

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN CENTRAL COAST HIGH SCHOOL

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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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:

Central Coast High School (CCHS) is a Continuation High School that serves the three comprehensive secondary schools in the Monterey Peninsula Unified School District. The school opened in 1992 as a result of the closure of the Fort Ord military base, at which time MPUSD decided to combine our two existing high schools. Its site has moved three times; since 2010, it has been in its current location in Seaside, California. Seaside is a multicultural community along the central California coast with a growing Latinx population, including many who are migrant laborers in our region's agricultural industry, and many families struggle to make ends meet due to high living costs.

CCHS serves 114 students in grades 11-12, 90% of whom are unduplicated and 87% are students of color (77% Hispanic/Latinx, 13% white, 5% Black/African American, 2% Pacific Islander, 1% Filipino, and 1% Multiracial). Eighty-eight percent of students qualify for free-or-reduced-price meals, and an extremely high (38 students, one in every three), are living in homeless situations. Thirty-eight percent of our students are English Learners, and 28% are Long-Term English Learners, a population at high risk for poor outcomes in school and adult life. In 2023-24, the vast majority (85%) of Central Coast High students were chronically absent, missing 10% or more of school days. That year, only 3% of our students demonstrated proficiency in English Language Arts, and 0% were proficient in Math, on state testing.

Our staff includes 13 teachers, two administrators, a School Psychologist, one School Counselor, a College and Career Specialist, two Mental Health Therapists, and numerous support personnel.

As a continuation school, the students we serve, who have not thrived in comprehensive high schools, have extensive needs. Nearly all of them are not on track for MPUSD graduation requirements when they come to the school. Many have not had success before in their academic careers, can act out behaviorally (avoidance behaviors), are truant, and find fulfillment in risk behaviors outside of school. It has historically been difficult to motivate students to attend school regularly.

Our goal at CCHS is to provide a place where students want to be, not just a place they have to be to graduate. The school's mission is to provide a student-centered environment that empowers students to develop their potential, achieve a high school diploma, and become college and career ready. Our vision is, "Where your past will not define your FUTURE." We fully believe that as a staff, and we create that culture on campus.

CCHS is currently going through a "re-imagining" as there are many opportunities ahead of us. Our vision for creating a more positive school climate and to address the needs of our students is to increase the number of career opportunities for our students through community partnerships and internships while also incorporating dual enrollment classes. Many of our students are socioeconomically disadvantaged and need to work to help support their families. Our college and career specialist helps students in this way, but continues to struggle helping our students find career-focused jobs.

CCHS' commitment to a CS approach is informed by district-wide efforts and community engagement dating to 2023. At that time, the MPUSD Director of College, Career and Educational Partnerships launched a Community School Commitment meeting series, meeting with school site leadership teams in collaboration with the Community School Learning Exchange (CSLX) to: 1) identify SPSA priority areas that are in alignment with the district's CS initiative (funded through the CCSPP Planning Grant), 2) completing a CS Readiness Self-Assessment to identify two areas of strength and two areas of growth, 3) understand the CS framework and review CS Case Studies, and 4) review the CS Coordinator job description to understand and envision staffing the position at each site. In May 2023, the Director of College, Career and Educational Partnerships met with District staff and site leadership teams to provide additional information and build shared understanding on the CS Framework, Cornerstone Commitments, and the opportunities available to schools and communities through the CS model. This effort built site-level collective agreements in deepening site investment in the CS initiative, particularly in growing the Site's School Site Councils to act as the decision-making body for the CS initiative.

The Seaside Safety Community Collaborative was established in response to Youth Truth data highlighting a critical need for a unified approach to addressing safety concerns in the Seaside community. As an extension of the Blue Ribbon Task Force—facilitated by the Chief of Police and the City of Seaside Youth Resource Center—this initiative brings together a diverse coalition of dedicated partners. The Collaborative includes shared membership from the Seaside Youth Resource Center, Building Healthy Communities, Community School Coordinators, Seaside principals, Community Partnership for Youth, Village Project, Sun Street Centers, and other organizations committed to fostering safety and well-being in Seaside. By aligning resources, expertise, and efforts, the Collaborative seeks to create a comprehensive, community-driven strategy to ensure the safety and security of all residents, particularly youth.

