

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**

Rare Earth High School/Abraham Lincoln Independent Study
 Robyn Calzada, Principal
 661-256-5090
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 Rosamond, CA 93560

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:

Why a community school for Rare Earth High School?

Rare Earth High School is a continuation high school committed to serving students who are credit deficient, at risk of not graduating, or who require a more personalized and supportive educational environment. Our students often come to us with histories of disrupted schooling, trauma, and a lack of consistent support systems. A community school model aligns directly with our mission to re-engage students through a whole-child approach that centers belonging, connection, and opportunity.

As we enter **Year 3** of our Community Schools implementation, our work reflects the **California Community Schools Framework** and its **Overarching Values**:

Racially-just, relationship-centered spaces:

Rare Earth has prioritized trauma-informed practices, restorative approaches, and the development of inclusive learning environments that affirm student identity and dignity. We recognize the unique experiences of our student population—many of whom identify as BIPOC youth—and work intentionally to create spaces where students feel seen, respected, and supported. Through our Advisory program, consistent staff-student check-ins, and a strong Positive Behavioral Interventions and Supports (PBIS) foundation, we foster the deep relationships necessary for academic and personal success.

Shared power:

As a small alternative school, Rare Earth is positioned to elevate student and family voices in meaningful ways. We engage students in leadership roles, involve caregivers in support planning through SST and IEP processes, and collaborate with site and district staff in shared decision-making. Our leadership team includes input from instructional staff, support personnel, and mental health professionals to ensure that community voice informs our strategic direction. In Year 3, we are formalizing a **Site-Based Community School Advisory Council** to further democratize planning and accountability processes.

Classroom-community connections:

Rare Earth High School is committed to embedding real-world relevance into instruction by ensuring students have access to meaningful support systems that address both academic and non-academic needs. In Year 3, we are expanding our capacity to integrate wellness and behavioral support into the classroom setting. We have ordered materials for **classroom wellness centers**, which will provide students with a safe space to self-regulate, reset, and return to learning. These wellness centers are designed to reinforce trauma-informed practices and reduce behavioral escalation without removing students from the learning environment. While the wellness centers are not yet active, they reflect a proactive commitment to meeting students' emotional needs in real time.

Our campus is supported by a full-time **Mental Health Therapist (MHT)** who provides direct services to students, including individual counseling, group sessions, and crisis intervention. We also collaborate with the district's **Board Certified Behavior Analyst (BCBA)** and **school psychologist** to deliver coordinated behavioral and academic support. These internal partnerships ensure that student needs are addressed holistically, with alignment between classroom practices and support services.

In alignment with our community school vision, we are also working to embed college and career readiness into the academic experience. Through direct instruction models, student goal-setting, and career exploration activities, we aim to connect learning to students' postsecondary aspirations. We are exploring future opportunities for service-learning and community-based projects to further reinforce these connections.

A focus on continuous improvement and possibility thinking:

Rare Earth’s WASC findings and SPSA goals highlight the importance of consistent progress monitoring, increased student engagement, and strategic intervention. Our community schools work is grounded in the belief that every student is capable of growth when provided with the right environment and support. In Year 3, we are refining our systems of data collection and feedback—engaging students, staff, and families in reflective cycles that inform ongoing improvement. We are building structures to ensure that possibility thinking is more than a mindset; it becomes a daily practice that guides how we teach, support, and inspire our students.

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.

As Rare Earth High School enters **Year 3** of community school implementation, we recognize that building a responsive and equitable school model requires a continuous cycle of listening, reflection, and collaboration. While our initial needs and assets assessments guided the foundation of our work, our next phase involves going deeper—engaging all stakeholder groups in shaping our community school vision and identifying shared priorities.

To ensure broad and meaningful participation, we will use the following approaches:

1. Administrators and Certificated Staff:

We will continue engaging administrators and teachers through structured focus groups, collaborative staff meetings, and visioning sessions that prioritize instruction, wellness integration, and site-based decision-making. Certificated staff will also be invited to complete surveys addressing school climate, perceived student needs, and the impact of current support structures. Dedicated time for reflection on community school goals will be embedded in staff development meetings and professional learning communities (PLCs).

