

**Slover Mountain Continuation High School
CCSPP Implementation Plan 2026/27
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CCSPP: IMPLEMENTATION PLAN 2026/27

Slover Mountain Continuation High School – CDS Code: 36676863636131

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Response to the Scoring Criteria

Needs and Assets

Slover Mountain High School (SMHS) is a continuation high school within the Colton Joint Unified School District (CJUSD), serving students who are credit-deficient or have encountered challenges in traditional school settings. With an enrollment of 243 students, SMHS provides a critical pathway for students to recover credits and achieve their high school diploma. The student body reflects the unique demographics and challenges of the community, with 93.83% identifying as Hispanic/Latino, 16% as English Learners (ELs), 92.6% as socioeconomically disadvantaged, and 0.8% as foster youth. Many students enter SMHS in their junior or senior year, seeking a second chance to succeed academically.

Behavioral and academic challenges are significant at SMHS. The school has a suspension rate of 11%, which highlights the need for restorative practices and expanded social-emotional learning (SEL) supports. The graduation rate currently stands at 76.2%, and the dropout rate exceeds the state average, emphasizing the need for strategies to re-engage students. Academic performance is an area of concern, with students performing 169.6 points below the standard in English Language Arts and 242.2 points below the standard in Mathematics. In addition to these academic challenges, gaps in mental health resources and access to basic health services, such as vision and dental care, have been identified as barriers to student success.

Despite these challenges, SMHS is positioned to address these needs with several key assets. The school benefits from a Wellness Center staffed by a coordinator and three counselors, partnerships with organizations like SouthCoast and Give Back Academy for mental health services, and trauma-informed practices embedded in the school's culture. These existing resources provide a foundation for future enhancements, which include hiring a Behavioral Specialist, expanding sensory-friendly spaces, and providing professional development in SEL and restorative practices for staff. Stakeholder feedback has further highlighted priorities such as improving walking routes to school, expanding academic and behavioral supports, and incorporating greater cultural representation in the curriculum and school events.

Core Commitments

Slover Mountain High School is committed to the four pillars of the California Community Schools Framework: Integrated Student Supports, Family and Community

Engagement, Collaborative Leadership, and Extended Learning Opportunities. These commitments drive the school's transformation efforts to address barriers to learning and foster a supportive and inclusive educational environment.

Integrated Student Supports: Current resources at SMHS include counseling, SEL programming, and partnerships with external organizations to address mental health and wellness. Planned enhancements will expand these services through the addition of a Behavioral Specialist, the creation of calming sensory-friendly spaces on campus, and targeted interventions for students facing chronic absenteeism or behavioral challenges. These supports aim to create an environment that prioritizes the holistic well-being of students.

Family and Community Engagement: SMHS actively engages families through events like ELAC meetings, FAFSA workshops, and cultural celebrations. To strengthen these efforts, the school will implement a multilingual communication strategy, host evening and weekend family events, and establish a Family Engagement Task Force. These initiatives will foster stronger relationships between the school and its families while increasing opportunities for parents to participate in decision-making processes.

Collaborative Leadership: SMHS will enhance shared governance structures by creating advisory councils that include students, families, staff, and community partners. These councils will play a central role in shaping school programs and ensuring they align with the needs of the community.

Extended Learning Opportunities: The school will expand opportunities for students to engage in project-based learning, internships, and after-school tutoring programs. These additions aim to provide students with real-world applications for their education, preparing them for both college and career success.

Measurable Goals and Objectives

SMHS has developed realistic and actionable goals to address its unique challenges and support student success:

1. **Increase the Graduation Rate:** Raise the graduation rate from 76.2% to 80% by 2027 by expanding credit recovery programs, providing individualized academic support plans, and offering mentorship opportunities for students at risk of not graduating.
2. **Reduce the Dropout Rate:** Lower the dropout rate to 9% by 2027 through targeted re-engagement strategies, enhanced attendance tracking, and expanded SEL programming.
3. **Improve Academic Performance:**
 - Narrow the gap in English Language Arts from 169.6 points below the standard to 166.6 points by 2027.
 - Reduce the gap in Mathematics from 242.2 points below the standard to 239.2 points within the same timeframe.

4. **Enhance English Learner Progress:** Increase the percentage of English Learners making progress from 28.1% to 31.1% by 2027 through targeted ELD strategies, professional development for teachers, and family engagement initiatives, and regular assessment using the ELPAC (English Language Proficiency Assessments for California) Test.
5. **Increase Family Participation:** Boost family participation in workshops and advisory councils by 5% within three years by offering flexible scheduling, virtual options, and proactive outreach efforts.

Alignment with LCAP

The initiatives in the CCSPP Implementation Plan align directly with the goals outlined in CJUSD's Local Control and Accountability Plan (LCAP):

1. **Equitable Access (Goal 1):** SMHS will address disparities in education through targeted interventions for underserved populations, including English Learners and socioeconomically disadvantaged students.
2. **Academic Achievement (Goal 2):** By focusing on improving literacy and numeracy through professional development, tutoring, and project-based learning, SMHS aligns with LCAP's goal of closing achievement gaps.
3. **Wellness and School Climate (Goal 3):** Expanding mental health services, implementing restorative practices, and creating sensory-friendly spaces will foster a positive and inclusive school climate.
4. **Family Engagement (Goal 4):** The school's efforts to enhance communication, increase parent participation, and celebrate cultural diversity support LCAP's objective of meaningful family and community engagement.

