

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

e3 Civic High

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 e3?" A community school is who e3 is and who e3 has always been. From the inception of e3's mission, "to engage, educate, and empower our learning community to be caring, passionate, life-long learners and civic leaders prepared for college, workforce, and life," the principles of this initiative have been embedded into the e3 way.

At e3 Civic High, our vision for community schools is deeply aligned with the California Community Schools Framework and its overarching values. We believe that creating racially-just, relationship-centered spaces begins with honoring the experiences, identities, and voices of our students, families, and staff. Our school culture is intentionally designed to foster belonging and affirm the diverse backgrounds of our learners through restorative practices, multi-tiered systems of supports, and a culturally responsive curriculum.

We practice a shared governance model by embedding collaborative decision-making into every level of our work. From student-led initiatives to advisory councils and community partner collaborations, we recognize that the people most impacted by our decisions must have a seat at the table. We actively co-create programs and supports with input from educational partners, ensuring that our strategies reflect authentic community needs and aspirations.

Our classrooms are deeply connected to the broader community through project-based learning, internships, mentorships, and real-world problem-solving (e.g., Design Thinking) that link academic content to civic engagement and local relevance. We see education as preparation for life, where students learn by doing, reflecting, and leading in their communities.

Continuous improvement is a cornerstone of our practice. We regularly analyze data, engage in cycles of inquiry, and adapt based on feedback from students, families, and staff. Our commitment to "possibility thinking" drives innovation as we seek bold, creative solutions that dismantle barriers and open pathways to success for every learner.

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

At e3 Civic High, we are committed to engaging our full school community in a meaningful needs and assets assessment process that centers equity, shared ownership, and community voice. To streamline our approach while maintaining depth and inclusivity, we will use a small set of high-impact strategies that bring together multiple groups and ensure all voices are represented. We will use a variety of staff, students, families, and community partners to develop and implement this assessment.

1. One-on-One Interviews

We will train our Learning Facilitators on how to conduct empathy interviews. These interviews will be used as part of the Needs and Assets Assessment to gain a deeper understanding of the unique experiences of our scholars. We will interview a range of scholars from different backgrounds to ensure inclusivity. Additionally, Staff Empathy Interviews will be implemented to gain a deep understanding of our staff's experience at e3.

2. Schoolwide Surveys

A single, multi-language survey will be distributed to our learning community to gather broad input on priorities, services, school climate, and community strengths. We'll use disaggregated results to identify trends and highlight areas for follow-up.

3. Shared Vision Workshops

A series of interactive workshops will invite a cross-section of educational partners to co-create a vision for our community school. Participants will engage in structured activities (e.g., future-mapping) to develop shared priorities and actionable goals.

4. Town Hall Meetings

Utilizing representatives from each advisory, Town Hall Meetings will create a space for scholars to participate in decision-making processes and identify school needs.

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

<p><u>GOAL 1: Innovative Instructional Program</u> Objective: Create and implement a learning model in every classroom using Design Thinking that develops critical thinking, engages scholar interest, represents scholar voice, integrates technology and real world activities.</p>	<p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Design scope and sequence\unit plan\lesson design templates, and learning resources to support learning facilitator instructional planning within the learning model. 2. Design and implement a coaching model that supports instruction within the learning model. 3. Design and deliver professional development that supports instructional improvement within the learning model. 4. Build support structures through department leads and professional learning communities to support instructional growth within the learning model. 5. Design and implement an evaluation system that aligns with the learning model. <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● 100% of instructional planning through e3 Learning Model supports and templates ● 100% of instruction in e3 Learning Model as observed in walkthroughs ● 80% of PLCs focused on the e3 Learning Model
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<p><u>GOAL 2: Community School</u> Objective: Utilize e3 resources and outside partnerships (library, community organizations, local businesses) to support scholar wellness and success and engage families with e3 and community resources.</p>	<p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Design a three-tiered wellness system that ensures all scholars have access to necessary support services and social emotional learning. 2. Create a partnership with the library that increases scholar engagement and learning during and after the instructional day. 3. Design systems that give families and scholars access to community resources and support through communication, collaboration, and action. 4. Create a system that increases opportunities for all scholars to engage with the community through internships, mentorships, networking, and industry expert connections. 5. Create a system that enables scholars to design and improve a “Life Plan” throughout their four years at e3. <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Increase parent participation by 20% across all engagement opportunities ● Increase scholar access to partner mentorships/experiences/internships by 20% ● By end of the school year, 100% of scholars will have an initial Life Plan prepared
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<p><u>GOAL 3: Scholar Engagement</u> Objective: Design scholar engagement unique to e3 fueled by scholar voice that provides mentorship, professional skills, and school belonging/connection for all scholars.</p>	<p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Design daily instruction that is engaging, collaborative, and rigorous through the learning model. 2. Design lunch and after school programs that engage scholars. 3. Build robust and diverse athletics, activities, and clubs programs. 4. Design and implement a system of scholar connection and support for disengaged scholars who are chronically absent and/or behaviorally challenged (e.g. suspensions/expulsions). 5. Create a system of communication for scholars and families to share excitement around activities and success of e3 scholars and the school. 6. Build a feedback loop system to collect frequent and consistent feedback from scholars on all aspects of the e3 experience. <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Increase ADA to 95% ● Improve scholar retention by 20% ● Decrease suspension/expulsion rate by 20% ● Increase enrollment by 5% annually
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GOAL 4: Scholar Learning

