# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Creekside Community Day School

Dominique Rivera - Principal

Email dbiellorivera@vusd.org

559-730-7491

## 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 CCS?**

A community school model is not just a strategy—it is a necessity for CCS. Serving a largely Hispanic/Latino and economically disadvantaged population in a rural area with limited resources, our school faces persistent barriers tied to poverty, language access, and generational disconnection from educational systems. A community school allows us to become the hub for our families—integrating academics with health, mental health, social services, and deep family and community engagement. It offers the most sustainable path to breaking cycles of underachievement and generational poverty by aligning school efforts with community strengths, voices, and values. The CCS community school model is our response to historic inequities—and our commitment to equity, access, and opportunity for every student and family.

**Shared Power**

We are committed to embedding shared power at the heart of our implementation work. Our established advisory council—composed of students, families, staff, and community partners—meets regularly to guide decision-making, review data, and co-develop solutions. By ensuring these stakeholders help shape all aspects of our plan, we are not just inviting input—we are building shared ownership and long-term sustainability. This democratic process ensures that solutions are grounded in lived experience and that those most impacted have real influence.

**Racially-Just, Relationship-Centered Spaces**

We are intentionally cultivating a school climate where all students and families feel safe, seen, and supported. This includes expanding culturally responsive teaching, restorative practices, and identity-affirming activities. We are also working to increase the number of trusted adults on campus and strengthen relationships that act as protective factors for our students. We implemented resource fairs and other school-based events to further engage parents and guardians that are pivotal to our student's success and can help establish a relationship-centered climate on our school campus.

**Classroom-Community Connections**

We are deepening connections between what students learn and the world they live in. Our academic approach includes project-based and place-based learning that draws on the assets of our local community. Instruction is being designed to reflect the cultural, linguistic, and lived experiences of our students, and to include real-world application. We are also building partnerships with local and county organizations to bring additional services and expertise into classrooms and schoolwide initiatives. This year, we researched a community-based curriculum that incorporates school trips into the community to gain real-world exposure to job training, different professions, and lab-centered projects for hands-on experience. We ensured applicability and relevance to our students and local community to foster interest, ambition, and motivation in our students.

**Focus on Continuous Improvement**

Our work is grounded in ongoing reflection, learning, and improvement. We have begun to build systems for consistent data collection, including school climate surveys and service tracking, that help us understand where we're making progress and where gaps remain. Each advisory council meeting includes data analysis, and we use this information to make timely, community-informed decisions. This ongoing cycle of review and action ensures our work remains relevant, responsive, and impactful.

**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 we transition into this next year of the CCSPP, CCS is committed to deepening our needs and assets assessment process to ensure ongoing, inclusive, and authentic community engagement that shapes our priorities and vision. While our initial needs assessment laid a strong foundation—highlighting key barriers such as mental health, low academic performance, limited access to resources, and systemic marginalization—our next phase is about broadening participation and embedding reflection into our school culture.

**Engagement of the Full School Community**

We will expand our advisory council (Shoebill Council) to include a more diverse and representative group of stakeholders, including greater numbers of students, parents, classified staff, and local community residents. This council will remain central in reviewing data, shaping goals, and helping to ensure that implementation strategies reflect lived experience.

Beyond the Shoebill council, we will engage all major groups through a range of participatory methods:

- Administrators, certificated and classified staff will participate in structured forums, surveys, and feedback sessions, as well as climate reflection activities.
- Students will be engaged through pre/post surveys, and when possible, focus interviews will be used during key events and programs.
- Families will be reached through multilingual digital and paper-based surveys (accessible via smartphones), community forums, and one-on-one outreach from trusted liaisons. We will also utilize gatherings like resource fairs and parent workshops to incorporate informal feedback loops.
- Community partners will be invited to participate in council meetings through regular outreach and communication, strategic planning workshops, and focus groups that connect services to evolving community needs.

**Centering Marginalized Voices**

We recognize that many of our students and families have historically been excluded from decision-making due to language, literacy, or limited access to resources. As such, we are intentionally designing culturally responsive and accessible engagement strategies, including:

- Bilingual outreach and materials
- In-person engagement opportunities that don’t require internet access
- Engagement through trusted messengers such as community liaisons and support staff.
- Safe, non-judgmental spaces for storytelling, visioning, and sharing lived experience

These voices are critical not only in naming needs, but also in identifying strengths and co-creating solutions. Through this process, we aim to ensure that our implementation is not only data-informed but *community-led*, and that the vision of a community school truly reflects those it is meant to serve.

All data collected—quantitative and qualitative—will be synthesized into quarterly reflections, shared publicly through newsletters, social media, and school meetings to keep the full community informed, engaged, and invested in the work ahead.

