

Attachment III: Community Schools Implementation Plan

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

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 Cohort 3 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.

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 understanding and Commitment
2. Collective Priorities: Setting Goals and Taking Action
3. Collaborative Leadership
4. Coherence: Policy and Initiative Alignment
5. Staffing and Sustainability
6. Strategic Community Partnerships
7. Professional Learning F
8. Centering Community-based Curriculum and Pedagogy
9. Progress Monitoring and Possibility Thinking

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 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:

Channel Island High School (CIHS) is committed to serving a diverse community of learners facing various challenges that impact students within and beyond the standard school experience. The community, significantly affected by the repercussions of COVID-19, has expressed a critical need for enhanced services. Actively engaging in local educational partnership forums, such as LCAP Parent Advisory Committee meetings, DELAC/ELAC meetings, and districtwide Family Conferences, the community has communicated diverse needs, ranging from physical and mental health services to parental support, with a focus on preparing their children for college, career, and life.

Aligned with the Oxnard Union High School District (OUHSD) vision, "Creating Prosperity through Equity, Inquiry, and Wellness," we address the identified challenges at our schools. We believe that the foundation of prosperity in our community lies in college readiness and career preparation for all

students, guided by three core values: Equity—recognizing societal and economic barriers; Inquiry—supporting the discovery and analysis of essential information for investigating and problem-solving; and Wellness—acknowledging the connection between mental health, physical health, and academic outcomes. A district-wide goal is to provide real-time social-emotional and wellness services, with differentiated assistance for specific student groups in need.

The Oxnard Union High School District (OUHSD) is dedicated to fostering racially just and restorative school climates, positioning itself as a community leader in the implementation of equitable practices. OUHSD prioritizes training and support in restorative practices throughout the district. As part of the Community Schools grant, all staff will undergo training on restorative practices and equity, ensuring their integration into every interaction and decision. The development phase of this core principle is evident in the preliminary steps and philosophies currently in place.

A comprehensive analysis of data from CCSPP local needs assessment surveys, the CA Healthy Kids Survey, CoVitality Universal Screener Assessments, and Youth Truth Survey results highlights the imperative to broaden the scope of health and wellness through the implementation of the community school model at CIHS. The proposed schoolwide community school at the site aims to be a collaborative partnership involving school staff, families, youth, and the community, with the primary objective of enhancing student achievement by ensuring that children are physically, emotionally, and socially prepared for learning. As a neighborhood hub, the CIHS Community School will offer essential programs and services, including health care, mentoring, expanded learning initiatives, adult education, and comprehensive support to address the holistic needs of students, engage families, and fortify the entire community.

At CIHS, leadership is dedicated to shared decision-making and participatory practices. Recognizing the wealth of knowledge, experience, and talents within the school community, we prioritize accessing these assets to enhance the richness and effectiveness of our programs and services. Engaging key educational partners in decision-making is a fundamental and valued practice. In our anticipated CIHS Community School model, effective leadership and management will be provided by a dedicated district Community Schools Coordinator, working in tandem with Community-Based Organization (CBO) partners. This collaborative effort, combined with the active involvement of the principal and the School Instructional Leadership Team (ILT), aims to implement initiatives that enrich the overall educational experience for all students.

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.

In 2018, the district initiated the establishment of Wellness Centers at each campus, including CIHS. Collaborating with the Ventura County Office of Education Comprehensive Health and Prevention Programs and utilizing funding from various sources, we successfully launched these physical centers. The dedicated staff includes Student Wellness Specialists, Wellness Center Guidance Technicians, a Director of Wellness and Inclusion, and additional support personnel. Districtwide, these centers have made over 7,000 contacts with students in need last year, with CIHS accounting for 7.8% of these interactions.