Strategy 1: Shared Commitment, Understanding, and Priorities

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

Why a Community School for Slover Mountain High School?

Slover Mountain Continuation High School (SMHS) is more than a school; it is a lifeline for students who have faced overwhelming barriers to success. Many of these students come to Slover credit-deficient, with interrupted academic journeys shaped by systemic inequities, personal struggles, or experiences of disconnection within traditional learning environments. For them, Slover represents not just an opportunity to graduate but a chance to rebuild their confidence, reclaim their potential, and envision a better future.

The community school approach strengthens Slover's ability to address the multifaceted needs of its students. By integrating academic, emotional, and social supports with strategic community partnerships, the school can better serve as a hub of transformation and healing. This model fosters a sense of belonging and trust, helping students feel supported both in the classroom and beyond. It recognizes that success is not a one-size-fits-all pathway but a collaborative effort to address systemic challenges and celebrate the resilience and strengths students bring to the table.

This vision aligns directly with the California Community Schools Framework, emphasizing equity, relationships, and opportunity. A community school at Slover Mountain High is not just about improving metrics like graduation rates or attendance; it is about creating a thriving ecosystem where students, families, and the community come together to break cycles of disadvantage and build a foundation for lifelong success.

Overarching Values

Racially Just, Relationship-Centered Spaces

At SMHS, relationships form the foundation of every student's experience. Trauma-informed practices and SEL lessons help students feel seen and valued, while staff participate in cultural responsiveness training to ensure inclusivity in the classroom. The Wellness Center serves as a safe space where students can access emotional support, counseling, and mental health resources, contributing to an environment where every student feels they belong.

To deepen this commitment, Slover will implement restorative justice practices to address conflicts and strengthen community bonds. Professional development on implicit bias and equity will empower staff to address disparities in discipline and engagement. The physical campus will also be transformed with sensory-friendly

spaces and calming rooms, creating a welcoming environment that supports students' emotional regulation and overall well-being.

Shared Power

Shared decision-making is an emerging priority at Slover. Current structures like the School Site Council and English Learner Advisory Committee provide platforms for stakeholder input, and events such as Coffee with the Principal encourage open dialogue between families and leadership. However, these efforts need to be expanded to fully reflect the voices of students and families.

The creation of the Community Schools Site Advisory Council will mark a critical step toward inclusive governance. This council will bring together diverse stakeholders—including students, families, staff, and community partners—to co-lead initiatives and monitor progress. Leadership workshops for students and families will equip them to take active roles in shaping the school's future. Additionally, multilingual communication strategies will be implemented to ensure every family has the tools to participate meaningfully, fostering a culture of collaboration and trust.

Classroom-Community Connections

Slover Mountain High School recognizes that education is most impactful when students see its relevance to their lives. Current partnerships with local businesses and organizations provide students with internships and service-learning opportunities that connect academic content with real-world applications. Teachers enhance this connection through project-based learning, engaging students in critical thinking and problem-solving.

To expand these efforts, the school will strengthen partnerships with industries aligned with student interests, such as healthcare, technology, and environmental science. Service-learning projects will address pressing community issues, allowing students to make meaningful contributions while achieving academic goals. After-school programs will grow to include STEM, arts, and career exploration activities, ensuring every student has the opportunity to discover and pursue their passions.

Continuous Improvement and Possibility Thinking

Slover's staff and leadership are committed to continuous reflection and improvement. Current practices include regular reviews of attendance, academic performance, and behavior data to identify trends and refine interventions. Informal feedback from families and students helps the school remain responsive to community needs.

To build on this foundation, biannual data reviews will be formalized through the Community Schools Site Advisory Council, ensuring equity gaps are addressed with actionable strategies. Stakeholder reflection sessions will create opportunities to

celebrate successes and gather input for future planning. The school will also establish an “Innovation Hub,” a welcoming collaborative space designed to be accessible and inclusive to our entire school community. This hub will serve as a dynamic environment where staff can plan lessons, students can work on projects, and community members can participate in workshops or meetings. The space will foster creative partnerships in areas such as technology integration, interdisciplinary course design, and community-based initiatives, helping sustain a culture of growth, adaptability, and possibility at Slover while strengthening our school-community connections.

Developmental Plans for Ensuring These Values Are Reflected

Slover Mountain High School’s developmental plans are intentionally structured to ensure the community school values become an integral part of its culture and operations. These plans include phased implementation, capacity building, and continuous collaboration to drive meaningful transformation:

- 1. Building Capacity Through Education and Training**

In year one, staff will participate in professional development focused on equity-centered practices, restorative justice, and trauma-informed care. Students and families will attend workshops introducing the community school framework and highlighting their roles as co-leaders in the school’s transformation. These foundational efforts will ensure shared understanding and commitment across all stakeholder groups.

- 2. Establishing Collaborative Governance**

The Community Schools Site Advisory Council will be established early in year one, with representation from students, families, staff, and community partners. This council will develop a shared vision, set priorities, and monitor progress toward the school’s goals. Subcommittees focused on specific pillars—such as Integrated Student Supports and Extended Learning Opportunities—will lead targeted initiatives, ensuring alignment with the overarching values.