Objective: Motivate growth and learning in content knowledge and mastery and support scholar learning at their current levels through relevant, real world learning opportunities connected to college and career outcomes that support scholar ownership and provide opportunities for differentiated interventions.

Action Steps

1. Build systems and supports that improve scholar learning in core subject areas, with an emphasis on reading, writing, and math.
2. *Create systems that support and monitor English learners (with a focus on long-term English learners), scholars with special needs, and all scholars in need of differentiated support and instruction to make growth and access grade level instruction.*
3. Create systems that support scholar plans toward graduation and college and career preparation through scholar progress tracking, planning, test preparation, course preparation, and career competencies.
4. Build systems that create partnerships and opportunities for access to workforce and college experiences, courses, and certifications in high school.
5. Create an intervention support system with math instructional advisors.

Metrics

- Increase CAASPP scores in ELA, mathematics, and science to statewide average
- Improve MAP growth by 2.0 RIT scores on average by grade level
- Increase the graduation rate to 100%
- Increase the reclassification rate of ELs by 10%
- Ensure LTELs and scholars with special needs are making progress on individual growth plans as measured by 80% of subgroup making improvement on their rubric

<p><u>GOAL 5: Employee Engagement</u> Objective: Build trust and excitement among staff through collaboration, empowering leadership opportunities, relevant professional development, quality feedback, and celebrating success and growth.</p>	<p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. Design system of staff development that improves staff effectiveness and self growth. 2. Create professional development that is relevant and connects with the needs and job duties of all staff. 3. Design and implement a system of celebrating success that inspires staff. 4. Build a feedback loop system to collect frequent and consistent feedback from staff on all aspects of the e3 experience and operational efficiency. <p><u>Metrics</u></p> <ul style="list-style-type: none"> ● Improve employee satisfaction by 30% in surveys ● Increase feedback opportunities for employees by 50% ● Increase the usage of the organizational management system up to 50% of our processes
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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>Launching CTE Pathway Program</p>	<ol style="list-style-type: none"> 1. Every scholar enrolled in a pathway 2. Create systems to support scholars in understanding interests and skillsets that match different pathways
<p>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.</p>	<ol style="list-style-type: none"> 1. Provide professional development for staff and Grade Level PLCs using academic journal articles and book chapters centered on community-based curriculum and pedagogy. 2. Have Learning Model Coaches assist Learning Facilitators to implement best practices with feedback.
<p>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.</p>	<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. 3. Provide opportunities for scholars to reflect on the impact of their work in the community, emphasizing the process over the product.
<p>Train e3 staff on how to facilitate Student Presentations of Learning (POLs) and Scholar Led Conferences (SLCs) that reflect e3 scholars' personal learning journeys as members of the e3 community.</p>	<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. Scholar artifacts display critical thinking and explicit reflections of learning. 3. Scholars receive effective feedback from the community and families.

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 the 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.