The initial vision of this grant was to enhance and extend our current services into evening hours, providing students, parents, and the broader school community with access to comprehensive wraparound services that promote academic and social-emotional well-being. The goals of our planning grant encompass the development and eventual expansion of existing structures in the areas of Expanded Learning, Increased Physical, and Mental Health Services through community partnerships, Family Support and Engagement, and Enhanced School Infrastructure. These initiatives aim to facilitate collaborative coordination of programming for the direct benefit of students, families, and the communities we serve.

Currently, the district utilizes funding through COVID-19 Relief, the Local Control Accountability Plan, Prevention and Early Intervention Grants, and Mental Health Services Act Grants to support the regular day program. With help from the grant, the school site, supported by the district, will focus on providing integrated services, expand and improve expanded learning time, create collaborative decision-making processes including all targeted educational partners, and engaging families and communities, all pillars of the CA Community Schools Partnership Program.

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
Increase and Improve Expanded Learning Opportunities	Increase the participation and completion of online credit recovery courses by 5% through after-school support classes. Increase the number of academic support classes to address targeted needs by 20%. Increase the number of after-school engagement opportunities by 20%. Apply for the 21st Century After School Safety and Enrichment for Teens funding to support the site after school program to be aligned with the Community School.
Extend Physical and Mental Health Services	Extend physical and mental health services into the out-of-school time hours to be accessed by families and community members. Expand and align services to Family Engagement Center intake data collected by key staff members.
Implement a Family Engagement Center in the after-school hours	Open Family Engagement Center Monday - Friday from the end of the school day until 7:00 PM with appropriate staffing. Create a schedule of weekly services including adult learning programs such as Parent Project, health screenings, and other identified workshops and seminars. Create a process for supporting visitors with resources such as mental health counseling, connecting to community based organizations, and supporting individualized needs.
Improve School Leadership Infrastructure through Collaborative Leadership	Develop site Community School Councils with representatives including CS Coordinator, Community Based Organization representatives, Community School Staff, Students, Families, and community members.

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.

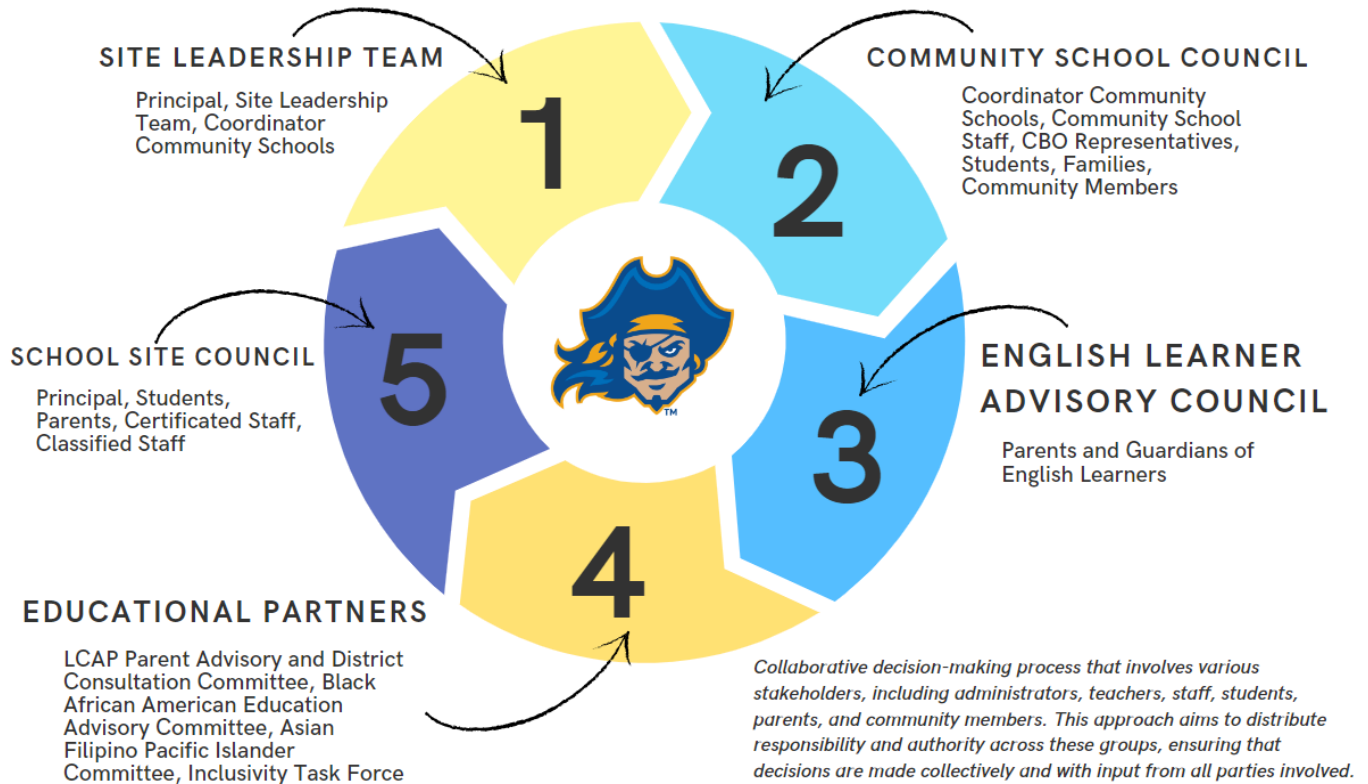
Site Level Goals and Measures of Progress