- 3. Fostering Reflection and Accountability**

Biannual reviews of academic, attendance, and behavioral data will provide critical insights into the effectiveness of strategies. Stakeholder reflection sessions will be held regularly to celebrate successes, identify challenges, and adjust plans based on feedback. These practices will create a dynamic process of continuous improvement, ensuring that efforts remain responsive to the needs of the school community.

- 4. Expanding Partnerships and Resources**

Slover will cultivate new partnerships with local businesses, nonprofits, and community organizations to enhance resources and opportunities for students and families. These collaborations will support initiatives like career pathways,

mental health services, and family workshops, broadening the school's capacity to address student needs holistically.

5. Institutionalizing Practices for Sustainability

By embedding practices such as restorative justice, SEL, and shared leadership into the school's long-term operations, Slover will ensure these values endure beyond the grant period. Capacity-building efforts will focus on creating sustainable systems and structures, enabling the school to maintain its transformation for years to come.

Through these intentional, phased efforts, Slover Mountain High School will reflect the values of racially-just, relationship-centered spaces; shared power; classroom-community connections; and continuous improvement. These plans ensure that the community school strategy not only transforms the school but also creates lasting impacts on students, families, and the community.

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

Deepening the Needs and Assets Assessment

Slover Mountain High School (SMHS) understands that a comprehensive and inclusive needs and assets assessment is the cornerstone of a successful community school model. While the planning phase identified critical needs and existing resources, the implementation phase presents an opportunity to delve deeper into these issues and co-create a shared vision for transformation with the entire community.

The focus of this expanded assessment will be on understanding not just the symptoms—such as absenteeism, behavioral challenges, and credit deficiencies—but also the underlying causes. This process will include a collaborative analysis of data on attendance, academic performance, social-emotional health, and postsecondary readiness, disaggregated by student subgroups to highlight disparities. By involving stakeholders in this process, SMHS will ensure that the assessment reflects the lived experiences of students and families while aligning with the goals of the California Community Schools Framework.

The Community Schools Site Advisory Council will serve as the central body guiding this process. With representation from administrators, staff, students, families, and community partners, the council will review data, identify gaps, and refine priorities in collaboration with all stakeholders. This iterative approach will ensure the assessment remains dynamic and responsive, paving the way for an inclusive and equity-driven implementation.

Engaging Diverse Groups and Processes to Include All Stakeholders

Stakeholder engagement at SMHS will be a collaborative and ongoing process, ensuring that every voice is heard and valued in shaping the community school's priorities and vision. Each group—administrators, staff, students, families, and community partners—brings unique perspectives and expertise, making their contributions essential to the school's transformation.

Administrators will lead the alignment of community school initiatives with district goals, policies, and resources. Regular leadership team meetings will focus on reviewing key data metrics—such as attendance trends, credit recovery rates, and graduation outcomes—and integrating this information into decision-making. Administrators will also facilitate resource allocation and support the implementation of strategies co-developed with stakeholders.

Certificated staff will engage through collaborations during staff meetings, Monday collaborations, Wednesday department collaborations and in am workshops focused on equity, trauma-informed practices, and restorative approaches. These collaborative spaces will allow teachers to analyze student performance data and share insights into effective instructional strategies for credit-deficient students. Their expertise will help shape classroom practices and ensure alignment with the community school's goals.

Classified staff will participate in focus groups and one-on-one interviews to provide insights into the day-to-day challenges faced by students. As key touchpoints for students during non-instructional hours, classified staff bring valuable perspectives on social-emotional needs, attendance barriers, and resource accessibility. Their input will inform the development of wraparound supports and campus-wide initiatives.

Students will play a central role in shaping the community school's priorities. Through advisory councils, peer-led focus groups, and schoolwide forums, students will have opportunities to share their perspectives on school climate, academic engagement, and the supports they need to succeed. Leadership training will empower students to take active roles in the decision-making process, ensuring their voices guide the school's transformation.

Families will be engaged through bilingual workshops, family forums, and virtual visits designed to build trust and strengthen connections between the school and the community. Flexible meeting schedules, childcare services, and transportation support will eliminate barriers to participation. Families will also be invited to participate in visioning exercises and advisory roles, allowing them to co-lead initiatives that reflect their priorities.

Community partners will collaborate with the school through planning meetings, focus groups, and shared initiatives. These partners will contribute resources and expertise

in areas such as mental health, career pathways, and family support services, aligning their efforts with the needs identified by the school community.

Methods for Engagement

To ensure meaningful and inclusive participation, SMHS will employ a variety of engagement methods tailored to the unique needs of its stakeholders:

Surveys will gather broad input on key issues such as access to resources, school climate, and academic supports. Surveys will be distributed digitally and in paper format, with multilingual options to ensure accessibility.

Focus groups will allow for in-depth discussions on specific topics, such as barriers to attendance or challenges in credit recovery. These small-group sessions will include students, families, staff, and community partners to capture a range of perspectives.

One-on-one interviews will provide a confidential and personalized space for stakeholders to share their insights and experiences. These interviews will be particularly useful for engaging families and students who may feel uncomfortable speaking in group settings.