**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 |
|---|---|
| Provide access to community services and resources | Increase student and family awareness of available community services by:<br>-Planning of resource fairs on campus<br>-Invite community partners and provide integrated services.<br>-Collaborate with partners to increase integrated support on campus including more appointments.<br>We will measure success by monitoring the number of referrals submitted to community service providers and the ratio of referrals who successfully engaged in services. |
| Provide students opportunities for extracurricular activities | After surveying students and parents, students have limited opportunities for social bonding and engagement in extracurricular activity. Goal is to increase student involvement in extracurricular and meaningful activities outside of school hours by establishing meetings with community partners to establish opportunities for extracurricular activity, including mentoring, transport and linkage to community support. We will monitor progress through:<br>-Increasing the number of school-based extracurricular opportunities<br><br>-Increasing the partnerships that facilitate easy linkage to community-based extracurricular activities |
| Add integrated, outpatient behavioral health supports on campus | We hope to increase the number of students receiving integrated behavioral health support on campus by establishing a system for ongoing mental health assessments and services and facilitating those services using our campus resources and space. We will measure success by the number of students successfully linked to an outpatient provider and the number of services being provided on campus. |

# 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 |
|---|---|
| Through the advisory council and a collaborative leadership approach, we will develop a community-based curriculum built on the backgrounds of the community. | Integrate goals and targeted outcomes for community-based projects and curriculums into the Logic Model.<br><br>Utilize the advisory council to work with educators and families to increase engagement of students and parents in their community and community school by identifying key partners in the community to bring greater community connection into student's lives.<br><br>Build on community connection to increase school connections for students and families as a result of our community schools initiatives. |
| Engage community partners to expand access to extracurricular activities that support academic success and whole-child development, including but not limited to sports, volunteer opportunities, and mentorship programs. These offerings will reflect the interests and cultural backgrounds of students, and may include connections to local history, agriculture, and the experiences of the migrant community. | Integrate extracurricular engagement goals and targeted academic and social-emotional outcomes into the Logic Model, ensuring alignment with research-based practices that link student participation in sports, service, and mentorship to improved academic performance and school connectedness.<br><br>Utilize the Steering Committee to collaborate with educators, families, and students to identify and strengthen partnerships with organizations t extracurricular opportunities—including athletic programs, volunteer/service initiatives, and mentorship from local professionals and leaders.<br><br>Leverage community partnerships to design extracurricular programs that reflect the culture, values, and lived experiences of students and families in Visalia, including options related to local history, agriculture, and the migrant experience, with a focus on promoting student identity, academic growth.<br><br>Implement a system for tracking participation and evaluating impact, collecting data on student engagement, academic outcomes, and social-emotional development as a result of extracurricular involvement.<br><br>Conduct regular review and reflection through the Steering Committee and school community forums to assess successes, identify barriers to participation, and drive continuous improvement in program access, quality, and alignment with student needs. |

**Centering Community-Based Learning**

Our goals focus on two major topics: Implementing a community- based learning curriculum that starts in the classroom, continues into a hands-on “lab”, and completes with a community-based real world experience; and expanding access to extracurricular activities that are proven to enhance academic outcomes and overall student well-being. These include opportunities in different vocational and other professions, sports, volunteerism, and mentorship—each designed to strengthen school connectedness, promote social-emotional development, and reflect the cultural richness and opportunities of our Visalia community.

To achieve this, CCS will work collaboratively with community partners, families, and staff through our expanded advisory council. This council serves as the central hub for shared decision-making, co-creating solutions, reviewing data, and ensuring that programs are inclusive, accessible, and responsive to student interests and needs. Action steps include integrating goals into our Logic Model, identifying and leveraging local resources, tracking participation and impact, and maintaining a continuous cycle of improvement.

This work benefits all stakeholders:

- **Students** gain access to meaningful, identity-affirming enrichment opportunities and hands-on, community-centered learning and promotes ambition and hope.
- **Families** become more engaged in their child’s development through shared experiences and increased school connection.
- **Staff and educators** gain a deeper understanding of the lived experiences of students and families through structured opportunities for engagement, reflection, and professional learning.
- **Community partners and members** are empowered to share their resources, mentorship, and cultural knowledge in service of student success.

As part of this implementation, CCS is committed to helping educators learn about students and families in authentic and relational ways. Through workshops, focus groups, and collaborative planning sessions, educators will explore both the theoretical roots and practical applications of community-based learning. Professional development will center on culturally responsive practices, identity-affirming instruction, and integrating community assets into classroom experiences. These strategies will support educators in building meaningful connections with students, while also embedding real-world, community-driven learning into the fabric of daily instruction.

