

**2021–22  
California Community Schools Partnership Program  
Planning Grant – Cohort 1**



**The Mission Preparatory School**

**Respectfully Submits:**

**Request for Applications**

Funded by the Budget Act of 2021

**Application Due Date:**

**Friday, April 1, 2022**

Administered by the:

California Department of Education

Career and College Transition Division

1430 N Street, Suite 4202

Sacramento, CA 95814

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38684780123505	San Francisco	San Francisco Unified	<a href="#">Mission Preparatory</a>	El

## 2021–22 CCSP Application Questionnaire

The following items comprise the 2021–22 CCSP Application Questionnaire. Applicants will also have to complete a section in the questionnaire that contains similar information provided in Form A: Applicant Info Sheet.

The items contained in the Application Questionnaire reflect the major components of the community schools approach outlined in the Framework and the CCSP competitive priorities.<sup>1</sup>

Responses to the following prompts indicate the applicant’s intention to include these specific elements in the LEA’s planning processes and site-based community school implementation plans (developed during the planning process). There is also an option to indicate the degree to which the applicant is already engaged in these activities.

Responses to the following prompts are required for the purpose of confirming the applicant’s commitment to the Framework principles for implementation of community school programs in California. Technical assistance will be designed to support CCSP grantees with all of the following elements.

Applicants are to select one option for each prompt.

### ***Partnerships and Planning Activities***

1. Plan to support multiple site-based community schools, either as multiple schools within one LEA or multiple schools across a consortium of LEAs.

- Yes

- 
1. View the January 2022 State Board of Education’s Agenda, Agenda Item 02.

<https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>.

- No
  - Undecided/Unknown.
2. Facilitate school-based activities that **increase student and family engagement through relationship and community building** that foster trust and a sense of purpose and belonging.
- Applicant commits to initiating these activities as a CCSPP grantee.
  - Applicant has initiated these activities at the LEA or school-site level.
  - Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
  - Undecided/Unknown.
3. **Ensure meaningful involvement by students, families, certificated and classified school staff, community-based partners, and cooperating agency staff** in the process of identifying the needs of students and families as well as community assets at every potential school site, and in the planning of learning opportunities and support services to be offered.
- Applicant commits to initiating these activities as a CCSPP grantee.
  - Applicant has initiated these activities at the LEA or school-site level.
  - Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
  - Undecided/Unknown.
4. **Establish and support representative planning and shared decision-making team(s) and process(es)** that promote community-involved needs and asset identification, visioning, goal and priority setting, responsive program design, and robust continuous improvement. Teams **include students, families, certificated and classified school staff, and community-based partners and local government agency staff.**
- Applicant commits to initiating these activities as a CCSPP grantee.
  - Applicant has initiated these activities at the LEA or school-site level.
  - Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.

- Undecided/Unknown.

### ***Program Elements***

5. Provide and enhance **integrated support services** to meet students' academic, physical, social-emotional, and mental health needs and include trauma-informed health, mental health, and social services within a multi-tiered system of support at or near potential community school sites.

- Applicant commits to initiating these activities as a CCSPP grantee.

- Applicant has initiated these activities at the LEA or school-site level.

- Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.

- Undecided/Unknown.

6. Support the development of **positive and nurturing learning environments** at every potential community school site that promote a student's sense of purpose, belonging and agency; are inclusive and supportive of different learning styles and abilities and include culturally affirming and relevant teaching practices and learning opportunities; and support positive school climates which employ restorative practices rather than punitive, exclusionary discipline that detaches students from school and from needed supports.

- Applicant commits to initiating these activities as a CCSPP grantee.

- Applicant has initiated these activities at the LEA or school-site level.

- Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.

- Undecided/Unknown.

7. Provide and enhance **extended/expanded learning time and opportunities** including academic support, enrichment, and real-world learning opportunities (e.g., tutoring, internships, project-based learning) at all potential community school sites.

- Applicant commits to initiating these activities as a CCSPP grantee.

- Applicant has initiated these activities.

## 2021–22 California Community Schools Partnership Program: Planning Grant

- Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
  - Undecided/Unknown.
8. Establish or expand **early care and education services for children from birth to five years of age**.
- Applicant commits to initiating these activities as a CCSPP grantee.
  - Applicant has initiated these activities.
  - Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
  - Does not apply, applicant is not serving elementary school students.
  - Undecided/Unknown.