In 2024, MPUSD was awarded CCSPP Implementation Cohort 3 grant funding for six other schools in Seaside. MPUSD's Director of College, Career and Educational Partnerships convenes and leads a weekly Community of Practice for the six site-level Community School Coordinators (CSCs) centered around the four community school pillars. This dedicated space focuses on capacity-building strategies, sharing best practices, tracking progress toward goals, and reflecting on the collective impact within school communities. Additionally, it serves as a collaborative forum for advancing district-wide projects that align with and support the four pillars, fostering cohesive efforts to strengthen outcomes across the district.

Our District CS Advisory Council meets quarterly to ground ourselves in the four pillars of community schools and strategize to deepen family and community engagement. Participants include district and site-level CSCs, site leaders, 2-3 members of each School Site Council, our Superintendent, Associate Superintendent of Educational Services, and MTSS Director, and certificated and classified union representatives.

CCHS's CS initiative would be folded into and leverage these ongoing supports for CS implementation and the learnings and best practices emerging from our district's evolving community schools.

Why a Community School for my school

We convened our SSC in January 2025 and facilitated a productive conversation to answer the question, "Why a community school for my school?" We conducted a poster activity to ask SSC members about the needs of our students and families as well as highlighting strengths about our school. Key needs and strengths identified by the meeting participants included:

A community member shared her prior exposure to the community schools model through her involvement with other MPUSD community schools, as well as the CCSPP S-TAC summit in Los Angeles. She advocated for adoption of the model and emphasized the importance of the assets and needs assessment to drive the work moving forward.

We believe that a Community School model will help us meet students' academic and social-emotional needs by ensuring high-quality learning and whole child and family development. With the increasing socioeconomic needs of our students' families (increasing homelessness, need for food and basic resources, large population of English Learners, predominately from Spanish-speaking families), we recognize that our school is a hub for services and community engagement and we want to expand this role to be able to provide integrated student supports through a sustainable effort by coordinating resources with other community partners. CCHS is in the Engaging/Emerging Phase of Strategy 1: Developing a Shared Understanding and Commitment to the CS Initiative.

We plan to develop a community school model encompasses and integrates the core principles, including the four overarching values, of the CA CS Framework as follows:

Community School Values

1. Racially Just and Restorative Relationship-Centered Spaces (engaging/evolving):

Our school has adopted the Restorative Justice approach to solving conflict, and these practices have been used to mediate conflicts between students, students and teachers. Starting in 2017-18, teachers and administrators have participated in restorative practices training as a way to increase positive school climate, topics have included peer mediation, community circles, and restorative circles. Since adoption of the RJ approach, our school culture has improved so much that students seek out staff, asking for mediation, when they identify conflict arising.

In addition to working with RJP, CCHS has also formed partnerships with Community Partnerships for Youth (CPY), City of Seaside, Friday Night Live, Village Project, Sunstreet Center, Blue Zones Project, Pebble Beach, and Monterey Plaza Hotel. We would like to strengthen our partnerships and expand them, especially with local businesses. This might lead to internships (paid and unpaid) as well as supporting our students getting hired in the future.

Our community partners assist in running mentorship groups, counseling, job opportunities, access to college and career information and readiness while also also working to proactively create positive relationships between students, staff and community so that students can have a trusted adult to help support them through a variety of needs, including mediation when needed. Our continued hope and priority is that students will have access to multiple opportunities and pathways in the future along with the tools to be successful while attending a school that is safe, racially just and restorative.

2. Shared Power (engaging/evolving):

CCHS has expanded the role of our School Site Council during the current 2024-25 school year as the decision-making body for the CS initiative. The Council formed an Ad-Hoc Community School Committee with stakeholders from across the school and the community. It began by learning about what a community school is, conducting discussion around the implications of being a community school and identifying whether community schools was an appropriate strategy to better meet the needs and goals of the school and community. During this school year, we have expanded the Ad-Hoc Committee to include additional stakeholders and to reflect transitioning personnel. It has continued to engage in learning and discussions around the framework of community schools while also including our English Learner Advisory Committee and our School Site Council Committee to better incorporate the many voices at CCHS and to create a shared vision of how all groups can support each other towards supporting students and community.

