

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: Hesperia Junior High School IMPLEMENTATION PLAN

School Site Contact Information

Hesperia Junior High School
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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 Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment 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

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

Through parent, student, staff, and community member surveys, vertical articulation with feeder elementary schools, and vertical articulation with feeder Community Liaisons the following

information has been gathered to demonstrate why Hesperia Junior High School needs to be a community school.

- a) Geography- There are limited services within a direct region, as well as limited transportation, including personal and public transportation
- b) Low SES- limited family resources with 70% of students identified as socioeconomically disadvantaged due to being eligible for free/reduced lunch or parents who have not received a high school diploma.
- c) Nearly 26% of students are English Learners.
- d) Breaking and disrupting cultural barriers and stigmas surrounding the social determinants of health

Based upon the student, staff, family and community input, the developmental plans for the Hesperia Junior High School Community School include the following:

1) Culturally-just, relationship-centered spaces

- a) Implementation of Suspension Alternative Program (SAP)
 - i) Educational courses related to student infraction that provides students information about the effects of their decisions as well as alternative choices to make in the future.
- b) Commitment to open facilities up to community organizations for cultural events
- c) Parent education classes on current topics affecting student discipline in order for the family and school to work collaboratively to establish a safe educational environment
- d) Commitment to engage and expose staff and students to multicultural events and recognition of diversity through various learning opportunities
- e) Continue implementation of trauma-informed practices and Mentorship program

2) Shared power

- a) Holding monthly meetings for parents where parent feedback is requested to support students. (Ex: School Site Council, English Learner Advisory Committee.)
- b) Annual parent survey

- c) Annual Comprehensive Needs Assessment completed with input provided by all interest holders
- d) Monthly site leadership meetings that include teachers, counselors, and administration
- e) Feedback and question time at Parent Center workshops
- f) Create a monthly Community School Advisory Council meeting with students, parents, district staff, site staff, and community partners.

3) Classroom-community connections

- a) Increase enrollment in Honors, AVID, and CTE courses for African-American students
- b) Providing translation services for parent engagement activities
- c) Referral system for teachers and staff to identify students or families in need of additional resources or services
- d) Utilization of two-way communication service, Talking Points, to facilitate conversations between families and staff

4) A focus on continuous improvement

- a) Utilizing cycles of inquiry through our PLC process and utilizing CFAs to improve instruction and curriculum
- b) MySAEBRS, a universal screener, utilized to identify at-risk youth and implement appropriate interventions
- c) Parent education courses and workshops offered through our Parent Center coordinated by our Parent and Community Liaison. Topics are decided through continuous feedback received from our community
- d) Youth Mental Health First Aid training for staff and parents to increase their expertise in identifying students in crisis and/or trauma
- e) Commitment to continuous and improved professional development opportunities to provide staff with culturally proficient and relevant training
- f) Commitment to continued surveying and interviewing of our community to ensure continuous improvement of services

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: 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.

The needs and assets assessment process has been conducted for Hesperia Junior High School. Parents, staff, and community partners have been organized and have met with us on several occasions. The groups helped develop an initial needs and assets inventory and used that to create surveys for staff, students, parents, and community partners. The results from the initial surveys indicate that there is a need for:

- Greater mental health support for students
- More training for staff in supporting student well-being
- Creation of safe spaces for students to express themselves
- Provision of space, time, and support for math, ELA, and science tutoring and enrichment
- Family building/bonding opportunities within our community
- Opportunities for our families to help with technology and employment

The next step is to bring together focus groups of staff, students, and parents to dig deeper into the data and build clarity around the needs and assets of the Hesperia Junior High School community. The focus groups will be held at various times of the day to ensure we are accommodating different schedules. In addition, staff, students, and parents have been engaged in the planning process through site leadership meetings, school site council, and parent meetings. Additionally, the parent liaisons from the local elementary schools that are part of the Hesperia Junior High School community have been interviewed to determine the needs of each of their respective school sites and families. We also plan to conduct 1:1 interviews with interest holders who are unable to attend focus groups or who feel more comfortable in a 1:1 setting. called Talking Points, followed by personal phone calls to families.

