



Blackstock Junior High School

Hueneme Elementary School District

**California Community Schools Partnership
Program Grant (CCSPP)**

Implementation Plan

2024-2025

**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP
PROGRAM:**

**Charles Blackstock Junior High School
IMPLEMENTATION PLAN**

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

Charles F. Blackstock Jr. High, Cara Comstock, principal, (805)488-3644,
ccomstock@hueneme.org

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:

Blackstock envisions the following as a powerful response to the question, "Why a community school for our school?" because it offers a pathway to equitably support the whole child, uplift family and community voice, and reimagine education as a shared responsibility. After engaging with students, families, staff, and community partners, we heard a clear call for a school that goes beyond academics—one that nurtures wellness, belonging, and opportunity for all.

Racially just, relationship-centered spaces:

We are committed to creating a school environment where every student, particularly those furthest from opportunity, feels seen, valued, and supported. This means elevating student and family voices in decision-making, building culturally sustaining practices into everyday learning, and actively addressing inequities in access and outcomes. We are developing professional learning centered on identity-affirming instruction and restorative practices, while building systems of support that reflect the strengths and needs of our diverse community. One example of self-directed professional learning for staff will be a book club focused on the book Cultural Responsiveness and the Brain, by Zaretta Hammonds.

Shared power:

We recognize that transformative change happens when schools share leadership and decision-making power. Our site is forming a Community School Leadership Team (CSLT) that includes students, families, educators, and community members to guide priorities and resource allocation. We hope to invite community members representing our various cultural groups, including our indigenous students. Through this structure, we aim to foster true co-ownership of our school's direction, ensuring all educational partners are empowered to shape the learning environment.

Classroom-community connections:

Learning should be relevant and rooted in the lived experiences of our students and their communities. We are working to integrate community-based learning opportunities into the curriculum, partner with local organizations, such as MICOP-Mixteco Indigena Community Organizing Project, to enrich instruction, and invite families and community members into the classroom to co-create learning experiences. These connections will ensure students see their cultures, stories, and futures reflected in their education.

A focus on continuous improvement and possibility thinking:

Our approach is grounded in the belief that our school can be a space of innovation, healing, and growth. We are investing in data-informed practices to continuously assess and improve our supports and strategies. We are also cultivating a culture of possibility thinking, encouraging staff and students to dream big, embrace challenges, and co-create solutions that reflect our community's hopes.

Developmental Plans:

To ensure these values are fully reflected in our work, we are launching a collaborative needs and assets assessment that will guide our community school implementation. This will be followed by capacity-building for staff and partners around equity-centered practices and community engagement. We will also develop systems for ongoing feedback and reflection, ensuring our work stays rooted in our shared values and evolves in response to community needs.

In essence, our commitment to becoming a community school is a commitment to equity, collaboration, and transformation. We believe this model will help us build a school where every learner thrives—academically, socially, and emotionally—because they are supported by a community that believes in their brilliance.

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.

As we move from the planning phase into implementation, we recognize the importance of deepening our understanding of the needs and assets within the Blackstock school community by engaging all educational partners in meaningful, inclusive, and sustained ways. Our goal is to ensure that the community school model reflects the aspirations and priorities of those it is designed to serve, especially our historically marginalized students and families.

To expand the reach and depth of our needs and assets assessment, we will implement a multi-method engagement strategy that includes:

1. Diverse Engagement Strategies:

- **Surveys** will be distributed to all educational partner groups—students, families, staff, and community partners—in multiple languages to ensure accessibility and representation. These surveys will include both quantitative and open-ended questions to identify both trends and insights.
- **One-on-one interviews** with administrators, classified staff, certificated staff, and key community leaders will allow us to dive deeper into their perspectives and identify both systemic challenges and existing strengths.
- **Focus groups** will be held with students, families, and staff, with particular attention given to creating affinity-based spaces for historically marginalized groups (e.g., Black and Brown families, unhoused families, English learners, LGBTQ+ students) to share their experiences safely and honestly.
- **Visioning exercises and community forums** will invite all educational partners to co-create a shared vision for what a thriving community school can look like. These sessions will be interactive, relationship-centered, and facilitated with cultural humility.