Visioning exercises will guide stakeholders in imagining the future of SMHS as a community school. These activities will help participants articulate shared goals and actionable strategies, fostering a sense of ownership in the school's transformation.

Community forums will serve as a unifying space where stakeholders can review findings, share feedback, and collaboratively develop priorities. These forums will also provide an opportunity to celebrate progress and strengthen relationships within the school community.

Data gathered through these methods will be reviewed collaboratively by the Community Schools Site Advisory Council, ensuring transparency and accountability. Insights from this process will inform resource allocation, policy decisions, and program development.

Engaging Historically Marginalized Student and Family Groups

Equity is at the heart of SMHS's engagement strategy, ensuring that historically marginalized groups—such as English learners, foster youth, and socioeconomically disadvantaged families—are not only included but prioritized. Outreach efforts will focus on building trust, removing barriers, and creating spaces where these stakeholders feel valued and empowered to contribute.

Targeted outreach will include multilingual communications, culturally responsive workshops, and virtual visits conducted by trusted liaisons. These efforts will ensure that all families, regardless of language or background, can participate fully in the

Part C: Collective Priorities

Slover Mountain High School's community school model is designed to transform the educational experience by addressing systemic barriers faced by its students and providing a foundation for holistic success. As a continuation high school, Slover Mountain must prioritize targeted interventions that meet students where they are, with clear and achievable objectives. These draft collective priorities align with the California Community Schools Framework and the Whole Child and Family Supports Inventory, offering a roadmap for transformation rooted in equity and collaboration.

Collective Priority 1: Strengthen Integrated Student Supports

To address academic gaps, attendance challenges, and mental health needs, Slover Mountain High School will implement a comprehensive system of integrated student supports. This approach will ensure that every student has access to the resources needed to thrive academically, socially, and emotionally.

Outcome/Indicators:

- **Graduation and Credit Recovery:** Increase the graduation rate from 72% to 75% in Year 1 and to 81% by Year 3. Expand credit recovery opportunities, with 50% of eligible students participating and a 60% success rate in recovering credits in Year 1. Track progress through transcripts and program logs.
- **Mental Health Access:** Expand Wellness Center services and increase the percentage of students accessing mental health resources from 40% to 50% within the first year. Measure impact through attendance logs and student satisfaction surveys.
- **Attendance:** Reduce chronic absenteeism from 35% to 30% in Year 1 by implementing personalized attendance plans, peer mentoring programs, and family engagement strategies. Use attendance records and intervention logs to monitor improvements.
- **Behavioral Outcomes:** Decrease suspension rates from 11% to 8% by integrating restorative justice practices into disciplinary policies and training all staff in trauma-informed approaches. Track progress through disciplinary data and program evaluations.

Alignment with Whole Child Supports: This priority aligns with the "Integrated Student Supports" pillar, addressing academic recovery, mental health, and attendance through wraparound services and targeted interventions.

Stakeholder Roles and Partnerships:

The Community Schools Site Advisory Council will review attendance, behavior, and academic data quarterly, identifying trends and adapting strategies as needed. Students will co-lead peer mentorship programs, offering both academic and social support to their peers. Local partnerships with mental health providers, such as South Coast Counseling, will ensure students have consistent access to professional services.

Collective Priority 2: Enhance Authentic Family and Community Engagement

To build trust, strengthen partnerships, and empower families, Slover Mountain High School will prioritize authentic engagement efforts that address barriers to participation and foster meaningful collaboration between families, the school, and community organizations.

Outcome/Indicators:

- **Family Participation:** Increase family participation in governance and advisory roles, such as the School Site Council and English Learner Advisory Committee, from 20% to 35% in Year 1. Participation logs will monitor growth.
- **Workshops and Resources:** Host four annual bilingual family workshops on topics such as mental health, postsecondary pathways, and overcoming absenteeism. Achieve a 75% satisfaction rate as measured by post-event surveys.

- **Equitable Communication:** Ensure that 100% of families receive communication in their preferred language and format (e.g., text, email, printed materials). Track through communication logs and feedback surveys.
- **Community Integration:** Increase participation in culturally relevant events and community forums by 25% in Year 1, fostering a stronger connection between families and the school.

Alignment with Whole Child Supports: This priority aligns with "Authentic Family and Community Engagement," creating a bridge between families, the school, and community stakeholders to address student needs collaboratively.

Stakeholder Roles and Partnerships:

Families will co-develop the content and structure of workshops, ensuring they address real concerns and priorities. Partnerships with local nonprofits, such as Inland Empire United Way, will provide resources for family-focused events, including transportation and childcare. Community organizations will support events with culturally relevant programming, reflecting Slover's 93% Hispanic/Latino population.

Collective Priority 3: Foster a Positive and Restorative School Climate

To address behavioral challenges, disengagement, and a lack of connection to school, Slover Mountain High School will cultivate a restorative and inclusive environment where all students feel valued, supported, and respected.

