Colton High School
CCSPP Implementation Plan 2026/27
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CCSPP: IMPLEMENTATION PLAN 2026/27

Colton High School – CDS Code: 36676863632742

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Response to the Scoring Criteria

Needs and Assets

Colton High School, a cornerstone of the Colton Joint Unified School District (CJUSD), serves a student body of 1,768 students. With 90.4% of students identified as socioeconomically disadvantaged and 14.3% classified as English Learners, the school faces challenges that require immediate and focused attention. The graduation rate for all students is 89.1%, an improvement from previous years, but subgroups such as English Learners (64.6%) and Students with Disabilities (53.3%) have significantly lower graduation rates, highlighting disparities that need to be addressed.

The dropout rate, while improving, remains at 9.5%, which exceeds the district's goal of reducing it to below 5%. Chronic absenteeism and behavioral challenges further exacerbate barriers to student success, as reflected in a suspension rate of 6.4%. Despite these challenges, Colton High benefits from engaged families, committed staff, and a strong framework of existing community partnerships, which serve as a foundation for its Community School initiative.

Core Commitments

Colton High's vision for equity and excellence aligns with the foundational principles of the California Community Schools Partnership Program (CCSPP). Existing programs and planned enhancements demonstrate the school's commitment to the four pillars:

Integrated Student Supports: The school currently employs a Multi-Tiered System of Supports (MTSS) that includes counselors, behavioral therapists, and community partnerships to address mental health and wellness. Planned additions, such as art therapy programs, expanded hours for support staff, and calming rooms, aim to strengthen student well-being.

Family and Community Engagement: The school fosters connections through Coffee with the Principal, workshops, and cultural events. Planned expansions include evening ESL classes, technology training, and job placement resources to address barriers identified by parents during surveys.

Collaborative Leadership and Practices: Colton High engages stakeholders through its School Site Council (SSC) and English Learner Advisory Committee (ELAC). To expand shared decision-making, the school plans to establish a

Family Community Advisory Board and create forums for broader community input.

Extended Learning Opportunities: Current programs such as Link Crew, Renaissance, and project-based learning enhance student engagement. Future plans include internships and career pathway programs to prepare students for postsecondary success.

Measurable Goals and Activities

Colton High has established clear and measurable goals:

- Increase the overall graduation rate to 95% within three years, with a focus on subgroups such as English Learners and Students with Disabilities.
- Reduce the dropout rate to below 5% by expanding mentorship programs and addressing chronic absenteeism.
- Decrease the suspension rate by 20% through the implementation of restorative practices and targeted interventions.
- Improve parent engagement by increasing participation in workshops and advisory committees by 40% through outreach and scheduling flexibility

Key Staff

The Community School Site Specialist plays a pivotal role in aligning the school's goals with community needs. Responsibilities include:

- Coordinating mental health, academic, and social-emotional support services.
- Collaborating with advisory councils and community organizations to align resources.
- Facilitating professional development for staff in trauma-informed care and restorative practices.

Additionally, a robust advisory council, composed of families, staff, students and community stakeholders, will guide the implementation of the Community School model, ensuring alignment with identified needs and continuous improvement.

Alignment with LCAP

Colton High's goals are deeply integrated with the district's Local Control and Accountability Plan (LCAP). By addressing disparities in academic performance, attendance, and school climate, the Community School model directly supports the LCAP's overarching objectives:

Equitable Access: The Community School model prioritizes equity through tailored interventions for underserved populations, aligning with LCAP Goal 1.

Academic Achievement: Programs such as expanded tutoring and career pathways advance LCAP Goal 2 by improving student proficiency in literacy and math.

Wellness and Climate: The emphasis on mental health services and restorative practices aligns with LCAP Goal 3 to foster a positive school environment.

Family Engagement: The initiatives to enhance communication and involve parents in governance support LCAP Goal 4, ensuring meaningful family participation.

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Strategy 1: Shared Commitment, Understanding, and Priorities

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

The planning year at Colton High School has established a robust foundation by completing a comprehensive Needs and Assets Assessment, engaging a diverse array of stakeholders, and aligning priorities with the values and goals of the California Community Schools Framework. Year 1 will focus on implementing these priorities, building on the momentum from the planning year, and embedding the overarching values into all aspects of school life.

Efforts to create racially just, relationship-centered spaces will center on the integration of restorative practices and targeted professional development for staff. The establishment of the Community Schools Site Advisory Council will empower shared power by integrating diverse stakeholder perspectives into leadership and decision-making roles. Classroom-community connections will flourish through expanded career pathways, service-learning opportunities, and partnerships with local organizations. A culture of continuous improvement will be sustained through regular data reviews, stakeholder reflections, and iterative enhancements to initiatives.

Why a Community School for Colton High School?

Colton High School has embraced the community school strategy to address systemic challenges that impede academic and social success for its students. The school's population reflects a high degree of need, with 87% of students qualifying as socioeconomically disadvantaged, 20% as English learners, and 6% experiencing homelessness. Chronic absenteeism, a persistent issue, impacts 44.2% of the student body. Academic performance data indicates significant gaps: students score 54.8 points below standard in English Language Arts and 95.9 points below standard in mathematics, with pronounced disparities among English learners, students with disabilities, and foster youth.