The School Site Council has adopted the four cornerstone commitments of CS. The role of the Council is to (1) identify shared beliefs, values and, agree on a shared understanding and aspiration of the community school strategy, and develop a common vision of student success; (2) conduct a needs and assets assessment, engaging an increasingly inclusive body of stakeholders, analyze this data and begin to identify specific priorities and goals; and (4) co-develop this implementation plan with initial goals and priority areas for the initiative, as well as a plan to continuously assess and improve implementation. Over time, the role of the Council will expand to also include monitoring progress toward agreed-upon outcomes; sharing out its work with the broader community; engaging other stakeholders on an ongoing basis, specifically around building relationships that support and sustain community school work, addressing specific challenges to community school transformation as they arise; developing long-range sustainability strategies; and advocating for policy changes in key institutions to support community school development.

Our Instructional Leadership Team (ILT) is composed of both school site administrators and teachers from multiple content areas including CTE, our full time Literacy Intervention Teacher, and part time EL Advocate. The ILT has been restructured to both support the Professional Development, Professional Learning Communities and the school wide instructional approach and focus. The ILT has strengthened the relationships they have with all staff, and support the school's development and shared vision by ensuring that the voices of all staff are heard at the ILT meetings. The CCHS staff sees the ILT as leaders on campus, and welcomes their leadership and guidance. A majority of Professional Development at CCHS is led by teacher teams rather than site or district administration. With teachers being a vital and integral part of the learning process and the direction of the school, the ILT has become a key part of how CCHS functions and moves forward.

3. Classroom-community connections (visioning/exploration)

All curriculum and instructional materials are board approved and aligned to the CA Content Standards. We offer Differentiated Instruction, co-taught math and English (previously), ELD instruction, Positive Behavioral Interventions and Support (PBIS), and Social-Emotional Learning (SEL). Additional supplemental curriculum is utilized for students receiving Tier II and III supports.

CCHS is focused on providing strong college and career- focused instruction for all of our students. Students who come to CCHS who are not on track to graduate and may need access to an alternative path and/or may have trouble finding their path forward post high school. For our students, who are juniors and seniors in high school, finding an alternative path forward is essential to their future success. We do this through our various Career Technical Education pathways. In Culinary Arts, students earn their food handlers certification and learn the basics of cooking. Students then progress to advanced culinary where they learn about catering and more advanced culinary techniques. In the Education pathway, students learn about all aspects of careers in education. They also go to elementary schools in the district and work in the classroom in various roles. In the Hospitality pathway, students learn about the various careers within the Hospitality industry. They do mock interviews and work with our community partners for students to earn internships at the Monterey Plaza Hotel. Last year, 4 of our 5 students who had the internship got full-time job offers.

The goal of these pathways is to provide students an alternative path forward. It has been said that “students behave in the present as they see themselves in the future.” By providing these future opportunities, we have seen students improve in their academics and behavior at school. Our goal is to increase the amount of these opportunities for CCHS students.

4. A focus on continuous improvement (emerging/engaging)

Through our CCSPP Planning Grant process, we have conducted needs and assets assessments and convened teachers, administrators, students, parents, and community partners to analyze the data and develop collective priorities for our CS initiative. Data on CS service efficacy and satisfaction will be collected and analyzed on an ongoing basis to inform and improve CS implementation strategies.

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.

MPUSD supported schools in conducting a deep needs and assets assessment process in 2022-23, which was supported by funding from our CCSPP Planning Grant. In this process, we conducted surveys of middle and high school students, families, and teachers and staff - and MPUSD Education Services staff facilitated a deep reflective process to understand findings and trends in the survey data, working alongside school communities to recognize priorities and plan to address those priorities. MPUSD Education Services staff also supported schools in conducting interviews and focus groups with families, students, teachers, and school staff to collect qualitative data in understanding the needs and strengths of our district and schools. Through these interviews, MPUSD identified the following assets and needs of the Seaside community and schools, including CCHS:

- Strengths:
 - Schools are family and community-driven
 - There are strong presence of community agencies on campus
 - Students are eager to earn their credits towards graduation.
 - Diverse student population and in staffing
 - Administrators are open to ideas
- Tier 1 needs:
 - Attendance supports
 - Spanish language capacity
 - College readiness
 - Mental health supports
 - CTE/Career supports
 - Address gaps in formal education
- Tier 2/3 needs:
 - Black/Brown conflict
 - Discipline procedures
 - Feeling unsafe
 - Gang presence
 - Latinx boys are disconnected
 - Students need to work and are disengaged
 - Substance use
 - Mental health needs