### ***Sustainability***

9. Does the applicant plan to participate in and leverage the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities after grant expiration?
- Yes
  - No
  - Undecided/Unknown
  - Currently participating
10. Does the applicant plan to leverage the federal Early and Periodic Screening, Diagnosis and Treatment program (42 U.S.C. Sec. 1396d(a)(4)(B)) through a partnership with the county health / behavioral health agency or through a partnership with a community-based service provider(s) as a way to sustain community school activities after grant expiration?
- Yes
  - No
  - Undecided/Unknown

- Currently leveraging programs for mental health services through a partnership with the county health/behavioral health agency or through a partnership with a community-based service provider(s)
- 11.** Does the applicant plan to align and leverage multiple funding streams and programs (including but not limited federal aid (e.g., Elementary and Secondary School Emergency Relief funds) and other state funds, including funds for expanded learning, universal transitional kindergarten, student mental health, educator professional development, and/or increased Local Control Funding Formula funding for additional staffing) through the community schools planning process?
- Yes
  - No
  - Undecided/Unknown
  - Currently aligning and leveraging multiple funding streams through a comprehensive planning process
- 12.** Does the applicant plan to build or enhance systems, processes and staffing for data collection, data sharing, and recordkeeping, including records of the populations served, the components of the service, and the outcomes of the service through the community schools planning process?
- Yes
  - No
  - Undecided/Unknown
  - Applicant has an established data system to track needs of student populations served and outcomes of support services provided.

### **2021–22 CCSP LEA and Site Participation Sheet (Attachment I)**

Use the CCSP LEA and Site Participation Sheet provided on the CDE’s CCSP Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5708>. The LEA and Site Participation Sheet is used to indicate the proposed LEA(s) and school site(s) to be included in the community school planning process. For planning grant applicants, submitting the LEA and Site Participation Sheet is optional unless applying as a consortium or on behalf of a qualifying school(s).

### **2021–22 CCSP Program Budget Worksheet (Attachment II)**

Use the CCSP Program Budget Worksheet provided on the CDE’s CCSP Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5708>.

## 2021–22 California Community Schools Partnership Program: Planning Grant

- Create a proposed budget aligned to the purpose and goals of the CCSPP.
- Clearly identify the source of matching funds (LEA, community, and/or government agency) in the proposed budget. Match should equal a minimum of one-third of the grant amount.
- Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for the CCSPP program(s).
- Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

## Form A: Applicant Info Sheet

### 2021–22 California Community Schools Partnership Program: Planning Grant

#### Request for Applications

Please complete the following:

**Local Educational Agency (LEA) Name:** The Mission Preparatory School

**LEA's County-District-School Code:** 38 68478 0123505

**LEA's Mailing Address:**

1050 York St.  
San Francisco, CA 94110-3420

[Google Map](#)

**Primary Contact:**

**Name:** Cynthia Jerez  
**Title:** Executive Director  
**Phone:** 415-508-9626  
**Email:** [Info@missionpreparatory.org](mailto:Info@missionpreparatory.org)

**Secondary Contact:**

**Name:** Ryan Reid  
**Title:** Compliance and Operations  
**Phone:** 415-508-9626  
**Email:** [compliance@missionpreparatory.org](mailto:compliance@missionpreparatory.org)

If applicable, as described in California *Education Code (EC)* 8901(g)(2), list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

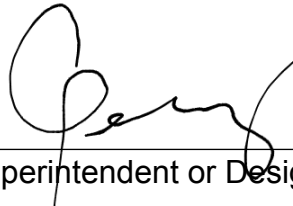
Serving 80% of students receiving Free and Reduced lunch, and an unduplicated count at 68%, Mission Preparatory is applying for a planning grant for CCSPF funds. To target Integrated support services; Family and community engagement; Collaborative leadership and practices for educators; and enhance Extended learning time and opportunities with matching supports from ELLOP and ASSES funds (if/when granted/renewed).

Mission Preparatory is committed to ensuring a continued safe, nurturing and healthy school transition to in-person learning post COVID, and in-response to the urgent need for mental health supports for all stakeholders, closing learning and academic gaps, need for social-emotional wellness PD, and our goal of transforming our school by



adopting Project Based Learning as a community we are seeking this planning grant support to create the stability and foundational work needed to engage all stakeholder in this community school process and support a whole child pedagogy approach .