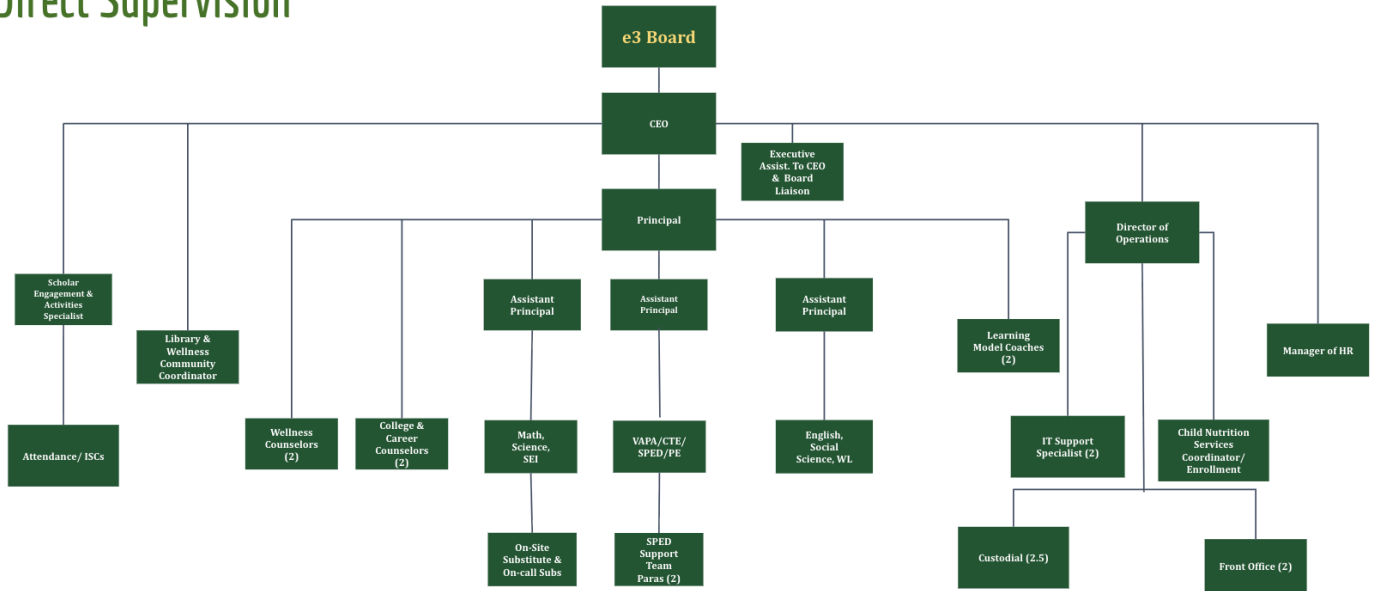
Site Level Goals and Measures of Progress

Goals	Action Steps
Establish and sustain grade-level Professional Learning Communities that operate as shared decision-making teams and actively support the Community Schools Framework.	<ol style="list-style-type: none"> 1. Establish grade-level PLCs that integrate instructional and non-instructional staff. 2. Select grade-level leads who will participate in trainings and collaborative meetings to effectively lead their community. 3. Create authentic and meaningful opportunities to review and analyze academic, social-emotional, and behavioral data to inform responsive instruction and interventions. 4. Provide professional development rooted in the Community Schools Framework. 5. Monitor the impact of practices through a continuous improvement cycle.
Create intentional, inclusive structures for parents and scholars to participate in shared decision-making, leadership opportunities, and school-wide improvement efforts.	<ol style="list-style-type: none"> 1. Strengthen parent and scholar involvement in leadership groups, such as the School Site Council and Advisory Committee. 2. Schedule opportunities for involvement at varied times using a variety of meeting methods. 3. Implement a system that captures and integrates the voices of scholars and parents into the improvement process.
Strengthen alignment and communication across all school leadership teams to ensure shared goals, coordinated efforts, and seamless integration of Community Schools work.	<ol style="list-style-type: none"> 1. Align e3’s site goals to the Community Schools Framework. 2. Orient all work to the Community Schools pillar and site-level goal addressed. 3. Communicate Community Schools work to all interest holders.