Priorities for CCHS included:

- Needs for attendance supports for students who have trouble getting to school (transportation, childcare for young siblings/dependents/other family member, parent education on truancy, income assistance)
- Outreach and engagement strategies and methods for families (online, by mail, in-person)
- Need for substance use prevention and intervention, behavioral health supports
- Need for career education, exposure, and work-based learning opportunities, particularly for careers in the trade.
- Supports for families who are low-income, income assistance, access to public benefits, housing supports, access to food.
- Supports for immigrant families.

In 2023, Seaside schools, including CCHS, hosted a four-part community education and engagement series, focusing on the four pillars of CS. Site and district facilitators presented information on current site and district supports and services related to each pillar. Attendees created a participatory asset map and needs assessment per pillar. In Fall 2024, supported by our CCSPP Implementation Grant, site CS Coordinators led a symposium for teachers, families, and community agencies to deepen understanding of the CS pillars, how they support the success and well-being of students and the broader community, and how they are being implemented in our schools.

While the initial intention was for CCHS to apply for CCSPP implementation funding in Cohort 3, a site leadership transition led to a decision to pause to refocus on preparing for Cohort 4. Under new site leadership, the principal has prioritized community engagement by conducting listening sessions with staff, students, and families to gather insights and build trust. Leveraging Youth Truth data, the administration has identified themes and collective priorities, working closely with the well-established School Site Council to gather feedback and refine plans. This approach ensures that the school community remains at the center of decision-making and that the identified priorities align with the strengths and aspirations of the CCHS community.

Surveys

CCHS administers YouthTruth, a confidential online survey to students, families, and teachers/staff in the fall of each year. YouthTruth surveys students about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, and Relationships. In addition, students provided feedback about School Safety, Emotional and Mental Health, Diversity, and Inclusion. Staff members were surveyed about their perceptions of their school in terms of Culture, Engagement, Relationships, Professional Development & Support and School Safety. Family members are surveyed about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback.

MPUSD has administered these surveys at all schools for seven years, allowing the district to develop longitudinal data to equip school leadership with the insight to plan for teacher and staff professional development, student school climate improvement efforts and family engagement and relationships. Upon release of the survey results, the data is analyzed for continuous improvement by multiple shared leadership teams to include, ILT, SSC, ELAC, and the staff as a whole. Through this process, sites engage in a continuous improvement cycle, creating goals and plans for students, families and staff alike.

In November 2024, the MPUSD Deeper Learning Dozen (DLD) team, which includes the Associate Superintendent of Educational Services, Director of College, Career and Educational Partnerships, Director of Teacher Development, Monterey Bay Teacher Association President, and two site leaders from two of the Seaside Community Schools, brought key findings and trends from YouthTruth survey data to school leaders to review and understand site needs and strengths to inform improvement plans for school climate and culture, as well as Local Control and Accountability Plan and Single Plan for Student Achievement planning.

Districtwide priorities included:

- Staff:
 - Strength in providing teacher/staff professional development and supports in elementary and middle school and supportive staff relationships in high school.
 - A need to improve school safety, including violence on campus, bullying, and student-teacher relationships.
- Families/caregivers:
 - Strength in school communication in elementary and high school and engagement in high school
 - A need to improve school safety
- Students:

- Strength in instructional methods in elementary school and in creating a sense of belonging and peer collaboration in middle and high school
- A need to improve students' sense of belonging in elementary school, academics in middle school, and relationships in high school.

The DLD team continued this effort to review survey data key findings and trends at the site level, working in collaboration school leaders (administrators), students, families, community partners, teachers, and other school staff to ask “How might we build culture so that our school communities are empowered through their identities, demonstrate ownership over learning, and are engaged in relevant and authentic tasks with clear evidence of mastery?”

In Fall 2024, the DLD supported the development of Student Empowerment Plans at the MPUSD Principal Leadership Academy. Site leaders had an opportunity to learn about the student voice continuum and design how they will co-design with students a plan to empower students to make positive changes in their schools. For CCHS, we took away a philosophy of, “Nothing About Us, Without Us,” to reflect student voice in school decision-making and are working to incorporate that in all levels of school governance, programming, and initiatives.