I support this application for a California Community Schools Partnership Program (CCSPP) planning grant. I assure that the LEA applying for the CCSPP planning grant does not have any existing community schools as defined by the California Community Schools Partnership Act as part of *EC* Sections 8900–8902. The LEA will adhere to the intent and letter of the California Community Schools Partnership Act along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form, including approval of all CCSPP application items (The 2021–22 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet [optional], and Budget Worksheet). Sign and date below.



04 / 01 / 2022

[Add text here]

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E-Signature of LEA Superintendent or Designee

Date

# Form B: Project Abstract

## 2021–22 California Community Schools Partnership Program: Planning Grant

The ability to receive the planning CCSPF funds will allow us to move forth with the plan to serve our students with SMARTE strategies for academic, social-emotional health and ensure adequate supports are in place to sustain best practices in our school community. In consultation with community members, Mission Preparatory has gathered the many plans we have generated pre-and during the pandemic and created a coalition of parents, teachers, community members, administrators, and students to engage in further work that needs to be generated to assess the implementation of a community school model. The plans reviewed include the 2021 Learning Continuity and Attendance Plan (LCA Plan in fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP) and ESSER II PLAN. Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes for us to launch this community school planning process with the intent to develop a community school implementation plan.

Mission Preparatory, serves 461 students, adding another cohort of students in SY22-23, we are meeting the competitive priorities as an applicant with a demonstrated need for expanded access to integrated services, such as mental health services for students, families, and educators, especially after the loss of a school educator on March 2nd, 2022. And increasing need for food security resources, housing needs, access to services and professional development around health, counseling and academic concerns. And most importantly serving those disproportionately impacted by the COVID-19 pandemic. As you can see in this image most of our students are manifesting emotional regulation needs that are urgent. And are impacting their academics, as well as raising challenges for caregivers in parent-student relationships.

### Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

**Survey addressed:** How did students perceive their own social-emotional skills? Emotional regulation, Self- Efficacy, Self-Management and Social Awareness were the topics surveyed, 91% of 3rd-8th grade students completed the survey.

**Trends:** Across grades 3rd-8th the topic of **emotional regulation** ranked the least favorable.



**Action Step:** Prioritize SEL curriculum and adjust the schedule to carve out time for daily lessons that target the social and emotional needs of our Prepsters. We need to explicitly teach students how to regulate their emotions.

Efforts to meaningfully consult with community members and solicit input to inform the development of plans are challenged due to staffing shortages, and lack of capacity in roles, especially due to COVID-19 surge. In order to create a deeper understanding of the assessment process, and evaluate implementation protocols, we are seeking support from the implementation grant to create meaningful opportunities for participation for stakeholders across our organization, and community.

Parent Engagement Q1		%
Satisfied / Survey		96.70%
Conferences		96.10%
Parent Engagement Q2		%
Satisfied / Survey		90.50%
Conferences		96.70%

*Mission Preparatory has the commitment of our parents who show up for parent-teacher conferences and are consistent in giving input via feedback and monthly conversations with the executive director and Board of Directors, at a rate of over 90%. In order to engage parents differently and not only by receiving information but by empowered to be active and informed participants, we are seeking to bring in partnerships such as CAFE **Project 2 Inspire, Effective School Solutions, and local programs such as Sow to Grow** to increase their understanding of academics, social-emotional wellness, Restorative Practices, and most importantly, creating an anti-racist organization through rigor, academic, social and civic engagement.*

*We also have made a concerted effort to re-engage educators in the MTSS System to allow for immediate respond. The COST and MTSS team continue to address the gap our students are showing after 18 months of remote learning - Some students struggle with academics. Others struggle with behavioral challenges. Still, others struggle with both. Our consistent use of the framework of interventions and supports designed to address these behavioral and academic challenges identify struggling students early so that they may receive assistance quickly. At Mission Prep we are consistently trying to build sustainable support and need to create a system to allow response to be more efficient, and the services to be available within the space that students and caregivers need/ and trust which is our school.*

**Planning process outline**

*The planning process and implementation will allow Mission Preparatory as an LEA to invest in the professional development of all stakeholders, and bring in expertise from current partners across the education sectors Tk-12 and beyond, afterschool care and summer programming, and build a culture of sustainability and care for the whole child. With commitment from promising program partners such as:*

<i>Mission Preparatory Family and Engagement Committee (FEC)</i>	<i>Mission Preparatory Student Association</i>	<i>Mission Preparatory Staff Sustainability Team</i>
<i>Mission Community via San Francisco Network</i>	<i>San Francisco Health Department</i>	<i>CDPH ITSD School Testing &amp; COVID19 Taskforce</i>
<i>Boys And Girl’s Club - Columbia &amp; Mission</i>	<i>Mission Science Inc - CBO</i>	<i>Seneca Family of Agencies</i>
<i>SELPA of El Dorado County</i>	<i>Camp Mendocino</i>	<i>OneLife Counseling services</i>