These challenges underscore the need for a cohesive, equity-focused model that addresses gaps across the four pillars of the California Community Schools Framework:

1. **Integrated Student Supports**: Insufficient access to mental health services, academic interventions, and basic needs assistance has left many students without critical supports.
2. **Family and Community Engagement**: Barriers to effective communication and partnership limit opportunities for families to contribute to school decisions.

3. **Collaborative Leadership and Practices**: Leadership structures have not fully embraced shared governance or stakeholder inclusion, limiting transformative change.
4. **Extended Learning Opportunities**: Limited after-school and summer programming restricts students' ability to explore interests and develop critical skills.

A community school model offers a comprehensive pathway to bridge these gaps, aligning services with student needs and fostering a school environment where all students can thrive.

Overarching Values and Commitments

The Community Schools Site Specialist will lead the charge in operationalizing these values with the support of the district and the Community Schools Site Advisory Council.

Racially Just, Relationship-Centered Spaces

Creating racially just, relationship-centered spaces is critical to fostering an inclusive and affirming school culture.

- **Implementation in Year 1**: The school will implement professional development sessions on restorative practices, implicit bias, and trauma-informed care for all staff. These sessions will aim to increase cultural competence and establish a foundation for racially equitable practices.
- **Restorative Justice Integration**: Restorative justice circles will be piloted as a primary method of conflict resolution, emphasizing accountability and healing rather than punishment.
- **Student-Centered Supports**: Safe zones, such as calming corners and Wellness Centers, will provide students with spaces to process emotions, access resources, and connect with trained mental health professionals.

Shared Power

Shared power ensures that students, families, educators, and community partners work collaboratively to make decisions that impact the school.

- **Community Schools Site Advisory Council**: This council will include representatives from all stakeholder groups and will play a central role in developing and monitoring the implementation of community school initiatives. Student leaders will receive leadership training to ensure their voices are amplified and their input is actionable.
- **Capacity Building**: Parent and family engagement programs will include leadership workshops, language support for non-English-speaking families, and structured opportunities to co-lead school projects.

Classroom-Community Connections

Strong classroom-community connections are key to preparing students for success beyond high school.

- **Career Pathways**: Colton High will expand partnerships with local businesses and organizations to provide internships, job shadowing opportunities, and mentorships for students in areas such as healthcare, technology, and engineering.
- **Service-Learning Projects**: Students will participate in community-based projects that address local issues, such as environmental conservation, housing insecurity, and community health. These projects will integrate academic goals with real-world problem-solving.
- **After-School Programs**: Enrichment programs, including robotics, visual and performing arts, and STEM clubs, will provide students with additional opportunities to explore their interests and connect with the community.

Continuous Improvement and Possibility Thinking

Continuous improvement requires a culture of reflection, data-driven decision-making, and openness to innovative approaches.

- **Data-Driven Decision Making**: The Community Schools Site Advisory Council will review academic, attendance, and behavioral data biannually to assess progress toward shared goals. Data will be disaggregated to identify trends and address equity gaps.
- **Stakeholder Reflection**: Regular reflection sessions will be held with students, families, and staff to gather feedback, celebrate successes, and brainstorm solutions to emerging challenges.

Part B: Deepening the needs assessment and engaging historically marginalized groups.

Deepening the Needs and Assets Assessment Process

Colton High School recognizes that the initial planning phase provided important insights into student and community needs. However, updated data reveals deeper systemic challenges that require further exploration. The school's dropout rate of 9.5% and graduation rate of 87.2% underscore persistent barriers to student success. Additionally, college and career readiness indicators highlight significant gaps, with only 26% of seniors meeting UC/CSU A-G requirements and just 10.3% completing career pathways. Academic performance in core subjects reveals that students are 95.9 points below the standard in mathematics and 54.8 points below in English Language Arts, with further disparities among English learners, foster youth, and socioeconomically disadvantaged students.

To address these challenges comprehensively, Colton High School will expand its Community Asset Mapping and Needs/Gap Analysis**,** focusing on areas such as attendance, academic performance, and access to postsecondary opportunities. By engaging the entire school community, this refined assessment will capture the unique needs and aspirations of all stakeholders, ensuring alignment with a shared vision for equitable student outcomes.

Engaging Diverse Groups and Processes to Include All Stakeholders

Colton High School's engagement strategy will prioritize inclusive participation from all stakeholder groups, recognizing their distinct roles in co-creating solutions that reflect the school's priorities.

Administrators will align the community school initiatives with district-wide goals, leveraging the Local Control Accountability Plan (LCAP) to secure sustainable funding and ensure the scalability of successful strategies. Leadership meetings will focus on improving key metrics, such as A-G completion rates, pathway participation, and dropout reduction.

Certificated staff will engage in collaborative leadership practices and professional learning communities (PLCs) to analyze performance data and refine instructional strategies. Their efforts will focus on improving literacy, mathematics, and college readiness, including preparing students for Early Assessment Program (EAP) benchmarks.

Students will contribute through advisory councils, focus groups, and schoolwide forums designed to elevate their voices on issues such as school climate, academic engagement, and preparation for life beyond high school. Initiatives like peer leadership programs will empower students to take active roles in addressing chronic absenteeism and dropout prevention.

Families will be engaged through bilingual workshops**,** advisory councils**,** and family engagement events focused on academic supports, career exploration, and overcoming logistical barriers to participation. Outreach through bilingual liaisons, home visits, and flexible meeting schedules will ensure inclusivity.