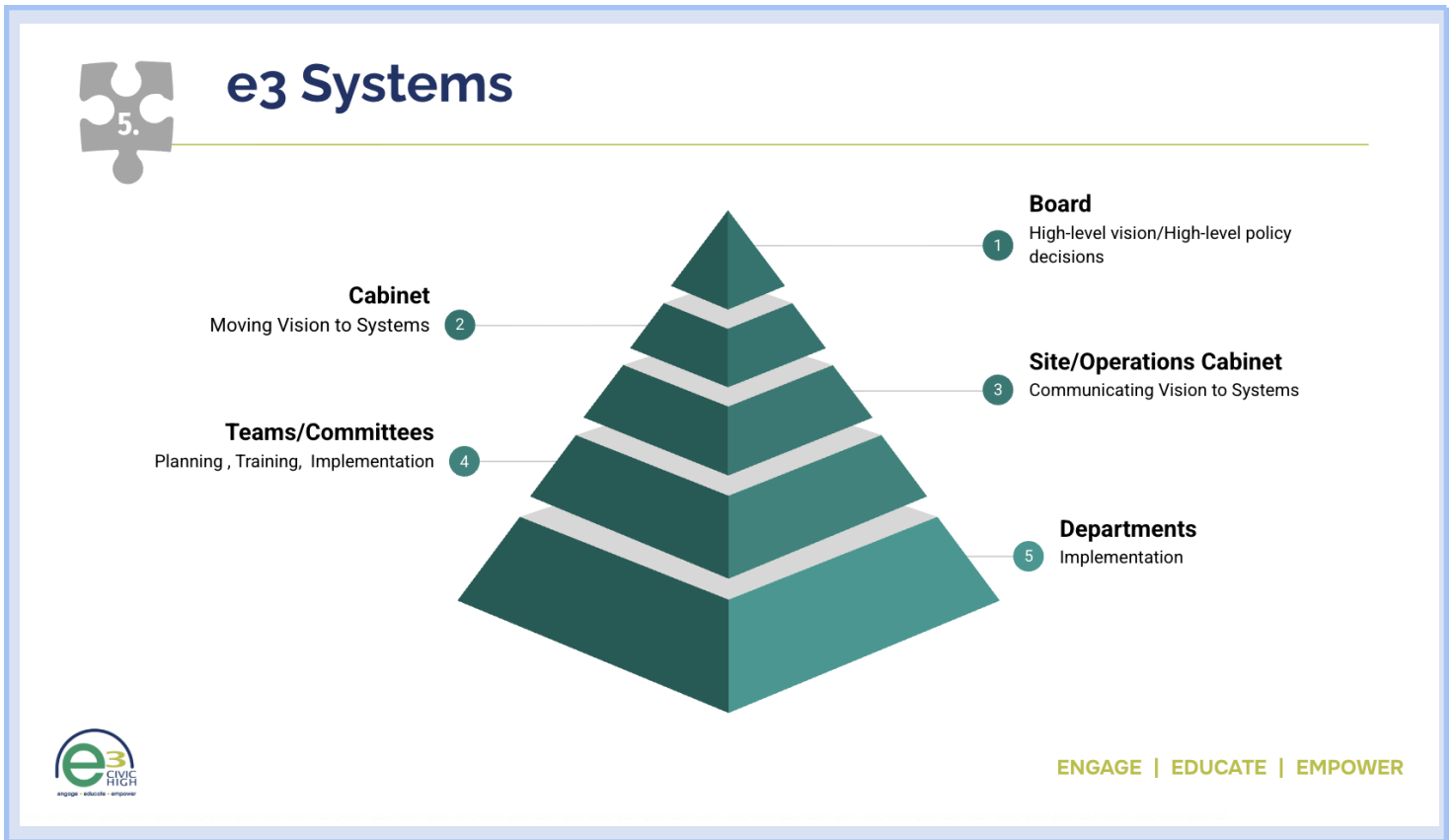
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

e3 Civic High, an independent charter school authorized by the 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 is now informed by the California Community School's Framework. Below is the leadership structure at our community school:

Org Chart - 2025-2026 Direct Supervision



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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>1. Design and implement empathy interviews for both staff and scholars to elevate lived experiences, deepen understanding of belonging and support needs, and inform data-driven, responsive strategies within the Community Schools model.</p>	<ol style="list-style-type: none"> 1. Develop NAA Empathy Interviews Create developmentally appropriate, culturally responsive empathy interview protocols for staff and scholars aligned to Community Schools priorities. 2. Ensure High-Quality Implementation Train interviewers, establish consistent protocols, and conduct interviews with fidelity to ensure a safe, inclusive, and reflective process. 3. Reflect on Data & Develop Responsive Strategies Analyze interview findings alongside other NAA data to identify themes, strengths, and gaps, and use insights to inform strategic actions and supports.
<p>2. Build staff understanding and ownership of the Community Schools Framework by embedding its principles into professional learning and clarifying how the framework connects to every role across the school.</p>	<ol style="list-style-type: none"> 1. Deliver CS-Focused Professional Development Through Grade-Level PLCs Integrate Community Schools professional learning into grade-level PLCs, using real school data and practices to connect the framework to daily instructional and support work. 2. Align the CS Framework to All Roles Clearly define how Community Schools values, strategies, and responsibilities apply to each staff role, ensuring shared accountability and consistent implementation schoolwide.