As we move forward in our community school implementation with the support of the CCSPP Implementation grant, our on-site Community School Coordinator will collaborate with our School Site Council, Instructional Leadership Team, and English Learner Advisory Committee, to continue to engage the CCHS community in identifying our top community school priorities and goals for student achievement, and informing improvements in our strategies, programs, and services on behalf of students and their families over time, along with teacher/staff professional development to support these priorities. For this purpose, we will utilize the following engagement strategies:

We will continue to utilize YouthTruth surveys as part of an annual needs and assets assessment process, to gather the perspectives of students, parents, and teachers/staff. Results will be shared with our School Site Council, Instructional Leadership Team, and English Learner Advisory Committee, and staff as a whole, to inform our ongoing planning and continuous improvement of programs, services, and supports for students, families and staff.

Teacher professional learning communities (PLCs) in which CCHS teachers participate in biweekly, will be additional venues to inform instruction, assessments, interventions, and enrichment for students. Teachers utilize their PLCs to analyze student achievement data to adjust instructional practices and meet the needs of the students. The PLCs allows for formal and informal assessment of student outcomes in relation to expected learning standards, teacher discussions on what feedback to provide students, and collective problem-solving and sharing of best practices.

MPUSD is proposing to use CCSPP funding to contract with an independent evaluator to assist with our needs and assets assessment and continuous improvement process at CCHS. We are already engaged in this process with the evaluator for our schools funded as part of CCSPP Cohort 3. The evaluator is working with the District CS Team and school leaders to develop a CCSPP evaluation plan, data collection timeline, prepare stakeholder interview and focus group protocol, and develop or refine needs assessment survey tools. The evaluator will also analyze data, track progress on our goals and objectives, regularly brief the CS Action Team on key findings, and write district- and site-level evaluation reports (annual and final) to document implementation and impact and make recommendations for program improvement. We will extend this work to CCHS with the support of CCSPP funding for the school. This program evaluation support will be invaluable for our work to strengthen our community school model at CCHS, meet the needs for vulnerable students and families, and improve student outcomes.

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
1. Offer a Positive and Restorative School Climate.	• Increase caring relationships with adults and student's perceptions of safety, • Improve student academic performance, as measured by GPA, STAR Renaissance diagnostic, and CAASPP data. • Increased number and variety of Career Technical Education classes and pathways, and college and career-focused instruction. • Students are engaged, as measured by Youth Truth survey data and classroom observations. • Reduced student behavioral referrals. • Restorative practices are being used as alternative to exclusionary and punitive disciplinary actions. • CCHS becomes a school of choice where students choose to enroll as an alternative pathway to graduate and succeed in postsecondary opportunities.
2. Expand and enhance Integrated Supports and Services to meet the needs of students and families.	• Improvements in student attendance. • Improved family engagement, as measured by attendance and schoolwide events. • Students and families are connected to the services they need. • Increase in outreach to families (phone calls, home visits, etc.)
3. Engage the school community in meaningful, collaborative decision-making to best serve our students.	• Students and parents/caregivers are participating in CS decision-making team and processes. • Students participate in leadership and student voice classes and collaborative decision-making process in school climate and culture initiatives. • Improved family engagement, as measured by attendance and schoolwide events. • Students are on-track to graduate on-time and/or return to their home 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
Create racially just and rigorous standards-based, equity-focused, and culturally responsive teaching and learning in all classrooms.	- Provide deep learning for educators that exemplifies equitable instruction so that students experience grade-level, engaging, affirming, and meaningful instruction. - Provide course offerings that highlight a diverse array of interests, activities, and identities (both academic and social). Explicitly ensure that opportunities reflect the racial, cultural, and linguistic diversity of the Seaside community.
Increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities.	- Uphold CCHS' strong Professional Learning Circle (PLC) system, supporting educators' collaborative work in recurring cycles of collective inquiry and action research to achieve better results for the students we serve. - Continue to use student voice as a catalyst for change by analyzing the student experience and barriers to learning priority standards at a high level of rigor in the classroom and departments. - Conduct an analysis of the CA College and Career indicator completion by subgroup to ensure students have a post secondary plan upon graduation.