A concerted effort is made to engage historically marginalized students and families in planning and implementing community schools. For example, the Community Schools Coordinator and Parent and Family Liaison are both bilingual and create a welcoming and inclusive environment for Spanish speaking families. Every meeting is accessible for Spanish speakers through a district provided Translator and all surveys have been sent in both English and Spanish. Additionally, the Community Schools Coordinator works diligently to include these families in the planning process as well.

- Academic Focus classes (at promise students academically and social-emotionally)
- English Learners

Part B: 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
Support students and families in relationship building within the family unit. <i>Aligns with family and community engagement</i>	Improved attendance and reduced chronic absenteeism. Fewer reported incidents to counselors and partner agencies.
Support families with job training <i>Aligns with integrated student supports</i>	Improved job opportunities for families as tracked by continued parent feedback and training attendance.

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.

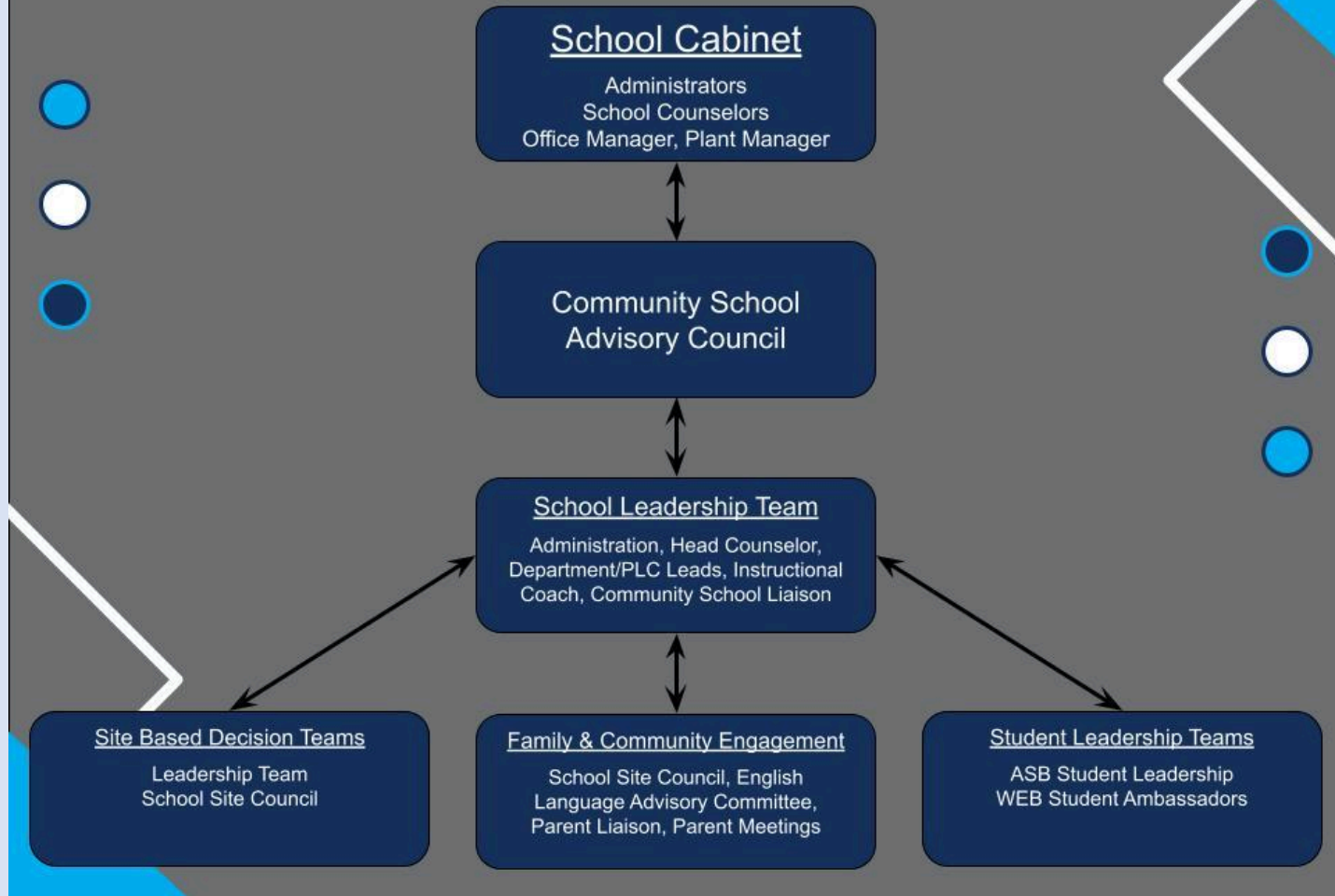
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