Goals	Action Steps
Increase participation of students, parents, faculty and staff, community members, and community partners in the planning, implementation, and evaluation of the community school program.	Under the direction of the Community Schools Coordinator and in collaboration with the Site Leadership Team, the ILT, and representatives from advisory groups will convene for a collaborative review of school and community needs assessment data, refine service delivery plans, and engage in ongoing quality improvement sessions quarterly. ● Gather input from district and site advisory groups and interest holders for community school planning, implementation, and evaluation (e.g., surveys, focus groups) ● Promote awareness and engagement through a variety of tools (e.g., ParentVue, social media, website updates, other events/partners) ● Create a welcoming and safe space ● Offer a variety of opportunities for involvement ● Celebrate achievements ● Gather feedback and evaluation for growth and improvement ● Follow-up communications relaying results and impact
Establish a Community School Advisory Committee.	Under the direction of the Community Schools Coordinator and in collaboration with the Site Leadership Team: ● Identify and recruit key stakeholders as a cross-representation of the community school program ● Define purpose and goals and well as develop committee structure and composition and operating procedure ● Set priorities and agenda ● Commit to and engage in meaningful work aligned to priorities and goals and meet quarterly ● Review implementation and recommend adjustments to plan based on findings ● Collaborate with Site Leadership Team ● Assist with presentations to current and potential partners

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

Channel Islands HS Community School

SHARED GOVERNANCE MODEL



In this shared governance model, decision-making typically occurs through committees, councils, or teams where representatives from each stakeholder group come together to discuss and deliberate on issues impacting the Community School. These groups may focus on various aspects of the Community School operations, such as professional development, budget allocation, policies and procedures, assessment, and improvement initiatives.

Key principles of shared governance include transparency, inclusivity, and accountability. All stakeholders have the opportunity to contribute their perspectives, ideas, and concerns, fostering a sense of ownership and investment in the decision-making process. Decisions are made collaboratively, with the goal of reaching consensus whenever possible.

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
Leverage all relevant survey data to conduct focus groups with a community school perspective, informing the development of the SPSA (Single Plan for Student Achievement) and the LCAP (Local Control and Accountability Plan).	• Ensure the implementation timeline of surveys, focus groups, and related events is aligned with presentations to SSC for SPSA input. • Ensure the implementation timeline of surveys, focus groups, and related events is aligned with presentations to LCAP Advisory Group for input. • Annually review and revise the Needs Assessment, Asset Mapping/Gap Analysis, and Implementation Plan to incorporate feedback from community school stakeholders.
Establish open and reciprocal communication channels to harness resources, alliances, and collaborations with stakeholders, ensuring a comprehensive approach to service offerings.	• Ensure visibility and accessibility of the Community School Advisory Committee both on-site and within the community. • Integrate community school planning, implementation, and evaluation into all significant site-level and district stakeholder engagement activities, such as LCAP, SSC, and ELAC meetings, on an ongoing basis.