Community members and partners will play a key role in resource alignment and capacity-building efforts. Collaborative planning meetings and community forums will create opportunities to integrate external expertise and resources, particularly in areas like mental health services, after-school programs, and postsecondary preparation.

Colton High School will utilize tools such as surveys, one-on-one interviews, focus groups, and visioning exercises to collect broad and nuanced input. Visioning sessions will coalesce these insights into actionable strategies, fostering shared ownership of the school's mission.

Engaging Historically Marginalized Student and Family Groups

Colton High School is committed to centering the voices of historically marginalized groups, including English learners, students with disabilities, foster youth, and socioeconomically disadvantaged families. Translation and interpretation services will be provided for all engagement activities, and meetings will be held at varying times to accommodate diverse schedules. Bilingual community liaisons will conduct targeted outreach, including home visits and culturally responsive communications, to build trust and ensure participation.

Engagement spaces will be intentionally inclusive, creating environments where students and families feel safe and valued. Workshops will address specific barriers, such as chronic absenteeism and academic disparities, equipping families with tools to support learning and advocate for their children's success. Partnerships with community organizations will expand access to resources like housing support, mental health services, and career readiness programs.

By embedding equity into every step of the engagement process, Colton High School will ensure that all voices guide the community school's vision, with a particular focus on those who have historically been underrepresented. This inclusive approach will enable the school to transform challenges into opportunities, fostering a thriving environment where every student has the tools to succeed academically, socially, and emotionally.

Part C: Collective Priorities

Colton High School, with support from the Colton Joint Unified School District (CJUSD), envisions a transformative community school model rooted in the Whole Child framework. This vision prioritizes the academic, social-emotional, and physical well-being of every student, ensuring they graduate prepared for college, career, and civic life. Guided by stakeholder input, a comprehensive needs assessment, and alignment with the California Community Schools Partnership Program (CCSPP), the following collective priorities have been identified. These priorities focus on enhancing integrated student supports, fostering authentic family and community engagement, and cultivating a positive and restorative school climate, ensuring measurable progress and equity-driven outcomes for all students.

Collective Priority 1: Enhance Integrated Student Supports

Outcome/Indicators:

- **Graduation and Dropout Rates**: Increase the graduation rate from 87.2% to 90% and reduce the dropout rate from 9.5% to less than 7% by providing targeted interventions, as measured through state and district data.
- **College and Career Readiness**: Raise the percentage of seniors completing UC/CSU A-G requirements from 26% to 31% and expand CTE pathway enrollment by 10%, ensuring 50% pathway completion rates, as tracked by student transcripts and CTE records.
- **Mental Health Access**: Increase the percentage of students accessing mental health and wellness services from the current utilization rate to 50% by the end of Year 1, tracked through wellness center logs and surveys.
- **Credit Recovery and Attendance**: Expand credit recovery participation by 30%, achieving 80% success in recovering credits, and reduce chronic absenteeism from 44.2% to 35%, as tracked by attendance and program participation data.
- **Alignment with Whole Child and Family Supports Inventory:** This priority integrates support for academic success, mental health, attendance, and credit recovery, aligning with the "Integrated Student Supports" pillar.

Collective Priority 2: Improve Authentic Family and Community Engagement

Outcome/Indicators:

- **Governance and Decision-Making**: Increase family participation in governance activities, such as School Site Council and Parent Advisory Committees, from 25% to 50%, as measured by attendance records.
- **Workshops and Training**: Conduct four multilingual family workshops annually on topics such as mental health, academic support, and postsecondary preparation, achieving 85% satisfaction via surveys.
- **Communication Outreach**: Ensure 95% of families receive communication in their preferred language and format (email, text, printed materials), as tracked by engagement logs.
- **FAFSA Completion**: Increase FAFSA completion rates from 65% to 70% for graduating seniors through targeted family workshops and one-on-one counseling.
- **Career and College Readiness Events**: Host at least two annual college and career fairs with participation from at least 25 postsecondary institutions and employers, achieving a satisfaction rate of 90% from attendees via post-event surveys.

Alignment with Whole Child and Family Supports Inventory: This priority aligns with "Authentic Family and Community Engagement," empowering families and fostering collaboration with community stakeholders to improve student outcomes.

Collective Priority 3: Cultivate a Positive and Restorative School Climate

Outcome/Indicators:

- **Behavior and Safety**: Decrease the suspension rate from 5% to 3% and reduce high school dropout rates from 9.5% to less than 7% by implementing restorative practices, as measured by disciplinary and dropout records.
- **Professional Development**: Train 100% of staff in restorative justice and culturally responsive teaching practices by the end of Year 1, tracked through professional development attendance records.
- **Sense of Belonging**: Increase the percentage of students reporting a sense of safety and belonging at school from 51% to 65%, with an annual increase of 5-10% annually thereafter, as measured by school climate surveys.
- **Chronic Absenteeism**: Reduce chronic absenteeism from 44.2% to 30% by implementing schoolwide attendance campaigns and providing targeted mentorship and incentives for at-risk students.
- **Positive Engagement**: Expand participation in student leadership and mentorship programs by 30%, ensuring at least 75% of participants demonstrate improved social-emotional learning outcomes through surveys and program evaluations.