Outcome/Indicators:

- **School Climate:** Increase the percentage of students reporting a sense of belonging and safety from 79% to 82% in Year 1, as measured by school climate surveys.
- **Restorative Practices:** Train 100% of staff in restorative justice and trauma-informed approaches by the end of Year 1, with 50% of disciplinary cases resolved through restorative practices. Monitor through training logs and disciplinary records.
- **Extracurricular Engagement:** Expand student participation in extracurricular and leadership programs from 40% to 50% in Year 1. Use participation logs and surveys to evaluate success.
- **Conflict Resolution:** Launch a restorative justice circle program with 30% student participation by the end of Year 2, fostering peer-led conflict resolution and community building.

Alignment with Whole Child Supports: This priority aligns with "Positive and Restorative School Climate," promoting inclusivity, emotional well-being, and engagement while reducing disciplinary incidents.

Stakeholder Roles and Partnerships:

The Community Schools Site Advisory Council will oversee restorative justice implementation and monitor its impact on disciplinary outcomes. Staff will collaborate

with restorative justice organizations to design and implement peer-led circles. Community partners will support extracurricular programs, providing mentorship and career-oriented opportunities that engage students outside of the classroom.

Sustainability and Equity

To ensure long-term impact, Slover Mountain High School will embed these priorities into its operational and cultural framework. The Community Schools Site Advisory Council will regularly review disaggregated data to address equity gaps, ensure accountability, and adapt strategies to meet the evolving needs of students and families. By fostering shared ownership among stakeholders and building strong community partnerships, Slover will create a sustainable model that transforms the educational experience for its students.

Strategy 2: Centering Community-Based Learning (CBL)

At Slover Mountain High School, community-based learning (CBL) is more than a teaching strategy—it is a transformative approach to education that reconnects students to the value and relevance of learning. For students at a continuation high school, where disengagement from traditional educational settings is common, CBL provides an opportunity to foster belonging, motivation, and agency. By grounding learning in real-world experiences and community issues, CBL helps students see education as a pathway to personal growth and meaningful contributions to their community.

This initiative draws on the rich cultural and linguistic diversity of Slover's students and families, integrating their lived experiences and strengths into the classroom. Recognizing that these outcomes are aspirational, Slover Mountain High School will adopt a phased approach, building capacity among educators, cultivating partnerships with families and community organizations, and creating opportunities for students to take ownership of their education.

Site Level Goals and Measures of Progress

CBL Goal 1: Engage Students and Foster Motivation through Community-Based Learning

To address student disengagement, Slover Mountain will create opportunities for students to see themselves as active participants in their education. By connecting classroom learning to their interests and experiences, students will develop a sense of ownership and motivation to succeed.

Action Steps:

- **Student-Led Visioning:** Engage students in co-designing CBL projects by allowing them to identify meaningful topics such as mental health, environmental justice, or local history.
- **Mentorship Programs:** Pair students with mentors from the community to guide them through CBL projects and provide role models for success.
- **Recognition and Celebration:** Regularly celebrate student achievements in CBL through showcases, assemblies, and community events, ensuring their efforts are valued and visible.
- **Safe and Inclusive Practices:** Incorporate trauma-informed practices into CBL activities, ensuring students feel supported throughout the process.

Measures of Progress:

- 15% increase in student participation in CBL projects within Year 1, as measured by teacher reports and rosters, student surveys, reflections and completed projects.

- 70% of participating students report feeling more engaged in their learning, as measured by climate surveys.
- At least two student-designed CBL projects are completed in Year 1, with half of participants presenting their work publicly.

CBL Goal 2: Equip Teachers and Staff to Lead and Sustain Community-Based Learning

Teachers and staff are central to the success of CBL. To ensure educators are prepared to implement this strategy effectively, Slover Mountain will prioritize professional development, resource access, and collaborative planning.

Action Steps:

- **Professional Development:** Deliver targeted training on culturally responsive pedagogy, trauma-informed practices, and CBL principles, tailored to the challenges and opportunities of a continuation high school.
- **Collaborative Curriculum Design:** Establish teacher-led teams to co-develop interdisciplinary projects that align with CBL principles and academic standards.
- **Ongoing Reflection and Support:** Facilitate quarterly reflection sessions for educators to share experiences, discuss challenges, and refine CBL practices collaboratively.

Measures of Progress:

- 80% of educators complete at least one professional development session on CBL by the end of Year 1, with 90% completing training by Year 2.
- 40% of classrooms integrate at least one CBL project into their curriculum in Year 1, increasing to 60% by Year 2.
- Reflection sessions achieve 75% participation, with educators reporting increased confidence and knowledge-sharing in surveys.

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

Families are vital partners in making CBL relevant and impactful. By engaging families as co-teachers and contributors, Slover Mountain will strengthen connections between home, school, and community.

Action Steps:

- **Family Listening Sessions:** Host bilingual sessions to gather input on community assets and family perspectives, using their insights to shape CBL themes.
- **Family Workshops:** Provide bilingual workshops on the goals and benefits of CBL, equipping families to support and contribute to their children's projects.
- **Community Celebrations:** Invite families to participate in annual showcases where students present their CBL projects, celebrating the diversity and strengths of the school community.

Measures of Progress:

- Family participation in workshops and showcases reaches 35% in Year 1, increasing to 50% in Year 2, as tracked by attendance logs.
- 70% of participating families report feeling more connected to the school, as measured by post-event surveys.
- Qualitative feedback indicates increased understanding of and support for CBL initiatives.