# 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 |
|---|---|
| Increase student and parent involvement in collaborative leadership by 20% annually. | Implement the targeted services to further engage Parents an increase student connectivity to their school.<br><br>Encourage and invite students and parents to join in Leadership roles focusing on members of marginalized groups in the community.<br><br>Implement outreach plan for student and parent leaders to improve their participation in Collaborative Leadership. |
| Increase formal partnerships by 5% annually as new needs and approaches are developed by the leadership team | Utilizing continuous improvement and data collection the advisory council will identify additional needs and strategies to ensure targeted outcomes are met.<br><br>As needs are identified the councils will identify community partners who can assist in meeting the identified needs.<br><br>Have new partnering organizations or individuals join the advisory council. |

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

**Collaborative Leadership and Shared Governance Vision**

CCS's vision for shared decision-making is grounded in the belief that the school belongs to the entire community. We are committed to building a true Community School—one that serves as the central hub for support services, enrichment opportunities, continued education, and cultural connection in Visalia. Our collaborative leadership model ensures that every voice—students, parents, educators, staff, community partners, and local residents—is heard and valued in the planning and decision-making process.

To support this, CCS has established an advisory council that reflects the full diversity of our school

community. This council played a key role in shaping the CCSPP Implementation Plan and continues to guide priorities, review progress, and drive continuous improvement. Collaborative leadership at CCS isn't just about participation—it's about empowerment.

We recognize that many of our families and community members may not have previous experience with school governance or policy and may feel uncertain about participating in formal roles. To address this, CCS is committed to building leadership from within. We offer ongoing education and leadership development opportunities that help council members grow in confidence and knowledge. These include:

- **Participation-based leadership training** through roles in events, committees, and school initiatives
- **Education on CCSPP grant goals**, school processes, and governance structures
- **Workshops and support** to strengthen understanding of school policies, educational systems, and the importance of their role in shaping student success

As a single-campus school, the advisory council will take a broad approach, with initial priorities including English Language Learner (ELL) support, family engagement, and staff professional development. The council's collective work is centered on a shared goal: improving academic outcomes by engaging and equipping families to actively participate in their child's education, envision college and career pathways, and help shape a school culture rooted in equity and excellence.

By developing a strong advisory council and fostering shared leadership, CCS is creating a sustainable model for a community-driven school that responds to local needs, builds trust, and supports student achievement through collective ownership.

# 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 |
|---|---|
| Place and maintain an experienced multilingual (English and Spanish) speaking District Liaison to provide oversight and guidance of the grant and all initiatives involving the engagement of all sectors of the community. | Identify the best candidate for the District Liaison Position based on ELL, ELD, and SEL experience to provide guidance and empowerment to the advisory council.<br><br>Develop a position profile for the District Liaison that ensures they understand their role, receive training, and understand the purpose of the CCSPP and Collaborative Leadership. |
| Place an experienced multilingual (English and Spanish) speaking social worker responsible for out- reach into the community to increase parent engagement in leadership and in their child's education. | Identify and assign a qualified applicant.<br><br>Engage the individual in all council meetings and decision making processes.<br><br>Establish clear and measurable activities and targets for the social worker to allow for their success and their ability to report back to the advisory council and School Board. |

## Key Staff/Personnel

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|---|---|
| Principal – Dominique Rivera | Oversite and implementation strategies to achieve a fully integrated community school at CCS. Mrs. Rivera has has extensive background work with vulnerable populations of all sectors particularly the demographics served by CCS. |
| Fiscal Contact – Nathan Hernandez | As the Business Manager at CCS Mr. Hernadez will be responsible for budget review with the Project Director, assistance in budget amendments, and participate in the Steering Committee to bring her expertise in fund management to the Steering Committee to ensure an understand of allowable costs and remaining with in the constraints of the CCSPP Implementation Grant Budget. |
| District Liaison – Maria (Teresa) Ramos | The role of the District Liaison is to provide outreach into the community and engage students, parents, and community members in Cooperative Leadership. Further, as new needs are identified the Community Liaison will seek out new partnerships as needed to meet the needs identified by the Continuous Improvement Plan. |

| | |
|---|---|
| School Social Worker- Anita Hernandez | The Role of a School Social Worker is vital in supporting student wellness, family stability, and a positive school climate. This position focuses on delivering Tier 3 social-emotional and mental health services to students with intensive needs, including one-on-one counseling, crisis response, and individualized case management.<br><br>The Social Worker also provides linkage and referrals for families to access essential community-based resources such as housing support, food security, healthcare, legal aid, and behavioral health services. By maintaining strong relationships with local partners, they ensure that students and families are connected to the services that reduce barriers to learning.<br><br>In addition to direct services, the School Social Worker helps lead CCSPP initiatives and events, including wellness fairs, family engagement nights, and mental health awareness campaigns, administering surveys, etc. They also serve as a key member of the advisory council, helping to facilitate shared decision-making, guide implementation strategies, and elevate the voices of students, families, and staff in school planning. |