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
Hire appropriate staffing to support students and economically disadvantaged families with accessing supports and services.	Hire one FTE Student Wellness Specialist (site level); one FTE Guidance Technician (site level); and .50 FTE Licensed Clinical Social Worker (site level). (Multilingual)

Key Staff/Personnel

TBD	Student Wellness Specialist (To be hired)
TBD	Guidance Technician (To be hired)
TBD	Licensed Clinical Social Worker (To be hired)
Ted Lawrence	Coordinator, Community Schools
Michele Ortiguerra	Director, Wellness and Inclusion
Roger Adams	Assistant Superintendent, Educational Services
Marianne Ramos	Site Principal
Wendi Butler	Assistant Principal
Vanessa Calderon	Assistant Principal
Steve Gillespie	Assistant Principal
Aaron Luoma	Assistant Principal
Carlos Campos	Special Programs Counselor

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

The successful implementation of the Community Schools Model relies heavily on four fundamental factors crucial for sustaining programming long after the initial funding from the CCSPP Implementation expires: Cultivating and nurturing a comprehensive school culture that fully embraces the Community Schools philosophy, assembling a dedicated and supportive staff equipped for the implementation of the Community School model, establishing robust partnerships to bolster the efforts of the Community School, and securing funding to ensure the continuity of programming beyond the availability of CCSPP funds.

School culture epitomizes the collective values, beliefs, norms, and behaviors that define a school community. It encompasses the attitudes, relationships, and overall ambiance within the school environment, significantly influencing the experiences and interactions of students, staff, parents, and other community partners. The commitment to sustaining Community School programming requires proactive leadership, starting with the principal and extending to shared governance, to spearhead the development and implementation of programming. At our site, we have embedded the Community School character into the school's vision and mission, as evidenced by its integration into various key aspects such as the WASC self-study, School Plan for Student Achievement, and Instructional Leadership Team goals, anchoring the model into our academic and socioemotional student support framework.

Equally critical is the factor of staffing, pivotal for ensuring the longevity of programming. Drawing from the success of our Student Wellness Centers, which have successfully destigmatized mental health issues and become invaluable sanctuaries for students, we recognize the indispensable role played by our dedicated staff of Student Wellness Specialists and support personnel. As we expand our services to after-school hours through the Family Engagement Centers, we must address the growing need for family-centered services, highlighting the importance of having a Licensed Clinical Social Worker on board. To oversee the seamless orchestration of these efforts and provide aligned professional development, the role of the district Community Schools Coordinator is indispensable.

Furthermore, acknowledging the vast and diverse needs of our community, we rely heavily on our network of community-based partners. Through collaborations with local service providers including telehealth services, advocacy groups, and county agencies, we have forged robust partnerships to bolster our initiatives. The continuous nurturing and expansion of these relationships are essential for drawing our families and communities to the centers.

Lastly, securing sustainable funding is paramount to ensuring the longevity of programming once CCSPP funding has sunsetted. We have devised a comprehensive budget plan leveraging multiple funding sources, including allocations from the Local Control Accountability Plan and the Student Behavioral Health Incentive Program. With a total match of 314% exceeding the required 33% over the span of five years, we're making substantial investments in Community Schools, recognizing its paramount importance to our community and, above all, our students.