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

To ensure CBL becomes a sustainable practice, Slover Mountain will embed it into the curriculum, connecting academic content to real-world applications and local community issues.

Action Steps:

- **Project-Based Learning:** Develop interdisciplinary projects addressing community challenges, such as housing insecurity, food access, or environmental sustainability.
- **Student-Led Research:** Encourage students to research and document their community's history and cultural contributions, integrating these findings into classroom discussions.
- **Community Partnerships:** Build relationships with local organizations to provide internships, guest speakers, and experiential learning opportunities.

Measures of Progress:

- Three interdisciplinary CBL projects are implemented in Year 1, with curriculum maps documenting their integration.
- Student engagement increases by 10%, as measured by classroom observations and surveys.
- At least five partnerships with community organizations are established to support CBL, tracked through formal agreements.

Sustainability and Continuous Improvement

Slover Mountain High School recognizes that the success of CBL depends on its ability to evolve and adapt. The Community Schools Site Advisory Council will review progress regularly, analyzing data and gathering feedback from students, families, and educators. Lessons learned in Year 1 will inform refinements and expansions in subsequent years, ensuring the initiative remains responsive to the needs of the school community.

This vision for community-based learning reflects Slover's commitment to empowering its students—many of whom have faced significant challenges—to see themselves as capable, valued, and essential contributors to their communities. By fostering

collaboration and leveraging the strengths of all stakeholders, Slover Mountain will transform education into a tool for equity, belonging, and lifelong success.

Strategy 3: Collaborative Leadership (CL)

Collaborative leadership at Slover Mountain High School (SMHS) empowers all stakeholders—students, families, educators, and community members—to play active roles in decision-making. For students at a continuation high school, where traditional governance models often exclude their voices, this strategy represents a transformational opportunity. By aligning the Community Schools Site Advisory Council (CSSAC) with existing governance bodies such as the School Site Council (SSC) and the English Learner Advisory Committee (ELAC), SMHS fosters transparency and shared ownership of its goals. This collaborative model integrates community-based perspectives into the school's strategies and decision-making processes.

Site Level Goals and Measures of Progress

CL Goal 1: Establish a Unified Governance Framework

The CSSAC will be integrated with existing structures like the SSC and ELAC, fostering collaboration across all committees. Facilitated by the Community Schools Site Specialist, these groups will work together to align resources and strategies that reflect school-wide priorities.

Action Steps:

- **Launch the CSSAC:** Finalize membership within 30 days of grant award, ensuring representation from students, families, educators, classified staff, and community partners.
- **Develop Working Protocols:** Establish clear protocols for communication, decision-making, and collaboration among the CSSAC, SSC, and ELAC to ensure alignment and efficiency.
- **Joint Meetings:** Convene quarterly joint meetings between the CSSAC, SSC, and ELAC to discuss priorities, align resources, and review progress.

Measures of Success:

- CSSAC membership is finalized within 30 days, with 100% representation from key stakeholder groups.
- Working protocols are implemented by the second CSSAC meeting, improving communication and alignment.
- At least two joint meetings between the CSSAC, SSC, and ELAC are held in Year 1, with a focus on integrating community-based supports into the SPSA.

CL Goal 2: Strengthen Student Leadership

Students will have active roles in decision-making and will lead initiatives through the CSSAC, ensuring their perspectives are central to the school's transformation.

Action Steps:

- **Establish a Student Leadership Committee:** Form a student-led subgroup within the CSSAC, providing a platform for students to contribute to decision-making and propose solutions.
- **Training and Mentorship:** Offer leadership development tailored to students, focusing on governance, advocacy, and public speaking. Each student leader will be paired with a mentor from the staff or community.
- **Active Roles in Governance:** Students will co-chair CSSAC meetings on a rotational basis and lead subcommittees focused on specific initiatives, such as improving attendance or school climate.

Measures of Success:

- The Student Leadership Committee is fully operational within three months, with at least five active members.
- 80% of student leaders report increased confidence and leadership skills in post-training surveys.
- At least three student-led proposals are presented to the CSSAC in Year 1, with one successfully implemented.

CL Goal 3: Deepen Family Engagement

Families will contribute to governance by participating in the CSSAC and other collaborative efforts, with strategies in place to address barriers to participation.

Action Steps:

- **Engagement through Bilingual Liaisons:** Recruit families for governance roles using bilingual communications and direct outreach, ensuring historically underserved groups are included.
- **Family Leadership Workshops:** Host workshops to equip families with the tools and knowledge needed to participate meaningfully in governance, such as understanding data and school priorities.
- **Flexible Participation Options:** Offer virtual attendance, evening meetings, and childcare to ensure all families can engage.

Measures of Success:

- Family representation on the CSSAC reaches 30% of total membership within the first 30 days.
- Family participation in leadership workshops increases by 50% in Year 1, with satisfaction rates of 85% or higher.
- Attendance at joint meetings and CSSAC activities increases by 20% within Year One.

System of shared governance and site-level leadership structure

Slover Mountain High School (SMHS) is establishing an inclusive governance system that brings together students, families, staff, and community partners to guide its community school transformation. Recognizing the unique needs of its students, who often face barriers in traditional educational settings, this system ensures that decisions are equitable, collaborative, and responsive. Facilitated by the Community Schools Site Specialist, the governance structure integrates academic priorities with community-based supports, creating a framework that fosters meaningful and sustainable change.