2. Intentional Inclusion of All Educational Partner Groups:

- **Administrators** will be engaged through collaborative planning sessions and data reflection meetings to ensure alignment of site-level initiatives with the community school model.

- **Certificated and classified staff** will be engaged through staff meetings, listening sessions, and leadership team opportunities. We will also build in time during professional development to share updates and gather feedback.
- **Students** will participate through classroom listening circles, student leadership councils, and peer-led engagement efforts (e.g., student-led surveys or interviews). We will prioritize engaging students from a variety of grade levels and backgrounds, especially those whose voices have historically been left out of school decision-making.
- **Families and caregivers** will be invited to participate in multilingual forums, culturally responsive events, and home visits as appropriate. We will partner with trusted family liaisons and community-based organizations, such as MICOP, to build bridges to underrepresented families.
- **Community partners** will be engaged through partnership roundtables where they can share their insights, identify alignment opportunities, and co-develop strategies for student and family support.

3. Centering Historically Marginalized Groups:

We recognize that equity requires intentionality. To ensure the voices of historically marginalized groups are central, we will:

- Collaborate with culturally specific organizations and leaders to co-facilitate engagement.
- Provide childcare, food, and translation/interpretation services to reduce barriers to participation.
- Use disaggregated data to identify which groups are underrepresented in our initial engagement efforts and follow up with targeted outreach.

Our ongoing assessment work will not be a one-time event, but a cycle of inquiry, reflection, and action embedded in our community school implementation. By engaging in authentic and inclusive processes, we aim to build a shared vision rooted in equity, possibility, and collective care.

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
Increase academic success for multi-lingual learners by increasing the percentage of students on track/ excelling in academics as reported by AimswebPlus Reading and Math Benchmark Screeners	AimswebPlus Reading and Math Benchmark Screeners
Increase student engagement as measured by student attendance from 96.6% YTD to 98% YTD.	Student attendance YTD percentage
Increase student behavior success from 98% of students having 2% or less of school days to 99%.	Behavior records

Strategy 2: Centering Community-Based Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1. Strengthen Community Partnerships to Enrich Curriculum and Student Engagement</p>	<p>1. Map Community Assets Identify and document local organizations, cultural groups, families, and businesses that reflect the students' cultures, languages, and experiences.</p> <p>2. Host Community Listening Sessions Hold quarterly meetings with families and community members to gather input on student needs, cultural strengths, and ideas for collaboration.</p> <p>3. Co-Design Learning Opportunities Work with community partners to design class projects, field experiences, or mentorships that connect curriculum to local issues or traditions.</p>
<p>Goal 2. Create Inclusive, Relationship-Centered Classrooms that Promote Student Voice and Agency</p>	<p>1. Incorporate Identity and Culture in Lessons Support teachers in integrating student identities, home languages, and community stories into curriculum and daily instruction.</p> <p>2. Use Student-Centered Learning Strategies Implement project-based learning, inquiry-driven discussions, and reflection practices that allow students to shape their learning.</p> <p>3. Facilitate Student Voice Forums Hold monthly student-led circles or forums where students can share feedback and ideas for school improvement and classroom culture.</p>

Goal 1: Strengthen Community Partnerships to Enrich Curriculum and Student Engagement

Objective:

Establish and sustain meaningful partnerships with families, community leaders, cultural organizations, and local businesses to co-create learning experiences that reflect students' cultural wealth, lived experiences, and community assets.

Why it aligns with CBL:

This goal operationalizes the CBL focus on using **community assets and funds of knowledge**. It connects students to real-life issues and experiences that make learning more engaging and relevant.