2. Classified Staff:

Classified staff—including front office personnel, custodians, paraprofessionals, and campus security—play a vital role in shaping student experiences. We will engage this group through small group discussions, open forums, and one-on-one interviews to better understand their observations and ideas. We will create flexible options for participation (e.g., before/after shift sessions, short surveys) and ensure their feedback is reflected in planning documents and implementation priorities.

3. Students:

Student voice will be central to this next phase. We will conduct student focus groups, peer-led listening circles, and campus wide surveys to better understand what students need to thrive. These efforts will be embedded into Advisory periods to ensure maximum participation. We will be intentional in elevating the voices of students from historically marginalized groups, including foster youth, students experiencing homelessness, LGBTQ+ youth, English learners, and students with IEPs or 504 plans. This input will guide planning around wellness supports, academic engagement, and school culture.

4. Family Members:

To reach families effectively, we will use a mix of outreach strategies, including phone calls, family surveys (available in English and Spanish), and informal input sessions during school events such as Back-to-School Night and parent conferences. We plan to host family listening circles and consider “community cafés” or open forums with flexible times (including evenings) to accommodate work schedules. For families who are harder to reach, we will use direct outreach through trusted staff (e.g., office staff or counselors) to build personal connections and encourage participation.

5. Community Members and Partners:

Rare Earth does not currently have direct partnerships with external community-based organizations. However, we collaborate with the **district’s Parent & Community Center** to help connect families with appropriate community services based on individual needs. As part of our deepened needs and assets assessment, we will continue to work with the Parent & Community Center to identify gaps in available resources, assist with service navigation, and support families in accessing housing assistance, mental health care, food support, and other wraparound services as needed. This ensures that community connections are responsive and coordinated without overextending site-based capacity.

6. Engaging Historically Marginalized Groups:

Intentional outreach to historically marginalized students and families will be a cornerstone of our engagement plan. We will collaborate with our school counselor, McKinney-Vento point of contact, and support staff to identify students and families who are often underrepresented in school discussions. We will prioritize **one-on-one interviews, targeted invitations to listening sessions,** and flexible engagement methods to ensure their perspectives shape our school’s priorities. Translation, transportation assistance (when applicable), and a welcoming environment will be part of our equity-focused outreach efforts.

The data and insights gathered through these processes will inform our ongoing work as part of the **District’s CCSPP Advisory Committee**, where Rare Earth is an active participant. This council allows us to elevate site-level perspectives in a collaborative, districtwide setting while ensuring that our implementation is aligned with broader system goals. The outcomes of this deeper engagement process will also be integrated into our SPSA and used to drive continuous improvement aligned with community school priorities.

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
Mental Health and Wellness Supports for Students	<p>Increase the number of students accessing on-site mental health services (MHT)</p> <p>Successfully implement wellness centers in 100% of classrooms</p> <p>Reduce behavioral referrals and classroom disruptions</p> <p>Improve student self-reported emotional regulation and readiness to learn (via SEL surveys)</p>
Deepen Student Engagement through Relevant, Relationship-Based Instruction	<p>Increase student attendance and reduce chronic absenteeism</p> <p>Improve student perceptions of school connectedness and relevance of coursework (via California Healthy Kids Survey and local school climate surveys)</p> <p>Increase completion rates of core academic courses</p> <p>Integrate student-led projects, career exploration, and service-learning into at least 50% of Advisory or core content classes</p>
Build a Positive and Restorative School Climate through Collaborative Practices	<p>Expand the use of restorative practices in conflict resolution and behavior intervention</p> <p>Provide professional development on trauma-informed teaching and culturally responsive practices to 100% of staff</p> <p>Decrease suspensions and increase alternatives to exclusionary discipline</p> <p>Improve family perceptions of school climate and communication (via family engagement surveys and input sessions)</p>