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
Convene CS Site Committee	- Recruit and engage parent members to participate monthly - Recruit and engage community partners - Provide stipends to teachers and staff - Develop agendas to continue understanding needs, mapping assets, analyzing needs assessment data, refine SPSA and CS Implementation Plan, expand and enhance service delivery, oversee and direct site-level implementation of CSSPP grant
Convene the MPUSD CS Systems Team (Community of Practice)	Convene the CS Team of CS staff across MPUSD to meet monthly to work across sites to: 1. Develop and implement district-level goals and activities related to the CS Initiative; and 2. Provide coaching, professional development, and other resources to CS Coordinators in supporting the development and implementation of site-level goals. 3. Collaborate across sites to support partner engagement and resource development and secure funding.

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):

SYSTEM LEVEL

In accordance with our Community of Practice (COP) values, with the guidance of the principals, will involve CS Coordinators when they are hired. The Community of Practice is led by the Director of College, Career, and Educational Partnerships and will include Site Principals, CS Coordinators, and the Community Liaison Leader. The COP will meet monthly to develop and oversee the implementation of annual goals and activities. This includes sharing best practices, troubleshooting, collective problem solving, and working together across the school sites to reach to and engage families, conduct needs assessments, identify priority needs and goals, support messaging and branding, develop and maintain partnerships with service providers, and secure funding to sustain the CS initiative at each site. The site-based CS Coordinators will meet as a community of practice with the Director weekly to learn patterns and trends within the community, as well as hold 1:1 meetings monthly to support individual Coordinators' work further.

SITE LEVEL

Our School Site Council (SSC) includes the school Principal, Assistant Principal, students, teachers, certificated staff, community based organizations and parents - and will expand to include a CS Coordinator.

Community members already part of the School Site Council include CCHS Bilingual Community Liaison, and a member of the Building Healthy Communities. Additionally, The School Site Council meets collaboratively with the English Learner Advisory Committee that includes parents, students, teachers and community members. Its role will expand to oversee the CS initiative's implementation at the site and, in doing so, the SSC will serve as our CS Committee. This Committee will continue in their role of identifying annual site goals and developing, adopting, and monitoring our annual Single Plan for Student Achievement (SPSA) and budget to achieve the goals. This work is done in collaboration with our English Learner Advisory Council and Instructional Leadership Team. In the future, the Committee will oversee the implementation of the CS Implementation plan, including making bi-annual plan updates. This will include setting goals and identifying activities related to the needs and assets assessment, data analysis, setting site priorities, conducting outreach and ensuring authentic community engagement, identifying gaps in services and potential partnerships with service providers who can meet those needs.

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
Align CS initiative and Implementation Plan with LCAP and SPSA	CS Site Committee meets monthly to align initiative with SPSA, LCAP, other policies and initiatives.
Deliver services and resources efficiently and effectively to meet the needs of students, families, and teachers/staff, particularly around school climate, student/family engagement, and support for English Learners.	CS Committee and COP work to contract with service providers through sustainable funding sources. Leverage strengths of MPUSD Multi-Tiered Systems of Support, Positive Behavioral Interventions and Supports in securing new resources.

Key Staff/Personnel

Rebecca Tyson, Principal	The Principal will coordinate administrative oversight and plan all phases of instructional leadership for the school, including educational programming and community school leadership.
Sam Pereira, Assistant Principal	The Assistant Principal supports the principal in managing school operations, supporting student instruction, staff supervision, and a positive school climate.
To-be-hired, Community School	The Coordinator will oversee the site-level implementation of the CS initiative. In their role, they will also lead the school CS Committee and build relationships with

