1 - e3 Civic High will recruit, hire and retain an e3 Library and Wellness Community Coordinator who will serve as the site-level coordinator.</p>	<ol style="list-style-type: none"> 1. Create the job description for the position 2. Post the position on EDJOIN and advertise internally and externally 3. Screen, interview and hire the top choice 4. Provide coaching, training and support to ensure retention of Library and Wellness Community Coordinator
<p>2 - e3 Civic High will identify the administrator(s) who will oversee and guide the e3 Library and Wellness Community Coordinator in their work and in the grant compliance process. Careful attention will be paid to addressing the specific needs of our traditionally underserved students and families (Unduplicated Pupil Count).</p>	<ol style="list-style-type: none"> 1. CEO to be the direct supervisor/evaluator of the Library and Wellness Community Coordinator - will meet at minimum 2x per month to check in on work progress and progress of UPC students and families. 2. Director of Human Resources and State Reporting to be the guide with CCSPP grant compliance - will meet at minimum 1x per month to check on grant progress, data, budget and outcomes.
<p>3 - e3 Civic High will recruit, hire and retain a Post-Graduate Success Advisor (Alumni Relations) who will serve as the key staff dedicated to connecting with and monitoring alumni’s long-term outcomes (college, career) - and using that feedback to best support current school systems and students.</p>	<ol style="list-style-type: none"> 1. Create the job description for the position 2. Post the position on EDJOIN and advertise internally and externally 3. Screen, interview and hire the top choice 4. Provide coaching, training and support to ensure retention of Post-Graduate Success Advisor (Alumni Relations).
<p>4 - e3 Civic High will establish a medicare reimbursement process to capture funding for all applicable Community School activities (i.e. certain health related assessments and services provided to beneficiaries by qualified medical professionals or staff), thereby providing an ongoing funding source for the Community Coordinator and activities beyond the lifetime of the Implementation Grant.</p>	<ol style="list-style-type: none"> 1. The Program Specialist (SPED) will establish an LEA Medi-Cal Billing Option Program at e3 Civic High 2. Program Specialist to attend training on Medi-Cal funding and reimbursement procedures, forms, timelines, and required reporting. 3. e3 Civic High to create a proposed budget from LEA Medi-Cal Billing reimbursements aligned to CCSPP Grant costs/expenditures.

Key Staff/Personnel

<p>e3 Library and Wellness Community Coordinator</p>	<p>To serve as the key site-level staff dedicated to coordinating the operationalization of the e3 Civic High CCSPP Implementation Plan, 2024-2030.</p>
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Post-Graduate Success Advisor (Alumni Relations)	To serve as the key staff dedicated to connecting with and monitoring alumni’s long-term outcomes (college, career) - and using that feedback to best support current school systems and students.
Director of Wellness and Counseling	Serves as the site-level administrator who will oversee most of the day-to-day e3-community wraparound programs and services at e3 Civic High (and offsite referral systems).
Community School Instructional Tutor	Serves as classified staff who will be providing before, during and after school tutoring and academic assistance to students as part of Integrated Services in the CCSPP Grant.
Community School Wellness Counselor	Serves as a community school wellness counselor who will provide robust wellness and mental health support services at e3 including Tier 1, 2, and 3 counseling services onsite.
Director of Human Resources and State Reporting	Serves as the school administrator overseeing the accuracy of the Implementation Grant’s compliance and reporting features.

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

Goal 4 of the ‘Site Level Goals and Measures of Progress’ outlines one of the key strategies that e3 Civic High will employ to build funding sustainability beyond the life of our Implementation Grant.

e3 Civic High will establish a medicare reimbursement program to capture funding for all applicable Community School activities (i.e. certain health related assessments and services provided to beneficiaries by qualified medical professionals or staff), thereby providing an ongoing funding source for the Community Coordinator, other staff, and activities beyond the lifetime of the Implementation Grant.

The Program Specialist (SPED) will be the staff member to establish the **LEA Medi-Cal Billing Option Program** at e3 Civic High. Additionally, that position will attend training on funding and reimbursement procedures, forms, timelines, and required reporting. The Program Specialist will join and collaborate with the Orange County Department of Education (OCDE), who began administering Region 9 LEC for School-Based Medi-Cal Administrative Activities (SMAA) in 1999. The OCDE serves educational agencies in Orange, San Diego, and Imperial counties. Furthermore, e3 Civic High will create a proposed budget from LEA Medi-Cal Billing reimbursements aligned to CCSPP Grant costs.

Lastly, the Director of Human Resources and State Reporting will continue to search for and **apply to federal, state and/or local grants** that could support the advancement and sustainability of our CCSPP Implementation Plan.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>1 - e3 will strategically partner with a variety of wellness, mental health, and social services agencies to provide onsite programs, supports and services-- and offsite referrals to related resources.</p>	<ol style="list-style-type: none"> 1. Mobile Adolescent Services Team (MAST) will provide onsite assessments of students presenting with suicidal ideation, self-harm, or severe emotional disturbances; make outside referrals as needed. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership. 2. Vista Hill (Psychiatric Foundation) will support and treat our students who have been referred for issues related to substance abuse and/or addictions. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership. 3. Jewish Family Services of San Diego will support and educate our parents/families by providing onsite workshops at e3 on a variety of relevant topics (e.g. <i>Positive Parenting Program</i>). <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership. 4. Fischer Family Community Outreach Foundation will support our families with food resources via our Onsite e3 Food Pantry to address food insecurities. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership.