At the center of this governance system is the Community Schools Site Advisory Council (CSSAC), which serves as the primary body for integrating stakeholder perspectives into the school's plans and initiatives. The CSSAC collaborates closely with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to align resources and strategies. Together, these groups create a dynamic decision-making system that balances compliance requirements with community-driven priorities.

The CSSAC focuses on identifying and integrating community resources that address barriers to student success, such as access to mental health services, mentoring programs, and extended learning opportunities. These recommendations inform the SSC, which oversees the development of the Single Plan for Student Achievement (SPSA) and ensures effective resource allocation. The ELAC plays a critical role in ensuring that the needs of English learners are prioritized in all school plans, contributing specialized insights into program development and service delivery.

The Community Schools Site Specialist facilitates collaboration and communication among these groups, ensuring that all governance bodies work cohesively. By fostering alignment across the CSSAC, SSC, and ELAC, the Specialist helps create a governance system that is transparent, inclusive, and responsive to the evolving needs of SMHS.

Students play an active and central role in the governance system through the Student Leadership Committee, a subgroup of the CSSAC. This committee empowers students to co-chair meetings, propose initiatives, and advocate for solutions to challenges such as absenteeism, academic engagement, and school climate. Supported by leadership training and mentorship, student leaders contribute confidently to governance processes, ensuring that their voices shape the school's direction and priorities.

Families are equally integral to the shared governance structure. Through targeted outreach, bilingual communications, and flexible meeting formats, SMHS ensures that families—especially those from historically marginalized communities—are actively involved. Family representatives on the CSSAC provide critical insights into community needs and advocate for supports that reflect their experiences. Workshops and leadership development opportunities further empower families to participate meaningfully in governance, helping them navigate decision-making processes and contribute effectively to school-wide strategies.

Collaboration among the CSSAC, SSC, and ELAC is reinforced through quarterly joint meetings. These meetings provide opportunities for all groups to align efforts, share data, and integrate community and academic priorities into actionable plans. For example, recommendations from the CSSAC regarding expanded mental health services or community partnerships are reviewed collaboratively, allowing the SSC to identify funding sources and the ELAC to ensure cultural responsiveness in implementation.

Open communication with the broader school community strengthens accountability and trust. Meeting agendas, minutes, and decisions are shared through newsletters, community forums, and digital platforms, ensuring that all stakeholders are informed and can provide feedback. This process ensures that governance decisions are not only inclusive but also transparent and actionable.

Strategy 4: Sustaining Staff and Resources (SSR)

Slover Mountain High School (SMHS) is committed to ensuring that its staffing and resource strategy supports the unique needs of its student population. By focusing on equity-driven hiring, diverse representation, and the integration of dedicated leadership roles, SMHS ensures that students have access to the resources necessary to thrive.

Site Level Goals and Measures of Progress

SSR Goal 1: Provide specialized staffing to meet the academic, social-emotional, and behavioral needs of students, focusing on English learners, socioeconomically disadvantaged students, foster youth, and those with credit deficiencies.

Action Steps:

- **Expand Academic and Behavioral Supports:** Hire intervention specialists, counselors, and restorative justice practitioners to address learning gaps, reduce absenteeism, and promote social-emotional growth.
- **Bilingual Aides:** Employ bilingual instructional aides to provide targeted support for English learners in credit recovery programs and core academic subjects.
- **Mental Health Services:** Increase access to licensed mental health professionals through the Wellness Center and establish partnerships with local providers for specialized services.
- **Case Management:** Deploy case managers to support students and families by connecting them with critical resources such as housing, healthcare, and food assistance.

Measures of Progress:

- 100% of students identified as needing academic or behavioral intervention assigned a support staff member within Year 1.
- Chronic absenteeism reduced by 15% and disciplinary incidents decreased by 10% by Year 2.
- Improved academic outcomes, including a 20% increase in credit recovery success rates and higher graduation rates.

SSR Goal 2: Build a staff that reflects the cultural and linguistic diversity of the community, ensuring students and families feel supported and understood.

Action Steps:

- **Targeted Recruitment Pipelines:** Partner with local universities, teacher preparation programs, and community organizations to attract candidates who are bilingual, culturally responsive, and experienced in supporting at-risk youth.
- **Family and Student Involvement:** Include family and student representatives in candidate evaluation panels to align recruitment with community needs.
- **Bias-Free Hiring Practices:** Train hiring committees to ensure equity-focused and culturally competent hiring processes.
- **Incentives for Bilingual Staff:** Offer stipends and professional development opportunities to bilingual staff working with English learners and other targeted groups.
- **Professional Development:** Provide ongoing training in cultural competence, trauma-informed practices, and equity-based strategies for all staff.

Measures of Progress:

- Annual increase in the hiring of multilingual and culturally responsive staff, with 20% of new hires meeting these criteria.
- 90% of staff complete cultural competence and trauma-informed training within two years.
- Family satisfaction with staff responsiveness improves, as measured through biannual surveys.

SSR Goal 3: Ensure the successful implementation and alignment of the community school model by employing dedicated site-level and district-level coordinators.