Alignment with Whole Child and Family Supports Inventory: This priority supports "Positive and Restorative School Climate," fostering inclusivity, respect, and student engagement while addressing attendance and behavioral challenges.

Strategy 2: Centering Community-Based Learning (CBL)

Colton High School is committed to fostering a learning environment that centers community-based learning (CBL) as a cornerstone of student engagement, equity, and academic achievement. This initiative leverages the diverse cultural, linguistic, and experiential backgrounds of students, families, and educators, ensuring that all learning is rooted in authentic community connections. By implementing the following goals and action steps, Colton High School will empower educators, deepen relationships within the school community, and integrate meaningful community-based practices into the curriculum.

Goals and Action Steps

CBL Goal 1: Equip Educators with Foundational Knowledge of Community-Based Learning

Action Steps:

- **Professional Development:** Conduct training sessions for all staff on the theoretical roots of CBL, including funds of knowledge, cultural wealth frameworks, and indigenous ways of knowing. Partner with local experts, universities, and culturally aligned organizations to deliver this training.
- **Resource Curation:** Develop and disseminate a CBL resource library, including academic literature, practical toolkits, and examples of successful CBL practices. Resources will address culturally responsive pedagogy and emphasize connecting classroom learning to community experiences.
- **Reflection and Learning:** Host biannual reflective practice sessions where educators can discuss and refine their understanding of CBL principles through collaborative dialogue.

Measures of Progress:

- Completion of CBL professional development by 100% of staff, as tracked through attendance logs and post-training evaluations.
- Utilization rates of the CBL resource library, as tracked through digital and in-person checkouts.
- Feedback from reflective practice sessions indicating increased confidence and understanding of CBL principles among educators.

CBL Goal 2; Create Relationship-Centered Learning Environments that Foster Belonging

Action Steps:

- **Student Interest Surveys:** Conduct surveys at the beginning of the year to identify students' interests, cultural backgrounds, and aspirations.
- **Classroom Practices:** Train educators to integrate culturally responsive practices and community narratives into the curriculum, embedding local history, traditions, and cultural expressions into lesson plans.

Measures of Progress:

- Implementation of culturally responsive practices in 90% of classrooms, as tracked through teacher self-assessments and lesson plan reviews.
- Increased student reports of belonging and engagement, as measured by annual climate surveys.
- Participation rates of educators in virtual visits, with a target of 50% involvement by Year One.

CBL Goal 3: Engage Families as Co-Teachers and Partners in Community-Based Learning

Action Steps:

- **Family Workshops:** Host workshops that train families on how to share their cultural and community knowledge with educators and students, fostering their role as co-teachers.
- **Classroom Visits:** Develop a structured process for families to participate in classroom activities, sharing their experiences and expertise.
- **Community Showcases:** Organize annual Community Showcases where students present projects rooted in their family and community contexts. These events will celebrate the diversity of the school community and strengthen school-family relationships.

Measures of Progress:

- Attendance and satisfaction rates for Community Showcases, as measured by post-event surveys.
- Qualitative feedback from educators and families on the effectiveness of family engagement practices.

CBL Goal 4: Integrate Community-Based Learning into Curriculum Design

Action Steps:

- **Project-Based Learning:** Collaborate with teachers to design interdisciplinary projects that connect classroom content to real-world community issues. For example, students might address local environmental challenges or document neighborhood histories.
- **Partnership Development:** Build partnerships with local organizations, businesses, and cultural institutions to support project-based learning opportunities, such as internships, guest speakers, or field trips.
- **Student-Led Initiatives:** Encourage student-led projects where students identify and propose solutions to issues they find meaningful within their communities.

Measures of Progress:

- Development and implementation of at least three community-based projects per grade level within the first year, as documented in curriculum maps.
- Increased student engagement and agency, as measured by classroom observations and student self-assessments.
- Active partnerships with a minimum of five community organizations supporting project-based learning opportunities.

Strategy 3: Collaborative Leadership (CL)

At Colton High School, a collaborative and inclusive governance system is foundational to ensuring the success of all students. Shared governance structures bring together diverse voices—students, families, staff, and community members—to create a cohesive decision-making process that reflects the needs and priorities of the entire school community. By fostering transparency and alignment between school-level actions and district-wide priorities, these structures empower all stakeholders to have an active role in shaping the school's future. Strengthening governance at Colton High means not only refining existing processes but also creating new pathways for participation, ensuring that every voice is heard and valued.

CL Goal 1: Strengthen Shared Governance Structures

Action Steps

1. Conduct a comprehensive governance mapping exercise to evaluate the existing decision-making bodies, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Associated Student Body (ASB) leadership. This process will assess the roles, decision-making processes, and contributions of each group, identifying overlaps or gaps in governance.
2. Establish the Community School Advisory Committee (CSAC) as the central governance body. The CSAC will include representatives from students, families, staff, community partners, and other stakeholders to guide the implementation of community school strategies and foster shared decision-making.
3. Align governance structures with district priorities by maintaining clear communication with district leadership teams, such as the district steering committee, and ensuring that all initiatives align with the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA).
4. Create a structured calendar of joint governance meetings to synchronize efforts and ensure coherence across site-level and district-level priorities.

Measures of Progress:

- Governance mapping completed by December 2025, with a report detailing current structures and recommendations for improvement.
- Formation of the Community School Advisory Committee by January 2026, with representatives from at least six distinct stakeholder groups.
- Bi-monthly CSAC meetings that document alignment with district-wide strategies and site-level progress.