2 - e3 will strategically partner with a variety of **college/career, workforce and life readiness agencies** to provide onsite programs, supports and services-- and offsite referrals to related resources.

1. **Reality Changers** will support and educate our students in pursuit of becoming first-generation college graduates and agents of change in their community.
 - a. A representative will be invited to all Steering Committee meetings.
 - b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership.

2. A variety of **Internship Partners** for e3 Seniors in downtown and throughout San Diego county will support the development of our students' workforce and life skills through unpaid and paid internships aligned to students' interests and assets.
 - a. A representative from each Internship Partner company or organization will be invited to all Steering Committee meetings.
 - b. A quarterly satisfaction and feedback survey will be sent to each Internship Partner program administrator to ensure quality assurance and continuous improvement of our partnership.

3. A variety of **Community Mentors and Coaches** to support our INCubatoredu design thinking senior capstone class. These mentors and coaches will bring industry expertise and community connections to support scholar growth.
 - a. Each senior team will have one community mentor from the local business community that can guide them in developing their business idea and creating their business.
 - b. Community business coaches will work with students in the design thinking capstone to provide expertise and experience around industry subject matter.
 - c. A mentor or coach representative will be invited to all Steering Committee meetings.
 - d. A quarterly satisfaction and feedback survey will be sent to each mentor and coach to ensure quality assurance and continuous improvement of our partnership.

<p>3 - e3 will strategically partner with a variety of academics and skills-building agencies to provide onsite programs, supports and services-- and offsite referrals to related resources.</p>	<ol style="list-style-type: none"> 1. San Diego Central Public Library houses the e3 Civic High campus on the 6th and 7th floor of their building, offering immediate access to students and families to literacy materials, resources, research tools, a Maker Space lab for prototyping in Design Thinking, tutoring within the Teen Center, and a variety of workshops. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership. 2. IMAGO will support the development of Social-Emotional Learning (SEL) skills by providing curriculum for our staff and students in addition to ongoing Professional Development. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership. 3. San Diego County Office of Education (SDCOE) will train our staff in the Positive Behavioral Interventions and Supports (PBIS) Framework and model best practices in this space. They will help us to develop custom school-wide expectations and rules that are intentionally created with e3 faculty, student and community voice. <ol style="list-style-type: none"> a. A representative will be invited to all Steering Committee meetings. b. A quarterly satisfaction and feedback survey will be sent to their program administrator to ensure quality assurance and continuous improvement of our partnership.
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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:

e3 Civic High has already established some strong community partnerships, some dating back 10 years to the founding of e3 Civic High. These partners are fully onboard with the vision and mission of e3 Civic High. However, to increase responsiveness and to renew our shared commitments around the expansion of our Community School and related priorities, we will hold a special Steering Committee meeting at the start of the 2024-25 school year. At that meeting, we will present our Implementation Grant Plan and ideate around fresh new ideas, services, and potential programs. The Library and Wellness Coordinator will create a brief report to be shared back to all partners in attendance with next steps and an actionable timeline of 6 months to 1 year with associated metrics defining success.

Current partners and descriptions

- **San Diego Central Public Library (City of San Diego)** - Access to more than 1,000,000 books, digital resources, workshops, study space, and tutoring in the Teen Center.
- **Mobile Adolescent Services Team (MAST)** - Onsite assessments of students experiencing mental health challenges/ideation and offsite referral services/programs.
- **Vista Hill (Psychiatric Foundation)** - Substance abuse and addiction therapy/counseling.
- **Jewish Family Services of San Diego** - Providing workshops to parents/families on positive

parenting.

- **Fischer Family Community Outreach Foundation** - Food Pantry onsite for families on a monthly basis.
- **Reality Changers** - 2x week onsite seminars and workshops for students about college readiness.
- **Workforce Internship Partners** - A list of over 100 companies and/or organizations providing our seniors with workforce internships.
- **San Diego Community Colleges** - Dual Enrollment/Credit Programs.

Newer partners and descriptions

Other partnerships are in the beginning stages or are set to develop in the near future as funding arrives from the Implementation Grant.

- **IMAGO** - SEL curriculum, strategies and professional development.
- **San Diego County Office of Education (SDCOE) PBIS Team** - A robust team of professionals trained in rolling out the PBIS framework and PD based on e3 characteristics and needs.
- **Family Health Centers of San Diego** - Providing the program, Healing Soul-utions, to parents and families consisting of emotional release therapy, private and group mentoring, and retreats.

To nurture a shared understanding, commitment, and coherence with the newer and aspiring partners, e3 Civic High will engage in the three stages of building partnership capacity: **Visioning, Engaging, and Transforming**. This process will take about 6 months to 1 year, in which time specific goals and outcomes will be visited for each e3 partner.