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>
<p>CEO</p>	<p>To connect all resources to the Community Schools' mission, fiscally and otherwise.</p>
<p>Principal</p>	<p>To connect the Community Schools' mission to instruction and the school culture.</p>
<p>Academic Counselor</p>	<p>To serve as the Workforce Counselor, bringing career and college resources, enrichment opportunities, and support to the student body.</p>
<p>Community School Wellness Counselor</p>	<p>To serve 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.</p>

Scholar Engagement and Activities Specialist	To bring expanded and enriched learning time and opportunities, as well as extracurriculars.
Assistant Principal	To serve as the Workforce, CTE, and Scholar Support (MTSS) lead.

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

To sustain staffing and resources beyond the life of the implementation plan, e3 Civic High will intentionally build long-term capacity, financial stability, and visibility for its Community Schools work. The school will demonstrate the value of being a Community School by highlighting positive student outcomes, strong family engagement, and expanded whole-child supports in order to increase enrollment and improve staff and student retention. Through the coordinated efforts of the PR Coordinator, e3 will increase school visibility by strategically sharing impact stories, data highlights, and community partnerships across digital platforms, school communications, and community events, positioning e3 as a model Community School.

In addition, e3 will continue to expand and leverage community partnerships to meet student and family needs while also using partner networks to amplify awareness of the school's work throughout the community. The school will maintain and strengthen its Medical Reimbursement process to offset health-related service costs and reinvest those funds into student supports. Finally, e3 will pursue diversified funding sources, including applying for the Civic Engagement Grant, to ensure sustained investment in Community Schools staffing, programs, and infrastructure beyond the initial grant period.

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>Develop a clear, up-to-date partnership map that identifies all current community partners, highlights areas of need, and guides strategic expansion of partnerships aligned with whole-child supports.</p>	<ol style="list-style-type: none"> 1. Identify & Assess Current Partnerships- Gather information on all existing partners, including services provided, frequency of engagement, and impact on student and family needs. 2. Evaluate Gaps- Analyze data from Needs and Assets Assessment to determine where support gaps exist across academics, health, enrichment, and social-emotional services. 3. Strategize New Partnerships- Use the identified gaps to recruit and cultivate new community partners that strengthen wraparound supports and align with school priorities.
<p>Establish a consistent, schoolwide process to onboard new partners, coordinate their work on campus, and evaluate their impact on student, family, and school priorities.</p>	<ol style="list-style-type: none"> 1. Create a Partnership Onboarding Process- Develop a standard protocol for vetting, approving, and onboarding new partners, including clarity on roles, expectations, and alignment with school needs. 2. Implement a Coordination & Communication System- Set up structures (e.g., regular check-ins, shared calendars, service logs) to ensure partners are well-integrated and aligned with school teams. 3. Evaluate Partnership Impact- Use a simple, consistent evaluation tool each semester to review partner effectiveness, student outcomes, and alignment with Community Schools goals.

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 established many strong community partnerships, some dating back 12 years to the founding of the school. These organizations are not only aligned with the vision and mission of e3 Civic High, but they also play an active role in shaping and supporting our Community Schools work. Our partners provide services directly to scholars, collaborate with staff to identify needs, co-design programming, and offer ongoing feedback to strengthen implementation. To increase responsiveness and renew our shared commitments as we expand our Community Schools initiatives, we will hold Steering Committee meetings that include our community partners. These meetings will serve as a space for shared decision-making, collective problem-solving, and continuous improvement to ensure our partnerships remain meaningful, effective, and centered on scholar 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 programs in the Teen Center.

- Mobile Adolescent Services Team (MAST) - Onsite assessments of students experiencing mental health challenges/ideation and offsite referral services/programs.
- UPAC - 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, uniform vouchers, hygiene supplies, home care kits, and moving kits.
- 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 City College/CCAP/ PERG - Dual Enrollment/Credit Programs.
- Point Loma Nazarene University - Dual Enrollment/Credit Programs.
- Here Now- Suicide prevention training.
- QPR- Suicide prevention training.
- Your Safe Place- Domestic violence parent workshop.
- All Smile- Dental cleaning and sealant program.
- UCSD Department of Psychiatry- Mental health first aid training, resume workshops, and guest speakers.
- San Ysidro Health- Health clinics, medical insurance support.
- UCSD- CASSPP scholarships.
- Outside the Lens- Curriculum.
- KIPP- Mentoring support for alumni.
- Gang Intervention Unit- Grade level assemblies.
- SDPD- Alternative pathways.
- KG Sports- Athletics league for soccer and volleyball.
- Community Rowing of San Diego- Rowing club after school.
- Performance 360- PE class collaboration at a community gym.

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