## 2021–22 California Community Schools Partnership Program: Planning Grant

*We are seeking to collaborate in the assessment and creation of an implementation and rollout plan that will enable Mission Prep to build a promising community school plan within the Whole Child model and framework. We are also seeking collaboration with the California Small School Districts' Association, California Association of Bilingual Education (CABE), Buck Institute, Teaching for Justice, and California Engage Initiative to provide technical guidance and professional development.*

Month 0-3	Month 3-5	Month 5-8	Month 9-12
<p><i>Hire Community School Partner/ Coordinator (pending funding)</i></p> <p><i>Engage stakeholders in creating a framework for listening sessions within the Four Pillars of community school Framework</i></p> <p><i>Have stakeholders complete the SOW to create a meaningful, community-led, and specific Asset Mapping and Gap Analysis</i></p>	<p><i>Revise the plan with stakeholder input/ edits and create program implementation and evaluation rubric + milestone/goals</i></p>	<p><i>Create a feedback loop from PD and listening sessions to bring findings and trends to LEA CCSPP Advisory council to draft a plan for submission to CDE</i></p>	<p><i>Soft-launch for services, model supports and gathers data to share out with advisory board</i></p> <p><i>Track and quantify</i></p>
<p><i>Report finding for iterations to the Board, LCAP Accountability Team, Student Advisory Board, and Parent Engagement Committee- as LEA Advisory Council (CCSPP)</i></p>	<p><i>Deliver professional development for teachers/ parents/ students and administrators &amp; create exit survey data (at least 2 sessions)</i></p>	<p><i>Build Data Dashboard to house data/ metrics/ progress to milestones &amp; Provide PD to all stakeholders for accountability</i></p>	<p><i>Revise with advisory board feedback and new data -</i></p>
<p><i>Coordinate professional development for teachers/ parents/ students and LEA administrators</i></p>	<p><i>Engage new partnership and delineate service model to create sustainability</i></p>	<p><i>Finalize communication strategies, service model – provide PD/ workshop to engage in finalizing launch</i></p>	<p><i>Submit grant milestone &amp; determine implementation grant opportunity</i></p>

*In our commitment to a collaborative process engaging multiple stakeholders, we are redesigning the ongoing advisory and planning bodies to own the collaboration in the work with hopes to be able to add a community coordinator to streamline and process the deliverables and meet the planning stages set forth for rollout. Currently, the work and planning, inclusive of the grant abstract and research for partners, attendance at workshops to submit and completion of the paperwork are being held by parent volunteers, the Executive Director, and Compliance and Operation specialist.*

**Closing/Summary** *Theory of Action for Mission Preparatory is to effectively execute the planning grant, if awarded, engage participants in a Peer Leading and Learning Network informed by research and policy that is responsive to the racial, cultural, linguistic, and experiential assets of the community served. Anchoring our work by creating a learning community and network built around peer-to-peer relationships and deepening an understanding of engagement desired by diverse communities, Mission Prep & stakeholders will increase their ability and capacity to implement effective, equitable, and culturally responsive community engagement practices. This enhanced community engagement will strengthen the capacity of families, community members, school, and staff to create authentic partnerships and initiate difficult conversations necessary to support student success in and out of the classroom.*

## Appendix A: Application Submission Checklist

A complete California Community Schools Partnership Program (CCSPP) application consists of the following components:

- 2021–22 CCSPP Application Questionnaire, via online
- Supporting documents, via email ([CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)):
  - Form A: Applicant Info Sheet
  - Form B: Project Abstract
  - Attachment I: 2021–22 California Community Schools Partnership Program LEA and Site Participation Sheet (.xlsx) (optional)
  - Attachment II: 2021–22 California Community Schools Partnership Program Budget Worksheet (.xlsx)



# Signature Certificate

Reference number: DDX6Y-SQE9N-5MEQT-D9QFN

**Signer**

**Timestamp**

**Signature**

**Cynthia Jerez-Martinez**

Email: [cjerez@missionpreparatory.org](mailto:cjerez@missionpreparatory.org)

Shared via link

Sent:

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Signed:

01 Apr 2022 18:42:25 UTC



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Page 1 of 1



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