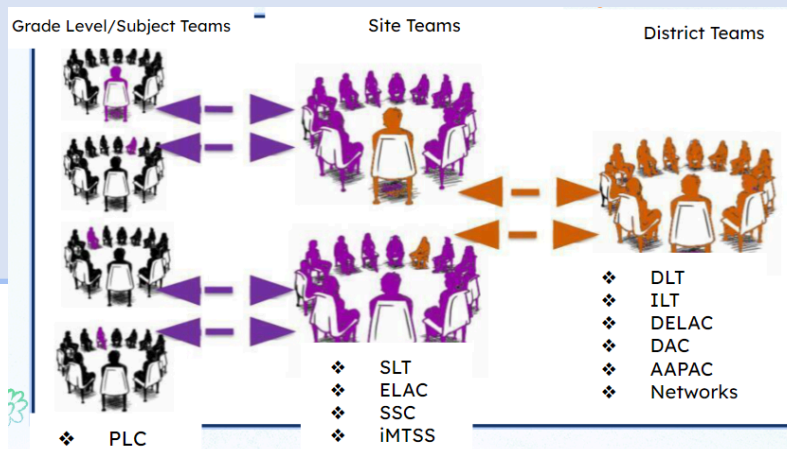
Goals	Action Steps
Our goal is to have active voices and engagement of all school and community partners in spaces where decisions are being made.	Ensuring continued opportunities for participation from all interest holders in CSAC and SSC meetings Calendared monthly partnership meetings
Provide community service provider partnerships to fit the needs of our community.	Meet with community groups that can provide targeted services to our community. Draft MOUs as needed Continuous re-evaluation of needs

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):

HJH Collaborative Leadership



The coherence model has been in place in Hesperia Unified School District and at Hesperia Junior High School for six years and is based upon a shared leadership model with a “lead from the middle” mantra. Integral to this coherence model is active two-way communication and healthy feedback loops, as demonstrated in the graphic below.



PLC- Professional Learning Community
 SLT- Site Leadership Team
 Site Cabinet Team
 ELAC- English Learner Advisory Council
 SSC- School Site Council
 iMTSS- Integrated Multi-Tiered System of Support
 DLT- District Leadership Team
 ILT- Instructional Leadership Team
 DELAC- District English Learner Advisory Council
 DAC- District Advisory Council
 AAPAC- African American Parent Advisory Council
 CSAC-Community Schools Advisory Council

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Review current school plans (i.e. SPSA, LCAP, iMTSS)	- Community School Advisory Council and other collaborative leadership teams will review current school policies and programs to ensure alignment between plans and integration of community school framework. - Identify areas of growth for integration of community schools framework.
Establish a system to monitor compliance and alignment of school-wide strategic plans.	- Using the comprehensive needs assessment, we will monitor and evaluate the alignment of schoolwide strategic plans and community schools framework. - Realign initiatives and priorities based on findings.

Strategy 5: Staffing and Sustainability

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
Determine staffing needs based on the demographics and needs of the students and families.	- Assess student population needs to determine appropriate staffing on campus and make any necessary changes. - Utilize collaborative leadership to determine site staffing needs
Establish the role of Community School Coordinator and Program Specialist	- Create job duties for the community school program specialist position. - Continue to evaluate needs of the school community to ensure alignment with duties

Key Staff/Personnel

Family Community Liaison & Community School Coordinator	- Oversees site-level community schools framework implementation - Builds and sustains community partnerships - Facilitates Community School Advisory Council meetings - Participates in site leadership teams to build sustainability of community schools framework - Conduct annual comprehensive needs and assets assessment to identify gaps and needs
Program Specialist	- Support with continued coordination of services at site. - Organize and coordinate community events and workshops - Maintain records and documentation as it pertains to the grant and implementation

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

Hesperia Unified School District has hired a Family Community Liaison to help with community relations and community building at Hesperia Junior High. The district will be providing space and referrals for service to each of the providers listed below.