Goal 2: Create Inclusive, Relationship-Centered Classrooms that Promote Student Voice and Agency

Objective:

Implement instructional practices and learning environments that center student identity, ensure a sense of belonging, and elevate student voice in curriculum design, assessment, and community-connected projects.

Why it aligns with CBL:

CBL thrives in **relationship-centered environments** that promote **belonging and agency**. This goal ensures that instruction reflects and respects the diverse cultural and linguistic backgrounds of students.

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
<p>Goal 1: Establish and Strengthen System-Level Collaborative Governance Structures</p>	<p>1. Establish a Site Community Schools Advisory Council</p> <ul style="list-style-type: none"> • Include representatives from the site leadership team, support staff, families, students, community partners, and local government agencies. • Prioritize the inclusion of multilingual and culturally diverse voices that reflect the school’s student population. <p>2. Align the Committee’s Work with District Strategic Goals and Budgeting</p> <ul style="list-style-type: none"> • Ensure the group contributes to long-term planning, funding alignment, and policy advocacy for sustainability. • Regularly review data from the school to inform decisions and adjust strategies.
<p>Goal 2: Build and Institutionalize Site-Level Shared Leadership Structures</p>	<p>1. Launch or Revise a Community School Leadership Team (CSLT)</p> <ul style="list-style-type: none"> • Include students, families, school staff, administrators, and community partners as equal contributors. • Align the team’s work with the school’s vision, needs assessment findings, and implementation plan. <p>2. Establish a Regular Decision-Making Cycle</p> <ul style="list-style-type: none"> • Use data cycles (e.g., quarterly reviews of attendance, climate, engagement data) to guide planning. • Ensure meeting agendas include time for open discussion, feedback loops, and participatory decision-making.

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):

Site-Level Shared Leadership Structure: Community School Leadership Team (CSLT)

Purpose: To guide school-based planning, coordinate services, and ensure the voice of students, families, staff, and community is central to decision-making.

Composition:

- Principal (or designee)

- Site-level Community School Coordinator (co-lead)
- Teachers and classified staff
- Students (secondary level)
- Parents/caregivers
- Community partner representatives
- School counselor, social worker, or mental health professional

Responsibilities:

- Review needs assessment data and determine priorities
- Monitor progress and adjust strategies quarterly
- Coordinate integrated supports (e.g., mental health, academic tutoring)
- Ensure authentic family and student engagement
- Develop and support a site-level sustainability plan

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Goal 1: Ensure Equitable and Inclusive Staffing to Serve the Target Student Population</p>	<p>1. Recruit a Site-Level Community Schools Coordinator Allocate funding and begin recruitment for a coordinator who will oversee partnerships, support staff alignment, and help lead sustainability planning.</p> <p>2. Partner with Local Teacher Prep Programs Collaborate with universities and community colleges, especially those with bilingual and social justice-focused teacher pipelines, to create pathways for diverse candidates.</p>
<p>Goal 2: Develop and Implement a Long-Term Staffing and Sustainability Plan</p>	<p>1. Create a Multi-Year Staffing Plan Outline essential roles (e.g., site coordinator, wellness staff, family engagement leads), anticipated turnover, and funding sources for the next 3–5 years.</p> <p>2. Include Sustainability in the School Site Plan Embed the staffing strategy in the School Plan for Student Achievement plan, ensuring leadership prioritizes long-term investment.</p>

Key Staff/Personnel

Principal	The principal’s main role would be to create a multi-year staffing plan in collaboration with district Human Resources Department personnel and to embed the staffing strategy into the SPSA.
Site Community Schools Coordinator	The site Community Schools Coordinator’s main role would be to establish and maintain a partnership with local teacher prep programs.
[Add name of key staff here, add lines as needed]	[main role/function at the site level]

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

Braid and Leverage Multiple Funding Streams

Steps:

- **Blend** funding from federal, state, and local sources (e.g., Title I, Title III, LCFF, ESSA, Medicaid reimbursements) to continue supporting core community schools strategies.
- Apply for **ongoing state or federal grants**, such as 21st Century Learning Centers, Full-Service Community Schools (FSCS), or Safe and Supportive Schools programs.
- Partner with **local government or county health/human services** to co-fund social-emotional and health-focused staff through cost-sharing agreements.
- Establish **fiscal maps** to identify where funding overlaps exist and how they can support sustainability.