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
<p>Help staff understand the value of community-based learning in a continuation school setting where re-engagement and relevance are essential.</p>	<p>Facilitate short, ongoing professional development sessions focused on CBL in the continuation school context, with emphasis on real-life application, trauma-informed practice, and validating student lived experience.</p> <p>Use examples grounded in the lives of Rare Earth students—like writing letters to city council, budgeting projects tied to independent living, or investigating local job sectors.</p> <p>Integrate CBL concepts into curriculum discussions during staff meetings and PLCs by highlighting “small wins”—lessons where students engaged more deeply when content felt relevant.</p>
<p>Design small-scale CBL activities that make learning feel real, purposeful, and reflective of students’ lives and goals.</p>	<p>Support teachers in adapting at least one assignment per quarter into a real-world application (e.g., persuasive writing on community issues, math projects around budgeting, or science assignments tied to wellness).</p> <p>Create “CBL mini-project templates” with clear scaffolds for teachers to integrate relevance without needing to overhaul full units.</p> <p>Encourage staff to use student interviews, interest surveys, or community walks to anchor lessons in what students care about.</p> <p>Celebrate and share examples when students say, “this finally made sense,” or “this feels like something I’ll use.”</p>
<p>Learn more about students' lives outside the classroom and intentionally incorporate that knowledge into how we teach and support them.</p>	<p>Use Advisory time to conduct student interest and background activities (e.g., identity maps, “my story” timelines, or life goal plans) that can inform classroom instruction.</p> <p>Encourage teachers to use what they learn about students to create assignments that give them voice—such as writing about lived experience, exploring family values, or interviewing someone in their home or community.</p> <p>Promote classroom discussions and reflection activities that allow students to share opinions and experiences as part of learning—not as an add-on, but as the entry point.</p>

Rare Earth High School serves students who are credit deficient and often disengaged from traditional school structures. Many have experienced trauma, instability, or long-term disconnection from school. For our students, learning must feel meaningful, affirming, and relevant to their lives in order to spark re-engagement. Community-Based Learning (CBL) offers us a pathway to help students connect academic content to real-life experience, build agency, and see themselves as capable, contributing members of their community.

This version reflects **where Rare Earth is today**—a school working hard to reconnect students to learning in ways that are healing, humanizing, and grounded in real life. It doesn't ask for flashy projects or field trips. It asks for relevance, voice, and purpose.

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>Strengthen internal structures for shared decision-making among staff.</p>	<p>Use existing staff meetings and PLCs to incorporate structured input and feedback loops on key site decisions (e.g., discipline policies, instructional priorities, wellness center implementation).</p> <p>Rotate facilitation roles or discussion leaders during staff meetings to increase ownership and voice.</p> <p>Conduct a beginning- and mid-year staff reflection survey to identify areas where staff want more input and collaboration.</p>
<p>Expand student participation in school-level decision-making.</p>	<p>Use Advisory classes to gather student feedback on school climate, engagement, and instructional needs through informal listening sessions and structured surveys.</p> <p>Invite student representatives to present input or themes to administration during check-in meetings.</p> <p>Pilot a small “Student Voice Group” or ambassador team who ideas and co-design activities (e.g., attendance incentives, wellness center feedback).</p>

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):

Rare Earth High School uses a **collaborative leadership model** aligned with our small-school structure. Decision-making occurs through the following groups and processes:

- **District Community School Advisory Council:** Rare Earth participates actively, representing continuation school needs at the district level. Input from this group helps guide site-level planning.
- **School Leadership Team:** Composed of administrators, counselor, mental health therapist, and select certificated and classified staff. This team meets regularly to discuss site goals, safety, discipline, and community school strategies.
- **Staff Meetings/PLCs:** All certificated staff participate in regular meetings where decisions are made through discussion, consensus, or advisory voting.
- **Student Voice Activities:** Student feedback is gathered through Advisory, informal check-ins, focus groups, and surveys.