- Desert Mountain Children's Center (DMCC)
- AGRC Amazing Grace Resource Center Mentoring
- Food / Clothes Closet resources with AGRC
- Town of Apple Valley Partnership for mobile resource centers for community needs.

Sustainability of staff: To maintain consistency and sustainability, position(s) hired will be funded through the LCAP and/or funds provided by CCSPP funding and may be moved to LCAP at the end of grant funding. We will be building capacity within current staffing to maintain programs and initiatives in the event that LCAP funding is not available. Due to increased services, we also expect to see an increase in billable services and reimbursement funds through the School-Based Medi-Cal Administrative Activities billing. These reimbursements may provide additional funds to be used to support ongoing expenditures determined by the site needs.

Sustainability of integrated services: A memorandum of understanding is in place with Desert Mountain Children's Center who offers mental health services to our students at no cost to the district. Memorandums of understanding may be written to partner with various organizations to provide the listed services above. Community partnerships will be sought out that are of no or minimal financial impact to the school to ensure long term sustainability.

Sustainability of continuous improvement: HUSD plans to continually send interest holders to professional development opportunities to expand their knowledge of the community school strategy and support continued implementation.

Strategy 6: 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
Community partners will be an active member of the Community Schools Advisory Council.	Community partners will be invited to monthly meetings and input will be requested throughout planning, development, and implementation to ensure continuous improvement.
Community partnership meetings will be held to discuss progress with services and make adjustments where needed.	Meetings will be held on agreed upon time frames to discuss what is working and what can be improved upon from the school and the partner's services

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:

Based on our community's needs for family relationship building, mental health supports and, job training, we have and plan to establish the following partnerships:

Desert Mountain Children's Center (DMCC): We will continue to have and may increase to two staff members on-site to support our students in our Wellness Center and counseling offices. A therapist from DMCC will be here five days a week to meet students one-on-one based on referrals from our counseling department and student support administrative offices. Student check-ins will occur based on the therapist's assessment of student needs and can range from one session all the way up to one year of sessions. Our counselors will continue to use our Wellness Center to run group sessions with our students based on trends within our Suspension Alternative Program. Our plan is to meet once per month to discuss continuous improvement and make adjustments based on feedback received from our CSAC meetings, the counseling department, and the student support offices. We also have four DMCC members on our CSAC who support the continuous improvement of services.

We will partner with AGRC Amazing Grace Resource Center to provide (1) mentoring on a weekly basis to students to support mental health, healthy relationships, and motivation, and (2) food and clothing resources. We will establish partnerships with the Town of Apple Valley to provide (1) possible Job Training, and (2) mobile resources, such as food and clothing. We also plan to establish family relationship building opportunities by partnering with various organizations.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to

administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
Provide opportunities for staff to attend various PD and training to attend to the diverse need of our students.	• Math Trainings • SEL Training • PD that is Culturally Relevant
Provide various learning opportunities for students/families to expand their professional learning.	• Parent Meetings/Coffee Chats with families to build relationships by discussing school safety, learning opportunities, and physical/mental well-being supports available. • Develop a site-based African American Parent Advisory Committee led by parents. • Continued inclusion of students and parents in Community School Advisory Council, School Site Council, and District Advisory Council meetings. • Mental health training offered to families of students.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and 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 the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
To incorporate culturally responsive practices into our curriculum and include support staff.	• Provide professional development on culturally responsive practices for certificated and classified staff • Provide professional development on Trauma Informed Care (TIC) for certificated and classified staff

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
To use data received from continuous needs surveys, focus groups, and interviews at Community Schools Advisory Council (CSAC) meetings and School Site Council (SSC) meetings to determine the direction of our community school.	• Complete yearly needs assessment • Complete focus groups and interviews every semester • Bring data to CSAC and SSC meetings to ensure progress monitoring and possibility thinking are occurring with interest holder feedback	• Increase academic performance • Improve student well-being • Increase family & community engagement
To increase communication school progress with stakeholders	• Share data on quarterly community school Newsletter with all Interest holders	• Increased family & community engagement • Empower stakeholder voice and choice

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