CL Goal 2: Build Capacity for Collaborative Leadership

Action Steps:

1. Develop and implement a professional development series for all stakeholders, including staff, students, and families. These sessions will focus on:
    - **Leadership Practices**: Building facilitation skills, fostering trust, and setting a collaborative agenda.
    - **Equity and Cultural Responsiveness**: Addressing implicit bias, promoting culturally inclusive practices, and understanding community demographics.
    - **Consensus-Building and Decision-Making**: Teaching tools for managing conflict, fostering transparency, and creating collective solutions.
2. Introduce participatory budgeting practices, empowering the CSAC to allocate a portion of school resources based on community needs. This ensures equitable decision-making and accountability in resource distribution.
3. Establish mentorship and leadership programs targeting students and underrepresented groups, equipping them with skills to actively contribute to school governance. Programs will include hands-on training, shadowing opportunities, and leadership roles within the CSAC.

Measures of Progress:

- Completion of four professional development sessions annually, starting in Spring 2025.
- Successful implementation of participatory budgeting by Fall 2025, allocating at least 15% of discretionary funds based on CSAC decisions.
- Launch of three mentorship cohorts, engaging students and families in active governance roles, with at least 10% participation annually.

CL Goal 3: Increase Stakeholder Engagement in Decision-Making

Action Steps:

1. Actively recruit members of underrepresented groups, including English learners, foster youth, and families experiencing housing instability, to participate in governance structures. Outreach efforts will include personalized invitations, collaboration with community organizations, and engagement through culturally responsive communication strategies.
2. Provide comprehensive resources to eliminate barriers to participation, including real-time translation services, childcare during meetings, virtual and hybrid meeting options, and accessible transportation for in-person gatherings.
3. Strengthen student involvement through ASB, clubs, and the CSAC. Students will take on leadership roles to co-develop initiatives that address their priorities, such as mental health support, school safety, and extracurricular programming.

Measures of Progress:

- By Year 2, at least 50% of governance body members will represent historically marginalized groups.
- Consistent attendance documented at governance meetings, with diverse stakeholder representation at all major decision-making events.
- Completion of five student-led initiatives addressing school improvement, with tangible outcomes such as policy changes or new programs.

System of shared governance and site-level leadership structure

Effective leadership at Colton High School extends beyond administrative roles—it encompasses students, families, educators, and community partners working together to achieve common goals. Building capacity for collaborative leadership involves equipping all stakeholders with the skills and knowledge needed to participate meaningfully in governance and decision-making. By fostering a shared understanding of equity, leadership, and consensus-building, Colton High aims to cultivate a school culture where collaboration drives progress. Leadership development is not just about processes but also about relationships—ensuring that every member of the community feels empowered to contribute to the school's success. Through professional development, participatory practices, and mentorship opportunities, Colton High is investing in the people who make a difference.

1. Community School Advisory Committee (CSAC)

The CSAC is the central decision-making body at Colton High School. It includes representatives from students, families, teachers, classified staff, administrators, and community organizations. The CSAC oversees the implementation of community school strategies and serves as a hub for collaborative decision-making. The committee meets bi-monthly and operates with transparency, publishing meeting agendas, minutes, and outcomes.

2. Student Leadership via ASB and Clubs

The Associated Student Body (ASB) plays a key role in amplifying student voices within the governance system. ASB members participate in CSAC meetings, lead student-driven initiatives, and collaborate with clubs to address school-wide priorities such as mental health, equity, and extracurricular opportunities. Clubs provide additional platforms for diverse student advocacy and engagement.

3. Alignment with District Priorities

Colton High School maintains a feedback loop with the district steering committee and aligns its initiatives with district-wide goals outlined in the LCAP and SPSA. This ensures that the school's strategies contribute to broader district success while addressing local needs.

4. Specialized Subcommittees

Subcommittees within the CSAC focus on specific areas such as academic interventions, mental health, and family engagement. These groups meet regularly to address targeted challenges and report their recommendations to the full CSAC.

5. Equity and Accessibility

The governance system prioritizes equitable participation by addressing barriers such as language, transportation, and scheduling conflicts. Resources like real-time translation, childcare, and hybrid meeting formats ensure that all stakeholders can contribute meaningfully.

6. Transparency and Accountability

Decisions made within the governance system are transparent and well-documented. Meeting outcomes, budget allocations, and strategic goals are shared with the entire school community through newsletters, digital platforms, and public presentations.

Strategy 4: Sustaining Staff and Resources (SSR)

Colton High School serves a diverse student population, with 87% identified as socioeconomically disadvantaged and 19.9% as English learners. The school faces challenges such as high chronic absenteeism (44.2%), low math proficiency (95.9 points below standard), and low English Language Arts performance (54.8 points below standard). This plan focuses on equity-driven staffing and resource allocation to meet the needs of these students effectively.

1. Staffing for Target Student Population

Goal: Prioritize hiring staff who directly address the needs of English learners, socioeconomically disadvantaged students, and foster youth, ensuring services are targeted and equitable.