- **Family Communication Loop:** Input from families is gathered during school events and through surveys and informal feedback, and is used to inform decisions about supports, engagement strategies, and 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

Goals	Action Steps
<p>Advocate for the sustained funding of key student support roles beyond the implementation grant. <i>Measures of Progress: Continued staffing of MHT, counseling, and attendance roles; evidence of district support for community schools</i></p>	<p>Maintain regular communication with the District Community School Grant Coordinator to align site needs with district budget planning.</p> <p>Collect and share impact data (e.g., chronic absenteeism reduction, student wellness referrals, academic progress) to demonstrate the value of MHT, counseling, and other key positions.</p> <p>Present site-level needs and outcomes to district leaders during LCAP input sessions and district advisory meetings.</p> <p>Align school priorities in the SPSA with community school goals to ensure they are visible during district review processes.</p>
<p>Support the recruitment and retention of staff who reflect and understand our student population. <i>Measures of Progress: Improved staff-student connection, increased cultural and linguistic representation in hiring pools (where applicable)</i></p>	<p>Participate in hiring committees when appropriate and advocate for candidates who reflect the backgrounds and lived experiences of our students.</p> <p>Collect informal staff feedback on workplace climate and professional support needs to share with HR and district leadership.</p> <p>Highlight Rare Earth’s culture, values, and student-centered approach during interviews to attract mission-aligned candidates.</p> <p>Encourage mentoring relationships between new hires and experienced staff members to support retention.</p>
<p>Build internal site capacity to sustain community school practices regardless of staffing changes. <i>Measures of Progress: Documented workflows, staff training, shared understanding of community school principles</i></p>	<p>Develop and maintain a digital binder or shared drive that outlines key procedures (e.g., referral processes, wellness Advisory expectations).</p> <p>Facilitate cross-training among staff during PD or PLC time so that multiple people understand critical community school functions.</p> <p>Document and share lessons learned from implementation efforts to create continuity in the event of staff turnover.</p> <p>Promote community school values in everyday staff conversations so the model becomes part of the site’s culture, not dependent on specific individuals or funding.</p>

Key Staff/Personnel

<p>Robyn Calzada – Principal / Site Community School Lead</p>	<p>Oversees daily operations, aligns school vision with community school principles, advocates for sustainability with district leaders.</p>
<p>Kristina Hillman – Site Community Schools Coordinator</p>	<p>Coordinates community school efforts on campus, supports implementation of wellness initiatives, assists with stakeholder engagement, and aligns services to identified needs.</p>
<p>Stephanie Lipari and Kourtney Hansen– School Counselor’s</p>	<p>Supports academic planning, college/career readiness, student re-engagement, and coordination with behavioral and social-emotional supports.</p>
<p>Megan Rodriguez – Mental Health Therapist (MHT)</p>	<p>Provides direct counseling, collaborates on trauma-informed practices, and supports student well-being and crisis response.</p>
<p>Merissa Newman – Attendance Clerk</p>	<p>Provides daily attendance support, re-engagement outreach, and assists with family communication and resource connection.</p>
<p>Fallon Mitchell - District Community School Coordinator</p>	<p>Provides district-level oversight of implementation, compliance, inter-school coordination, and fiscal planning for sustainability across sites.</p>

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

While Rare Earth High School does not directly control staffing or fiscal allocations, we are committed to sustaining the values, systems, and supports established through our community school implementation. Our sustainability strategy focuses on three core areas: **advocacy, alignment, and embedded practice.**

1. Advocating for Ongoing District Investment:

We will continue to gather and share school-level data—such as improved attendance, decreased behavior incidents, and increased student use of mental health and wellness supports—to demonstrate the impact of our community school efforts. This data will be presented during district LCAP input sessions, WASC reviews, and meetings with district leadership to support continued funding for essential roles, including our Mental Health Therapist, counselor, and family outreach personnel.

