

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

El Cajon Valley High School (lcobiancarrillo@guhsd.net)

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

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

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

A Community School prioritizes equity by creating environments where every student feels seen, heard, and valued. El Cajon Valley High School fosters strong relationships between students, families, teachers, and community partners, establishing a foundation of trust and support. Our plan includes ongoing cultural competency training for staff and restorative justice practices to ensure our community school truly reflects the diverse backgrounds of our students and families.

The Community School framework has empowered us to embrace shared power, involving all stakeholders in decision-making processes. Our school's advisory council empowers students, families, and community members to have a voice in shaping school policies, programs, and initiatives. We will continue investing in our parent and student advisory council to open dialogue and engage in participatory forums, democratizing decision-making within our school community.

At El Cajon Valley High School, we recognize that learning extends beyond the classroom and is deeply connected to the surrounding community. That's why we are working on forging new partnerships and maintaining current ones with local organizations, businesses, and cultural institutions. These partnerships provide students with real-world learning experiences and access to resources for their success.

Introducing a Community School model into El Cajon Valley High School is a strategic way to embody the values outlined in the CA CS Framework. Through racially-just, relationship-centered spaces, shared power, classroom-community connections, and a focus on continuous improvement and possibility thinking, we are committed to creating inclusive, equitable, and empowering learning environments for all students.

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

El Cajon Valley High School is currently holding an advisory council composed of students, families, staff and the community. Teachers and organizations that we partnered with have been invited to join and for the next school year we have a goal of having at least one member from every department or organization. This will allow for a wide range of views of what our school needs and open dialogue. As we understand our population varies, we offer diverse language support for our attendees, such as translations in Spanish and Arabic.

Together, we will continue to provide surveys, visioning exercises and hold meetings to engage not only with our school but the community in general. Based on metrics provided by our district, we have learned that 40.5% of our student population is English Learner; to better support our community, El Cajon Valley High School's Community Center strives to offer support in different languages like Arabic, Spanish, Farsi, Dari and Pashto to lessen the language barrier in any school communication whether is focus groups, surveys or any school related information. El Cajon Valley High School is committed to inclusiveness.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Positive and restorative school climate/ Integrated student supports	<ul style="list-style-type: none"> ● Gauging connectivity amongst students, staff, and family. Implementing focus groups (student advisory council) to hear direct critique from students and parents. ● Reduced suspension numbers. ● Increased sense of belonging (Sown to Grow).
Extended learning time opportunities	<ul style="list-style-type: none"> ● Looking for increased numbers in clubs and programs(Night Library, Student Center, Adventure Club).
Authentic family and community engagement	<ul style="list-style-type: none"> ● Providing more language-specific communication with students and their families. Creating and perfecting forms and forums to assess and align shared values amongst all involved. ● Increase participation in family-focused events: Family Nights and Parent Orientations. ● Decrease the number of students transferring out of El Cajon Valley High School.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Expand our shared decision-making bodies to include all stakeholders.	<ul style="list-style-type: none"> Integrating more certificated staff, community partners, and families into our advisory council.
Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices	<ul style="list-style-type: none"> Leading more all-staff and certificated meetings to reaffirm and re-establish four pillar pedagogy. Inviting staff to attend conferences and other community school informative events.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Amplifying our shared decision-making bodies that center the voices of students, families, and community.	<ul style="list-style-type: none"> We will expand the Advisory Council to include: <ul style="list-style-type: none"> 1 teacher 1 classified staff 1 community partner
Increase participation in our steering committee	<ul style="list-style-type: none"> The Advisory Council will meet 8 times in the 2024-2025 school year; 4 of the 8 meetings will be for students only, and the rest will be with students, staff, families, and community partners.

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

COMMUNITY *Center*
Meet
Our Team



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Spanish



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- Principal
- School Site Staff
- PTA
- ELAC
- School Site Council

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Implement Community School Practices in the LCAP	<ul style="list-style-type: none"> ● Look for sustainability resources. ● Gathering data to show the value of these additional supports to our District. ● Working with all stakeholders involved in the LCAP process. We are working towards including the staff paid through the Community Schools Grant as part of the LCAP.

Key Staff/Personnel

Community School Principal - Rob Stirling	All site functions
Community Center Coordinator - Anne Fosselman	Oversees all community center activities and supports the Community School Grant, CalNew Grant, RSI
Community Liaison - James Jackson	Student and family engagement, curator of community center events.
Administrative Assistant II - Lizbeth Cobian	Coordinate community school and community center events, as well as administrative support.

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

We plan on working with district leaders to see how we can sustain this program through district (general) funds. If not, we may be able to split funding for the positions with other grants our school applies for.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Integrate stakeholders, empowering each in the decision-making process</p>	<ul style="list-style-type: none"> ● Making community partners active participants in advisory council and family nights to understand better the community they're helping to serve. ● At least one community partner will attend one of the 4 Advisory Council meetings throughout the year.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

- San Diego Youth Services (2023/2024) - Mental Health Support
- Feeding San Diego - Food
- Berry Good Food Foundation - Community Garden
- Grossmont-Cuyamaca Community College - Post-secondary education
- License to Freedom - Weekly student group and individual supports
- International Rescue Committee - in-classroom lessons on Leadership and SEL topics
- McAlister - Substance abuse treatment, recovery, and supportive services
- Outdoor Outreach - outdoor activities for students; environmental stewardship
- San Diego County Library - El Cajon Branch - library services
- San Diego County - Health and Human Services Agency (different departments) - support/guidance to apply to MediCAL, CalFresh, etc.
- Wellness Together (Mental Health Services) - Starting in 2024/2025

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