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

**Sustainability of Pivotal Staff Beyond the Grant**
CCS recognizes that pivotal staff—such as our School Social Worker and district liaison—are essential to the long-term success of our community school model. To ensure sustainability beyond the life of the CCSPP implementation grant, we are taking several proactive steps:

1. **Integrating Positions into all Core School Operations:**
   We are working to embed the roles and responsibilities of pivotal staff into our broader school infrastructure. By aligning their work with district goals, school site plans, and accountability frameworks, we strengthen the case for ongoing funding through general funds and other state and federal programs.

2. **Leveraging Braided Funding Streams:**
   CCS is actively exploring opportunities to braid funding from multiple sources—including Title I, LCFF supplemental and concentration funds, mental health grants, and the CYBHI initiative—to sustain critical staffing. This diversified approach reduces reliance on a single funding stream and supports long-term planning.

3. **Demonstrating Impact Through Data:**
   We are developing robust systems to track the impact of pivotal staff on student outcomes, family engagement, and school climate. By capturing and sharing clear evidence of effectiveness, we aim to build internal and external support for continued investment in these roles.

4. **Building Community and District-Level Advocacy:**
   Our Steering Committee and advisory council will advocate for sustained funding by engaging with district leaders, school boards, and community stakeholders to communicate the value of these positions. We are also cultivating relationships with local and regional partners who may support staffing through in-kind resources or joint initiatives.

Through these strategies, CCS is committed to ensuring that the transformative work supported by pivotal staff does not end with the grant but becomes a lasting part of our school's structure and impact.

# 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 |
|---|---|
| Establish and sustain strategic partnerships with local organizations to expand access to culturally relevant resources and services, and wellness supports for students and families. | Identify and formalize partnerships with culturally competent providers, including organizations that offer bilingual, trauma-informed, and identity-affirming services.<br><br>Coordinate on-site and virtual service delivery models with partners to ensure consistent access to mental health counseling, wellness workshops, and crisis intervention supports.<br><br>Engage partners in the advisory council and planning meetings to co-design programming that reflects the cultural values and needs of the school community.<br><br>Evaluate partnership effectiveness regularly through student and family feedback, service utilization data, and partner self-assessments to guide ongoing improvement and sustainability. |
| Collaborate with community-based organizations to integrate community-based learning opportunities into the school curriculum that reflect local culture, history, and opportunities. | Establish partnerships with local leaders, cultural institutions, nonprofits, and businesses to co-create experiential learning projects and mentorship opportunities tied to real-world issues.<br><br>Integrate community-based learning into academic instruction by aligning partner projects, core subjects (e.g., science), vocational training, and California content standards.<br><br>Host community showcases and reflection forums where students present their learning, strengthening student voice and increasing family and community engagement. |

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:

Our partnerships will focus on the interests and needs of our stakeholders, particularly our students and their families. Student, parent, and staff feedback gathered through surveys, focus groups, and advisory meetings played a critical role in helping CCS identify a shared vision for a more engaging, community-centered learning experience. This input pointed toward a need for a curriculum that is hands-on, culturally relevant, and prepares students for real-world success.

In response, CCS conducted research into models of community-based and vocational learning that integrate academic content with experiential learning. As a result, the school is developing a curriculum that includes hands-on training, lab experiences, and off-site learning through field trips to local organizations, businesses, and community-based institutions. These experiences will expose students to a range of vocational paths and real-life applications of classroom learning.

To bring this vision to life, CCS has initiated discussions with a variety of local community partners, employers, and nonprofit organizations, many of whom have expressed strong interest in collaborating with the school. These partnerships are being structured to reflect the values and goals identified by the broader school community—including college and career readiness, cultural relevance, and student empowerment.

To ensure long-term sustainability, braided and blended funding sources have been identified and secured to support both program development and implementation. These include CCSPP grant funds as well as supplementary district, state, and partner-provided resources.

Initial steps toward implementation are scheduled to begin at the onset of the next school year. The program will continue to be guided by ongoing stakeholder input and aligned to the CCS vision of building a school that is not only academically rigorous, but deeply connected to the lives, cultures, and futures of its students and families.

This initiative is just one example of how CCS is leveraging strategic partnerships. We continue to identify and reach out to additional agencies and organizations based on findings from our needs and assets assessment, as well as ongoing feedback from students, families, and staff. Equally important is our focus on maintaining and strengthening existing partnerships, including our long-standing collaboration with Visalia Youth Services, the local outpatient mental health provider, and other key organizations that support the health, wellness, and success of our school community.