Coordinator	partners and the greater community. The Coordinator will work to monitor grant implementation and support evaluation and site-level reporting activities.
Brenda Acosta Bilingual Community Liaison Leader	The Community Liaison Leader supports communication between the school, students, their families, and the greater community. They are responsible for organizing, planning, publicizing, coordinating and conducting various community outreach programs.
Moises Rico Ramirez Mental Health Therapist	The Mental Health Therapist supports students who have issues or concerns related to mental and behavioral health and academic needs. Provides individual and group counseling/therapy. The Mental Health Therapist participates in a Community of Practice that meets monthly, along with other School-based Mental Health staff, including school Family Services Specialists and Social Workers.
Kimberly Moir, Career and College Specialist	The Career and College Specialist implements a comprehensive college and career program for students in grades 11-12 concerning colleges, trade schools, vocational and other employment opportunities. Serving as the liaison between outside service providers, tutors and local agencies to coordinate student advocacy services.
Jason Green, Academic Counselor	A school counselor provides individual and group counseling to students, addressing academic, social, and personal concerns, helping them develop coping mechanisms, set goals, and navigate challenges while collaborating with teachers, parents, and administrators to support student success.
Erica Parker, Educational Liaison	Our Educational Liaison supports students who qualify under protection via the McKinney-Vento Act which provides specific protections for students who qualify as homeless. This includes providing resources, advocacy, and support services to ensure homeless students have access to education, transportation, and other essential needs.
Cruz Fleming, School Office Secretary	Manages day-to-day responsibilities of the main office, including administrative and operational tasks and assisting students, families, staff, and visitors.
MPUSD Multi-Tiered System of Support Department	The district MTSS staff includes an Assistant Superintendent of MTSS, a Director of MTSS, a Director of Student Support and Safety, a Mental Health Clinician, and a Bilingual Homeless and Foster Youth Liaison. The team works to support the implementation of MTSS at all sites, including working with site administrators to review data for the purposes of improving systems to provide direct support to the academic, behavior, and social emotional needs of students. This includes supporting the delivery of Positive Behavioral Interventions and Supports (PBIS), social-emotional services, and services for homeless and foster youth. The MTSS department convenes monthly Communities of Practice, weekly supervision and support for Mental Health Clinicians and Social Workers, Quarterly PBIS Site Team convenings, and coordinates related professional development.
MPUSD Education Services Department	The district Education Services staff include an Associate Superintendent, a Director of College, Career, and Educational Partnerships, a Coordinator of Family

and Community Engagement.

The team works to plan and coordinate teaching and learning operations, including student achievement, staff evaluations, parent involvement, school safety, principal performance, school climate, data analysis and impact on instruction, organizational alignment of curriculum, budget development, professional development, leadership training, and community partnerships; district instructional programs. The Director oversees the implementation of the district's CCSSP Planning Grant, including developing and managing community partner relationships. Twice each year, the team convenes the district's Instructional Leadership staff for full-day professional development sessions on continuous improvement science.

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

MPUSD's CS Team and SSCs will oversee district and site-level efforts of the CS Initiative. The CS Team and SSC will work to align the CS priorities, goals, and activities with that of the School Plans for Student Achievement (SPSA) and the MPUSD Local Control and Accountability Plan (LCAP). Continuous improvement cycles led by these teams inform the development of the plans - ensuring that plans meet the needs of the school community and, in turn, the district, in turn, evaluates the effectiveness of Local Control Funding Formula (LCFF) monies. MPUSD also aligns LCFF with other state and federal funds, including Title I, II, III, and IV, and Extended Learning grants. We intend to sustain the work of the mental health staff and partners with MediCal and Early and Periodic Diagnostic and Treatment Funds, through our partnership with Monterey County. Schools are demonstrating commitment to sustaining the CS Coordinator role through an increasing amount of matching site-based categorical funds over the five-year grant. This strategic shift to matching funding reflects our commitment to long-term success and continued investment in programs that positively impact our students.

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
Expanded Services and Outreach for At-Promise Students (Academically and Behaviorally)	Continuous outreach with community organizations that expands our current in school programmings in order to provide our at promise students with partnering community-based services that include partnerships for substance abuse, individual and student group counseling, and family-based counseling, tutoring services (Examples include OHANA, Seaside Youth Resource Center, Community Partnerships for Youth, and the Village Project).
Increase college and career readiness for our first generation and low income students	Partner with our local post secondary education institutions to provide students with services that will help them gain greater access to post secondary opportunities. Services will include parent and family workshops, dual enrollment opportunities, college visits, tutoring, academic advising and scholarship information (Post-secondary institution partners include Monterey Peninsula College, Hartnell, Cal State Monterey Bay, University of California Santa Cruz and certification programs)
Partner Planning and Development	Using the continuous improvement model and the cycle of inquiry CCHS will meet monthly and as needed to work with partners on how we are working to expand our programming and how these community partners can assist us in our outreach for at-risk families and students as well as increasing parent participation/involvement plan to have an open line of communication with these partners and plan to use their constituent feedback to improve parent and family outreach and to provide families and students with a more holistic and well-rounded school experience that addresses needs using our MTSS model.