Action Steps:

- **Academic and Behavioral Support:** Recruit intervention specialists and counselors to address learning gaps and social-emotional needs.
- **Bilingual Aides:** Hire bilingual instructional aides to provide targeted support for English learners and dual-immersion students in core academic areas.
- **Mental Health Services:** Expand mental health services through the school's Wellness Center, with coordinators addressing students' emotional and behavioral needs.
- **Case Management:** Deploy case managers to connect families with essential resources such as housing, food, and healthcare.

Measures of Progress:

- Increased support for targeted student groups.
- Reduction in absenteeism and improved academic outcomes.
- Enhanced accessibility of services for students and families.

2. Recruitment and Hiring of Diverse, Multilingual Staff

Goal: Build a workforce that reflects the cultural and linguistic diversity of the community.

Action Steps:

- **Develop Recruitment Pipelines:** Collaborate with local universities and teacher preparation programs to attract candidates who are bilingual and culturally responsive.
- **Train Hiring Committees:** Provide training to ensure equity-focused and bias-free hiring practices.

- **Incentives for Bilingual Staff:** Offer stipends for bilingual teachers and aides working in programs that support English learners.
- **Professional Development:** Provide ongoing training in cultural competence, trauma-informed care, and equity-based practices for all staff.

Measures of Progress:

- Annual increase in the hiring of multilingual and diverse staff members.
- Improved family and community satisfaction with staff cultural competency.
- Increased participation in professional development related to equity and inclusion.

3. Employing a Site-Level Specialist and a District-Level Coordinator

Goal: Employ one site-level specialist to manage Colton High School's community school initiatives and one district-level coordinator to support alignment and sustainability across all sites.

Action Steps:

- **Site-Level Specialist:** Hire a Community School Specialist for Colton High School to oversee partnerships, service integration, and governance.
- **District-Level Coordinator:** Employ a district-wide Community School Coordinator to provide technical assistance, training, and oversight for site-level efforts.
- **Define Responsibilities:** Establish clear roles and responsibilities, including managing partnerships, supporting shared governance, and aligning services with identified needs.
- **Professional Support:** Provide ongoing training for both the district coordinator and the site specialist to ensure effective program implementation and integration.

Measures of Progress:

- Coordinator and Specialist hired and active at the site and district levels.
- Improved service delivery and integration of community resources.
- Increased satisfaction among stakeholders regarding community school operations.

4. Developing Sustainability Plans

Goal: Institutionalize critical staffing and resource strategies to ensure long-term sustainability.

Action Steps:

- **Secure Funding:** Utilize MediCal reimbursements and apply for additional state and federal grants to sustain essential programs.

- **Collaborate with Community Partners:** Partner with local nonprofits and agencies to share costs and resources for key services, such as mental health and academic supports.
- **Integrate into District Budgets:** Transition key grant-funded positions, including site and district coordinators, into the district's general funding plan.
- **Participatory Budgeting:** Involve school and community stakeholders in decision-making to prioritize resources and ensure sustainable practices.

Measures of Progress:

- A sustainability plan approved and operational by Year 2 of implementation.
- Long-term funding secured for essential staffing and services.
- Stronger community partnerships providing ongoing support.

Key Staff/Personnel

Dr. Eric Mooney, Assistant Superintendent, Student Services, Project Director	● **Overall Project Leadership**: Provides strategic direction and oversight for the successful implementation of the CCSPP initiative. ● **Stakeholder Engagement**: Serves as the primary liaison with school administrators, community partners, and funding agencies to ensure alignment with program goals. ● **Grant Compliance & Reporting**: Ensures adherence to grant requirements, monitors progress, and oversees reporting to funding entities. ● **Budget & Resource Management**: Oversees financial planning, budget allocations, and resource distribution to maximize program effectiveness. ● **Program Implementation & Evaluation**: Guides the development and execution of program activities, tracks key performance indicators, and ensures continuous improvement. ● **Team Supervision & Capacity Building**: Leads and supports project staff, fostering professional development and collaboration among educators and community partners. ● **Sustainability & Expansion**: Develops long-term strategies to sustain and expand community school initiatives beyond the grant period.

Danielle Fernandez, CJUSD District Community Schools Coordinator	● Lead CJUSD Community School Steering Committee ● Oversee community school implementation at all participating CJUSD school sites ● Co-train (with the Community Schools Coordinator) the site-level Community School Specialists ● Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists ● Help broker and coordinate district and school partnerships for the benefit of students and families ● Co-train, coordinate, and supervise the CS Specialists ● Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings ● Visit school sites and provide ongoing coaching and support to the CS Specialists ● Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes
Sheila Martinelli, CJUSD Association of Colton Educators (ACE) Community School Facilitator	● Lead CJUSD Community School Steering Committee ● Oversee community school implementation at all participating CJUSD school sites ● Co-train (with the Community Schools Coordinator) the site-level Community School Specialists ● Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists ● Help broker and coordinate district and school partnerships for the benefit of students and families ● Co-train, coordinate, and supervise the CS Specialists ● Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings ● Visit school sites and provide ongoing coaching and support to the CS Specialists ● Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes ● Works with the Community School Specialists to facilitate the Community School Site meetings. ● Helps provide support and feedback to the overall site reporting on the progress of the Community