Institutionalize Data-Driven Decision-Making and Continuous Improvement

Steps:

- Develop a **dashboard or scorecard** that tracks the impact of community school strategies on student attendance, engagement, family involvement, and academic outcomes.
- Share data with school boards, funders, and the public to build trust and demonstrate return on investment (ROI).
- Use data to guide **reinvestment decisions**, ensuring resources are allocated to the most effective practices.

Build Advocacy and Policy Support

Steps:

- Educate school board members, local policymakers, and voters about the value of the community schools model to garner long-term political support.
- Align with state-level community schools coalitions or initiatives to advocate for continued investment and legislative protections.
- Prepare staff, families, and students to **tell their stories** about the impact of the strategy to build grassroots and legislative momentum.

End Goal:

By the end of the grant, community schools should be viewed as an **integrated, essential operating model**—not a temporary initiative. Sustainability comes from **strategic alignment, shared funding, and embedded roles**, all of which ensure that the transformation continues and grows well beyond the grant cycle.

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
Goal 1: Build and Formalize Strategic Partnerships Aligned to Student, Family, and Community Needs	<ol style="list-style-type: none"> 1. Use results from the needs and asset assessment to identify priority service areas (e.g., mental health, academic support, and housing). 2. Identify and vet local organizations that provide culturally responsive, trauma-informed, and multilingual services aligned to those priorities. 3. Develop clear partnership agreements or MOUs that outline shared goals, roles, data-sharing practices, and expectations for collaboration.
Goal 2: Integrate Community Partners into School Planning, Delivery of Services, and Continuous Improvement Cycles	<ol style="list-style-type: none"> 1. Include partner representatives as members of the Community School Leadership Team (CSLT) or site-based governance bodies. 2. Facilitate quarterly reflection and planning meetings with partners to review service data, identify challenges, and co-design solutions.

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:

Potential Community Partners for Charles F. Blackstock Junior High

1. City Impact

Focus Areas: Mental health services, youth outreach, academic assistance, after-school programs, and family support.

Why Partner? City Impact offers bilingual counseling services, student support groups, and programs aimed at reducing youth violence and improving academic performance. Their holistic approach aligns with the school's vision of supporting students' emotional and academic needs.

2. Oxnard Police Activities League (PAL)

Focus Areas: After-school programs, recreational activities, mentorship, and crime prevention.

Why Partner? PAL provides free, supervised activities for youth aged 7 to 18, fostering positive relationships between students and law enforcement. Their programs can help divert youth from gangs and other criminal activities, promoting a safer and more supportive school environment.

3. Nate's Place Wellness Center

Focus Areas: Mental health support, substance use recovery, peer coaching, and recreational activities.

Why Partner? Nate's Place offers a drop-in center for teens and transitional-aged youth, providing free transportation and evidence-based behavioral health services. Their focus on mental health and wellness complements the school's efforts to support students' emotional well-being.

4. Oxnard Public Library – Teen Advisory Council (TAC)

Focus Areas: Literacy programs, community engagement, and leadership development.

Why Partner? The TAC offers students opportunities to engage in library programming, voice their opinions, and develop leadership skills. Collaborating with the library can enhance students' academic growth and foster a sense of community involvement.

5. Ventura County Behavioral Health (VCBH) – Youth & Family Services

Focus Areas: Psychiatric assessment, outpatient therapy, crisis intervention, and case management.

Why Partner? VCBH provides trauma-informed, culturally appropriate mental health services in schools and community settings. Their comprehensive support can address students' mental health needs and contribute to a positive school climate.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.