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:

MPUSD and our school partners with local government agencies and community-based and national organizations to deliver services to our students, families, teachers, and staff. This includes primary and behavioral health services, academic support services, extended learning and enrichment opportunities, supports for special populations, such as homeless and foster youth and English-language learners, crime prevention and safety supports, and access to basic needs and services (food, clothing, etc.).

Academic and Enrichment Service Partners

- Monterey Peninsula College: MPC helps provide mentorship, college information and advising for students that might not normally have access and information. Counselors come visit CCHS to help students with applying for college, financial aid information, determining a future pathway, and building a class schedule for the following school year.

Health and Wellness Service Partners

- The Monterey County Public Health Department provides assessments, treatment, planning and individual/family/group counseling to address behavioral, mental health and substance use challenges. The County also supports our district in building Medi-Cal billing capabilities, including applying for

funding.

- MPUSD's Homeless Education and Family Resource Center was designed to provide assistance to homeless students and families in compliance with the McKinney Vento Homeless Assistance Act. Providing comprehensive and rehabilitative services to our most vulnerable students by advocating for successful transitions, re-engagement, and social emotional awareness, leading to academic achievement as well as maximizing post-secondary options. This resources aims to remove barriers to academic success for McKinney Vento eligible students by providing needed supplies such as backpacks, school supplies, clothing, transportation, free lunch program and educating students and parents on their educational rights.
- Our school created a food pantry and clothing/personal care closet for students and families in our multiuse room. MPUSD's Homeless Liaison, Equity Liaison, and Community Liaison help keep it stocked, with support from CDE Education for Homeless Children and Youth (McKinney Vento) grant funds.
- The California Friday Night Live Partnership program staff work with students on campus every other week to engage them in leadership activities.
- All in Monterey: In conjunction with the Monterey Food Bank, All In Monterey provides weekly food drives for our students, families and community. Additionally, they have helped to ensure that we have necessary supplies in our Independent Student Center.

Safety and School Climate Partners

- Seaside Youth Violence Task Force: The Blue Ribbon Panel aims to stem gang violence in Seaside by implementing the Seaside Gang Violence Prevention and Intervention Program, which is based on the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention Comprehensive Gang Model. The Task Force is made up of stakeholders from various community and government organizations to mobilize the community to prevent future youth gang delinquency, crime, and violence. We partner with the Task Force during monthly meetings to discuss current trends that are happening in the school and the community. The Task Force will identify supports that each organization can provide to
- Building Healthy Communities: Offers student leadership, civic engagement, and wellness programming, including Healing Circles
- Ohana Center for Child and Adolescent Behavioral Health provides students and families with mental and behavioral health services, as well as professional development for school mental health clinicians and social workers.
- The Village Project provides mentoring for students and families, teen empowerment groups, as well as tutoring.
- Seaside Youth Resource Center provides a variety of resources and supports for students and families including mentorships, drug and alcohol counseling/information, job placement and a variety of other services. They are on campus once a week to check in with students who have been referred to them and also provide space for students and families to access their services off campus.
- Community Partnerships for Youth (CPY) staff (5 afterschool program leaders) come to our school to provide mentorship, peer mediation, behavioral and attendance supports, to students in and out of the classroom once a week.

Professional Development and Service Coordination Partners

- The Monterey County Office of Education provides professional development, leadership development, and service coordination and implementation, as well as other supports to our District. This includes supports for our McKinney Vento Liaison as well as support for homeless, foster youth, and other special populations.

Higher Education Partners

- Monterey Peninsula College helps to support our students by offering Dual Enrollment courses. This allows students to complete college level classes while still in high school and provides opportunities for

our own staff to teach higher level courses. Also supports students' FAFSA completion.

- Hartnell College - Offer annual campus tours focused on Career Technical Education programming.
- MPUSD Adult School - We work with Monterey Adult School to support our 18 year old students who may be looking for an alternative and flexible class schedule to complete high school.
- Watsonville Center for Employment Training offers annual field trips for students to expose them to career technology education programming, with pathway certification courses available to them after high school graduation.