	School Framework as it pertains to instruction and student learning outcomes.
John Abbott, School Principal	● Align CS initiative with other site initiatives ● Oversee educational programming and community school leadership ● Conduct administrative oversight
[To be Recruited], Site Community Schools Specialist	● Co-convene and -facilitate (with a certificated staff member) the Community School Site Team ● Co-lead the needs and asset assessment, goal setting, and action planning processes ● Conduct outreach to students and families about available resources at the school and how to access them ● Coordinate school climate and culture initiatives ● Coordinate allocation of space for student and family support services and special events ● Convene and facilitate meetings and development of action plans on behalf of referred students; follow-up with families regarding measures recommended with their children; work with teachers and other staff to connect students/families to prescribed supports ● Coordinate and liaise with community partners, and conduct outreach to establish new partnerships and access additional resources to address student/family needs ● Coordinate twice-yearly Community School Implementation assessments ● Help coordinate yearly school planning for the School Plan for Single Achievement and deepen our community school implementation work
[To be Recruited], Family Engagement Liaison (or Specialist)	● Conduct outreach to parents about school events, activities, and resources available ● Communicate with parents whose children are having difficulties in school ● Follow up with families when children are frequently absent ● Help coordinate events for families, such as workshops and student performances and celebrations ● Lead family education workshops ● Recruit family members to volunteer in a range of roles and activities at the school (during the

	school day and in the expanded learning program)
[TBD], After School program coordinator	● Coordinate the school's after-school expanded learning program ● Enroll students in after school activities ● Scheduling after school activities ● Supervising other after school staff ● Coordinate the work of community partners and volunteers in the after-school activities ● Collect data on after school services and students
[TBD], Social-Emotional Learning Counselor – Tier I and Tier II. **South Coast Community Services** –Tier III	● Engage students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating education and adult life ● Provide counseling support for students ● Coordinate restorative justice circles, community building circles and other social and emotional support for students ● Work in partnership with the CS Specialist to ensure students referred to special services have a warm handoff to these services ● Train teachers on integrating social-emotional learning into instruction, and to respond appropriately to student behavior challenges, as well as in mental-health first aid, trauma awareness, and strategies to promote their own wellness and resilience.

Plans to build sustainability

Colton High School has developed a comprehensive approach to ensure the sustainability of its community school strategy beyond the initial grant period. Below is an explanation of the plans and steps being considered to institutionalize critical roles, integrate funding sources, strengthen partnerships, and build long-term stakeholder support.

1. Institutionalizing Key Roles into the District Budget

Plan: Transition critical roles such as the site-level Community School Specialist and the district-level Community School Coordinator into permanent positions funded by the district.

Steps Being Considered:

- Use phased funding adjustments to allocate a portion of Local Control Funding Formula (LCFF) supplemental and concentration funds each year for these positions, ensuring a smooth transition from grant reliance.
- Align the roles with existing district priorities in the Local Control and Accountability Plan (LCAP), particularly under goals for equity, mental health, and academic support.
- Consolidate responsibilities of current staff where possible to support these roles, leveraging efficiencies across district programs.

2. Leveraging Multiple Funding Streams

Plan: Maximize existing funding opportunities, such as MediCal reimbursements, federal Title I and Title III funds, and state grants, to sustain services.

Steps Being Considered:

- Expand participation in MediCal Billing Option Programs to generate reimbursements for mental health services provided through the school's Wellness Center.
- Apply for state and federal grants targeting mental health, expanded learning opportunities, and equity initiatives, such as the Mental Health Student Services Act and the Expanded Learning Opportunities Program.
- Develop a clear framework to track and report reimbursable services to ensure MediCal revenue offsets costs for mental health staff and related programs.

3. Building Long-Term Partnerships

Plan: Collaborate with local nonprofits, businesses, and government agencies to co-fund and share resources for essential services.

Steps Being Considered:

- Formalize agreements with nonprofits and health organizations to provide mental health services and counseling, reducing the need for district funding.
- Create partnerships with local businesses to sponsor extracurricular programs, internships, and materials for Career and Technical Education (CTE) pathways.
- Leverage in-kind contributions from community organizations to expand enrichment activities and family support services.

4. Embedding Community School Strategies in District Policies

Plan: Institutionalize community school practices and priorities into district governance and strategic plans.

Steps Being Considered:

- Integrate the roles and responsibilities of the district coordinator and site specialist into the LCAP, ensuring their alignment with long-term district goals.
- Establish policies requiring the regular review of community school data, such as attendance rates and student achievement, to advocate for continued funding.
- Use community school outcomes to inform district-level decisions on equity, mental health, and family engagement initiatives.

5. Community Engagement and Advocacy

Plan: Engage families, students, and community members to build a broad base of support for community school initiatives.

Steps Being Considered:

- Create shared decision-making councils at the school and district levels to guide budget priorities, ensuring that essential services are maintained.
- Develop communication strategies, including success stories and annual reports, to demonstrate the impact of community school programs to district leaders, policymakers, and funders.
- Host regular stakeholder meetings to gather input and foster advocacy for long-term funding commitments.

6. Creating a Phased Transition Plan

Plan: Develop a structured approach to reduce reliance on grant funding while maintaining essential programs.

Steps Being Considered:

- Conduct an annual evaluation of programs and roles to identify high-impact services that should be prioritized for permanent funding.

- Shift funding responsibilities incrementally, starting with positions and services that are most critical to student success.
- Use short-term bridge funding from other grants or partnerships to maintain continuity during the transition.