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>1- The e3 Library and Wellness Community Coordinator will attend all Southern Coast Regional Technical Assistance Center (SC R-TAC) trainings, workshops and events.</p>	<ol style="list-style-type: none"> 1. Subscribe to the SC R-TAC ListServ 2. Calendar SC R-TAC workshops and events, and invite any members of the e3 team who are relevant to the training/event/information 3. Create a peer team of Community Coordinators in San Diego to provide mutual support and assistance
<p>2 - The e3 Post-Graduate Success Advisor (Alumni Relations) will participate in group memberships and training specific to learning how to gather relevant e3 post-graduate outcomes data and strategies for monitoring and building a strong e3 alumni network that contributes back to e3’s program as community members.</p>	<ol style="list-style-type: none"> 1. Become a member of the National College Attainment Network (ncan.org) and attend training, conferences and institutes focused on helping e3 students achieve postsecondary access and success. 2. Register with the National Student Clearinghouse (https://www.studentclearinghouse.org/) and learn how to pull, analyze, and summarize various reports on e3 students’ persistence and completion rates in college/universities 3. Join the Communities In Schools® (CIS®) Alumni Leadership Network (ALN) (https://www.communitiesinschools.org/how-you-can-help/alumni/) and source best practices and strategies for building the first ever e3 Alumni Network -- including the development of an online platform for communication and sharing.
<p>3 - The e3 Cabinet Leadership Team will attend applicable Community School conferences/summits to renew and refresh its commitment to the Community School Implementation Grant.</p>	<p>Research which conferences best suit the needs of e3 Civic High:</p> <ol style="list-style-type: none"> 1. State Transformational Assistance Center Community Schools Summit 2. National Community Schools And Family Engagement Conference (CSxFE) 3. Community Schools Empower Summit

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
All e3 Civic High Learning Facilitators (Teachers) and instructional support staff will learn about community-based curriculum and pedagogy in order to represent students’ and families’ diverse cultural and linguistic backgrounds in the learning program as part of the e3 Learning Model.	<ol style="list-style-type: none"> 1. Provide professional development in staff and Department PLCs using the Community School Playbook, academic journal articles and book chapters centered on community-based curriculum and pedagogy. 2. Explicitly identify where and how a community-based curriculum and pedagogy fits in the e3 Learning Model, and have Learning Model Coaches assist Learning Facilitators to implement best practices with feedback.
Train e3 staff on how to utilize Design Thinking/Advisory to incorporate community-based curriculum and pedagogy to increase student engagement, learning, innovation, and entrepreneurship.	<ol style="list-style-type: none"> 1. Provide multiple opportunities each semester to engage in Design Thinking research projects connected to real-life experiences and issues that are relevant to students’ lives and communities. 2. Build on Project Invent and Design Thinking CTE Pathway/Capstone to showcase students’ innovative approach to entrepreneurship and solving real-world problems.
Train e3 staff on how to facilitate Student Presentations of Learning (POLs) and Student Led Conferences (SLCs) that reflect e3 students’ personal learning journeys as members of the e3 community.	<ol style="list-style-type: none"> 1. Presentations incorporate evidence to show that learning experiences at e3 Civic High are personalized, connected to real-life experiences, and result in a greater sense of ownership and agency. 2. Student artifacts display critical thinking and explicit reflections of learning.

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>KEY SITE LEVEL GOAL:</p> <p>e3 Civic High Leadership team will share the Strategic Planning Documents (Schoolwide 5 Goals/Objectives 2024-2030 and CCSPP Implementation Plan) with all e3 education staff, partners/interest holders for transparency, accountability, evaluation and improvement purposes.</p>	<p>1- The Schoolwide 5 Goals/Objectives and CCSPP Implementation Plan will be distributed to community partners in an Executive Summary and will serve as the guiding documents for an evaluation plan.</p> <p>2 - Outcomes based on local data and measures will be reported per each plan component/area.</p> <p>3 - Interest-holders/partners will be able to submit feedback/input/new ideas via an annual survey and in-person during a special Steering Committee meeting.</p>	<p>Evaluation system is tiered:</p> <ol style="list-style-type: none"> 1. Highly Effective 2. Effective 3. Somewhat Effective 4. Not Effective <p>e3 Community and partners will use the scoring indicators to evaluate e3's progress along the following:</p> <p>→ Four Pillars of Community Schools:</p> <ol style="list-style-type: none"> 1. Integrated Student Supports 2. Family and Community Engagement 3. Collaborative Leadership and Practices for Educators and Administrators 4. Extended Learning Time and Opportunities <p>Additional Indicators:</p> <ol style="list-style-type: none"> 1. Shared understanding and Commitment 2. Collective Priorities: Setting Goals and Taking Action 3. Collaborative Leadership 4. Coherence: Policy and Initiative Alignment 5. Staffing and Sustainability 6. Strategic Community Partnerships 7. Professional Learning 8. Centering Community-based Curriculum and Pedagogy 9. Progress Monitoring and Possibility Thinking

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