Action Steps:

- **Hire a Site-Level Specialist:** Employ a full-time Community Schools Specialist to oversee partnerships, manage the CSSAC, and integrate community-based supports into school operations.
- **District-Level Leadership:** The district will hire a Community Schools Director to provide oversight, technical assistance, and professional development for site-level specialists across the district.
- **Define Responsibilities:** Clearly delineate the roles of the site-level specialist to ensure focus on governance facilitation, student needs, and partnership integration.
- **Build Capacity:** Provide ongoing training for the site-level specialist in community engagement, data-driven decision-making, and partnership management.

Measures of Progress:

- Site-level Specialist hired and operational within three months of grant award.

- District-level director in place and actively supporting site work within Year 1.
- Stakeholder satisfaction with the site-level Specialist exceeds 85%, as measured through focus groups and surveys by Year 2.

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.
Edrina Fraijo , 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 the school's 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

Slover Mountain High School (SMHS) is committed to sustaining its community school initiatives well beyond the initial implementation grant. With a focus on addressing the complex needs of its students, the school's sustainability strategy is built on institutionalizing critical roles, leveraging diverse funding streams, fostering enduring partnerships, embedding practices in district policy, and building advocacy and support among stakeholders.

1. Institutionalizing Key Roles in the District Budget

To ensure long-term leadership and coordination of community school initiatives, SMHS will prioritize transitioning key roles, such as the Community School Site Coordinator, into the district's operational budget.

Steps Being Considered:

- **Align with District Priorities:** Work with the district to integrate the Community School Specialist role into Local Control and Accountability Plan (LCAP) priorities, particularly in equity, wellness, and academic support for high-need populations.
- **Secure LCFF Allocation:** Advocate for supplemental and concentration funds under the Local Control Funding Formula (LCFF) to permanently fund this critical position.
- **Demonstrate Impact:** Use data from the implementation phase to show measurable improvements in student outcomes—such as increased credit recovery, reduced absenteeism, and enhanced family engagement—strengthening the case for sustained funding.
- **Streamline Roles:** Where appropriate, consolidate existing staff responsibilities to maximize efficiencies and support the CS Specialist role without adding undue financial burden.

2. Leveraging Diverse Funding Streams

SMHS will develop a diversified funding strategy to reduce reliance on grant funds while sustaining essential services.

Steps Being Considered:

- **Expand Medi-Cal Billing:** Collaborate with the district to maximize Medi-Cal reimbursements for mental health and wellness services provided through the school's Wellness Center.
- **Pursue State and Federal Grants:** Seek additional funding through programs like the Expanded Learning Opportunities Program and the Mental Health Student Services Act to support extended learning and social-emotional supports.
- **Establish a Revenue Tracking Framework:** Implement systems to track reimbursable services, ensuring efficient and consistent Medi-Cal revenue generation to offset program costs.
- **Leverage Title I and III Funds:** Use federal Title I and Title III funding to sustain supports for socioeconomically disadvantaged students and English learners.

3. Building Long-Term Community Partnerships

Slover Mountain recognizes the vital role of community partnerships in sustaining its initiatives and expanding access to services for students and families.

Steps Being Considered:

- **Formalize Agreements:** Develop Memorandums of Understanding (MOUs) with local nonprofits, healthcare providers, and social service agencies to secure ongoing contributions to mental health, mentorship, and academic support programs.

- **Business and Industry Collaboration:** Partner with local businesses to co-fund Career and Technical Education (CTE) pathways, sponsor internships, and support extracurricular programs.
- **Expand In-Kind Contributions:** Engage community organizations to provide in-kind resources, such as volunteers, enrichment activities, and family services, reducing the reliance on district funding.
- **Establish Partnership Review Processes:** Create a partnership advisory group to evaluate, renew, and expand collaborations based on the evolving needs of students and the community.

4. Embedding Community School Strategies into Policy and Practice

Institutionalizing community school practices within district policies ensures their sustainability and alignment with long-term goals.

Steps Being Considered:

- **Policy Integration:** Advocate for embedding community school practices, such as shared governance and integrated student supports, into district strategic plans and operational frameworks.
- **Regular Data Reviews:** Work with the district to establish protocols for reviewing community school outcomes—such as attendance rates, graduation rates, and family engagement—ensuring data-driven decision-making and sustained investment.
- **Participatory Budgeting:** Collaborate with the district to involve the Community Schools Site Advisory Council (CSSAC) and other governance groups in budget planning, ensuring alignment with student and family priorities.

5. Engaging Stakeholders in Advocacy and Support

Engaging families, students, staff, and community partners as advocates ensures broad-based support for continued funding and resources.

Steps Being Considered:

- **Celebrate Successes:** Publish annual impact reports and success stories showcasing improvements in attendance, academic achievement, and family engagement to build momentum and demonstrate program value.
- **Advocacy Training:** Empower families and students with tools to advocate for sustained funding and community school practices at both the school and district levels.
- **Stakeholder Input Sessions:** Host regular meetings with families, students, and community partners to gather input, refine priorities, and build collective ownership of the school's vision.
- **Broad Communication Strategies:** Use multiple platforms—newsletters, social media, and community events—to communicate successes and advocate for continued investment.

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.