Strategy 5: Strategic Community Partnerships (SCP)

Site Level Goals and Measures of Progress

SCP Goal 1: Develop a robust network of strategic community partnerships to provide comprehensive, student-centered support.

Action Steps

Conduct an annual needs and assets assessment to identify service gaps and community strengths. Establish MOUs with key stakeholders, including health providers, behavioral health specialists, workforce development organizations, and enrichment programs to provide holistic services.

SCP Goal 2: Enhance family engagement through culturally responsive partnerships.

Action Steps

Deploy Family Engagement Liaisons (FELs) at every CCSPP site to facilitate bilingual workshops, leadership training, and advisory councils (DPAC, DELAC, AAPAC). Leverage Community Schools Site Specialists to ensure alignment with district-wide family engagement goals.

SCP Goal 3: Expand access to integrated student supports, including healthcare, mental health, and social services.

Action Steps

Establish a district-wide Family Resource Center to centralize services, coordinate referrals, and track utilization. Strengthen partnerships with IEHP, SBCSS, and South Coast Community Services to provide wraparound behavioral health and medical care.

SCP Goal 4: Reduce chronic absenteeism and increase student engagement.

Action Steps

Implement evidence-based attendance interventions through school-community partnerships. Utilize case management services from mental health providers and attendance incentive programs to support at-risk students.

SCP Goal 5: Enhance school-based mental health services through community collaborations.

Action Steps

Expand on-site counseling and crisis intervention with South Coast Community Services and SBCSS. Establish Mental Health & Wellness Teams to integrate trauma-informed practices, SEL programming, and student wellness checks.

SCP Goal 6: Expand academic support and enrichment opportunities through after-school and summer programs.

Action Steps

Strengthen Think Together's 21st CCLC and ASES grant-funded programs to provide tutoring, enrichment, STEM learning, and arts programs. Expand Amplify Education's High-Dosage Tutoring Program for literacy intervention.

Established and Planned Partnerships

- Inland Empire Health Plan (IEHP) – Healthy School Program
    - Provides comprehensive medical care, behavioral health navigation, and wellness services for students and families.
- San Bernardino County Superintendent of Schools (SBCSS) – CYBHI Initiative
    - Expands behavioral health services, strengthens mental health infrastructure, and improves access to early intervention programs.
- Tomorrow's Readiness Starts Today (TRST) Initiative
    - Supports early childhood learning and parent engagement through workshops, referrals, and resource coordination for families with children ages 0-5.
- CJUSD Family Engagement Program
    - Strengthens district-wide parent involvement through culturally inclusive workshops, multilingual communication strategies, and leadership training.
- South Coast Community Services (SCCS) – School-Based Mental Health Partnership
    - Provides on-campus therapy, case management, and behavioral intervention programs, ensuring direct student access to SEL and mental health services.
- Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) – IET NA-C Program
    - Prepares adult English learners for healthcare careers by integrating technical education with language development.
- Think Together – Expanded Learning Programs
    - Implements 21st CCLC and ASES grant-funded after-school and summer programs, providing academic intervention, enrichment, and youth development.
- Amplify Education – High-Dosage Tutoring Program
    - Delivers evidence-based literacy interventions for K-6 students, leveraging mCLASS DIBELS 8th Edition assessment and targeted reading support.
- America's Job Center of California (AJCC) Workforce Development Department (WDD)

    - Provides job training, career readiness workshops, and employment placement for students aged 16-24.
- EQUUS Workforce Solutions
    - Supports career pathways, industry certifications, and employment preparation for at-risk students.
- The City of Colton Water and Power
    - Sponsor the solar boat project that the STEAM Club and Mechatronics Pathway compete with.
- Colton Tires
    - Sponsor student internships and community classroom.
- South Colton Diversity Committee/Casa Valdez
    - Collaborate with the Graphic Design class to provide work based learning through community service projects. This year involved designing a mural in South Colton.
- The Arts Council of San Bernardino County/ARTS Connection
    - Partners Industry professionals with the Art and Graphic Design Classes to bring work based learning experiences to the classroom. This year we have had two events at CHS one for silk screen printing and the other for 3d modeling and sculpture. This group also sponsors community events on the weekends where the different modes of art are highlighted.
- Arrowhead Regional Medical Center / California University of Science and Medicine(CUSM)
    - Students interact with medical students through in-class presentations for grade levels 5-12, and hospital visitations at Arrowhead Regional Medical Center as well as CUSM. There are also after school classes offered for various public health topics to all community members.
- San Bernardino Valley College
    - Articulated classes with many Pathway Programs, CCAP Early College Agreement, Fee and Tuition Waivers. Community application workshops.
- Nickelodeon Pizza:
    - The owner employs numerous CHS students and assists with the Culinary program at CHS through classroom presentations and attending pathway events and numerous community events in Colton.
- Kaiser Permanente
    - Hippocrates Circle Program (HCP) for students aspiring to enter the healthcare field. Kaiser brings doctors to schools to have discussions with students about how they entered into the profession. There are also discussions surrounding various public health topics.

<u>Other Partnerships under consideration</u>:

- International Brotherhood of Electrical Workers
    - Interested in partnering with the Mechatronics class to offer weekend job training for Mechatronics students.
- Western States Regional Council of Carpenters

    - Interested in providing pre apprenticeships to Welding and Mechatronics students.
- San Bernardino County Transportation Authority
    - Interested in offering pre apprenticeships to the auto students.