2. Aligning with School and District Goals:

Community school strategies at Rare Earth are directly embedded in our SPSA and aligned with districtwide priorities related to student wellness, re-engagement, and equity. By ensuring these efforts remain part of formal planning documents, we increase the likelihood of long-term support through district funding sources such as LCFF and Title I.

3. Embedding Practices into Site Culture:

We are working to ensure that key systems—like wellness center implementation, trauma-informed approaches, and consistent Advisory structures—are adopted schoolwide so they are not dependent on individual staff or external grants. Regular training, collaboration, and shared ownership among staff will help sustain these practices, even if roles change or funding fluctuates.

4. Maintaining Strong District Partnerships:

We will continue to collaborate with the District Community School Coordinator to ensure Rare Earth's needs are included in sustainability planning at the district level. Our active participation in the District Community School Advisory Council allows us to advocate for our students and align with ongoing district initiatives and potential future grants.

5. Centering Student and Family Voice:

To keep momentum and relevance strong, we will continue to engage students and families through surveys, listening sessions, and informal feedback opportunities. Their perspectives will guide priorities and provide compelling narratives that can be shared with decision-makers to support continued investment.

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
<p>Strengthen collaboration with the district’s Parent Center to help connect families with wraparound services. <i>Measures of Progress: Number of family referrals made through the Parent Center; increased access to housing, food, and basic needs support.</i></p>	<p>Maintain a consistent process for staff to refer families in need to the Parent & Community Center.</p> <p>Work with Parent & Community Center staff to ensure resource flyers and supports are visible and accessible to families on our campus (including during intake/enrollment, SST meetings, and parent events).</p> <p>Share key student needs data (e.g., homelessness, food insecurity, transportation barriers) with the Parent & Community Center to inform support coordination.</p> <p>Include Parent & Community Center SSTs or family engagement meetings when appropriate.</p>
<p>Identify and engage at least two new community-based organizations that align with student needs or site goals. <i>Measures of Progress: Formal or informal partnerships with new agencies, increased service options available to students and families.</i></p>	<p>Use student/family feedback from listening sessions and Advisory to identify high-priority needs (e.g., workforce readiness, mental health workshops, parenting support).</p> <p>Attend local resource fairs or collaborate with the district to identify organizations that could meet those needs.</p> <p>Invite selected community partners to meet with administration and staff to explore low-barrier opportunities for engagement (e.g., one-time workshops, resource tables at school events, guest speakers).</p> <p>Develop clear communication pathways for when and how to connect families or students with each partner.</p>
<p>Build ongoing systems for partnership communication and reflection. <i>Measures of Progress: Partner satisfaction, feedback from staff/families, integration of partnerships into school culture.</i></p>	<p>Establish a quarterly check-in process with any active partners to reflect on services delivered, student/family feedback, and future planning.</p> <p>Gather staff input during PLCs or team meetings about how external supports are being accessed and what’s needed next.</p> <p>Highlight and recognize community partners during school events, newsletters, or social media to build visibility and shared ownership.</p>

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:

Rare Earth currently collaborates with:

- **The Southern Kern Unified School District Parent & Community Center** – to connect families to resources related to food security, housing support, counseling referrals, and general family engagement. The Parent & Community Center serves as a central support hub for addressing out-of-school barriers that affect student attendance and academic progress.

Planned or developing partnerships include:

- **Local job training or workforce development agencies** to support older students transitioning into postsecondary employment.
- **Mental health agencies or crisis intervention specialists** who can co-host student or family workshops (e.g., managing anxiety, navigating grief).
- **Community colleges or adult schools** that offer dual enrollment, CTE pathway information, or family literacy courses.
- **Nonprofits or community leaders** for service-learning opportunities or to support student-led projects related to community issues (e.g., homelessness, teen mental health, environmental justice).

These partnerships are selected and nurtured based on the **direct input of students, staff, and families**, gathered through listening sessions, SST meetings, attendance follow-ups, and ongoing Advisory activities. Each relationship is designed to expand access to culturally responsive supports, strengthen school-community trust, and help students and families feel more supported as they work toward their goals.

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