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
Increase number of partnerships with community-based organizations and other local agencies	Continue actively seeking partnerships with community-based organizations (CBOs) and other local agencies: • Networking and outreach • Identifying common goals • Value proposition to increase impact and leverage resources • Community engagement
Foster opportunities for collaboration with all partners at the site and/or district level to encourage cohesive offerings	Involves: • Establish clear and easily-accessible communication channels • Identifying common goals • Facilitate networking and relationship-building opportunities and culture • Encourage cross-sector collaboration • Establish joint planning processes • Sharing resources and expertise • Establish clear roles and responsibilities • Celebrate successes and milestones • Continually seek feedback

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:

The Oxnard Union High School District takes pride in its longstanding commitment to enriching the educational experience of our students and supporting the well-being of their families. Over the years, we have built a comprehensive network of services and resources aimed at addressing the diverse needs of our school community. From academic support programs and extracurricular activities to counseling services and health initiatives, we strive to provide a holistic approach to education that nurtures the whole student.

Central to our success is the collaborative effort between our district and our valued community partners. Together, we have forged strong relationships with local organizations, businesses, and agencies, leveraging their expertise and resources to enhance the opportunities available to our students. Through partnerships with community-based organizations, nonprofits, and government agencies, we can extend the reach of our services and ensure that every student has access to the support they need to thrive academically, socially, and emotionally.

Our partnerships with local stakeholders play a vital role in empowering our students to succeed both inside and outside the classroom. By working closely with our community partners, we can tailor our offerings to meet the unique needs of our diverse student body, fostering a supportive and inclusive environment where every student can reach their full potential.

As we continue to uphold our commitment to excellence and equity in education, we remain dedicated to strengthening our partnerships with the broader community, recognizing that collaboration is essential to creating positive outcomes for our students and their families now and in the future. We will continue to build upon our rich history of service and collaboration, ensuring that every student has the opportunity to thrive and succeed in the Oxnard Union High School District.

- **Ventura County Behavioral Health** - including **Logrando Biensester** (Achieving Well-Being), an outreach program of Ventura County Behavioral Health that provides education to the community to better understand the importance of emotional well-being. The team serves youth, families, and adults by providing linkage to mental health services and resources. The program is countywide, with an emphasis on the Latino community
- **Ventura County Public Health** - including **Regional Health Equity Team** which seeks to foster a healthier and more resilient community through education and information and is composed of experienced, culturally, and linguistically competent health educators committed to preventing disease and disability and promoting health and well-being
- **Clinicas del Camino Real** - provide behavioral health services to student on site and, be referral, to students and families
- **City Impact** - provide highly qualified to staff and case managers to deliver services in the focus areas of mentoring, case management, academic assistance, after-school program, violence prevention and intervention, job skills training/resume building, and street outreach
- **Interface** - provide youth crisis response services for youth facing homelessness and ongoing follow up services as well as related resources; provide individual, group and family counseling to eligible students and families; outreach and engagement resources for school staff, students and families on topics related, but not limited, to trauma and resilience; provide students with the needed strategies to manage feelings and/or behaviors that might prevent access to their education or wellbeing
- **Childhood Matters** - provide student workshops in Spanish and/or English on topics including “Self Discovery through Art & Creativity”, “Processing and Coping through Grief and Trauma”, “Building Self Esteem through Self Love”, “Self Empowerment”, and “Growth Mindset”
- **Nate’s Place** - provide directed services for mentoring, peer support and coaching, healthy recreational activities, case management, after-school programming, and group counseling/education
- **Diversity Collective** - provide advocacy, visibility, safety, and wellness for the LGBTQ+ students through the community resource center, programs, and community-building events and on-site offerings
- **Coalition for Family Harmony** - provide direct services to victims of domestic violence and sexual assault and educate the community regarding violence against women, children, and men to prevent the cycle of violence
- **Livingston Memorial Visiting Nurses** - provide grief and bereavement services for students and families; provide professional learning opportunities for staff on leading student support groups and workshops
- **Next Gen** - provide presentations for students and families on fentanyl awareness; provide presentations for students on suicide alertness, awareness, knowledge and skill-building;
- **Mixteco Indigena Community Organizing Project (MICOP)** - provide workshops and learning opportunities for staff and students to create a more inclusive space for our Mixteco

and indigenous community and to increase staff and students awareness of diversity in wellness.

- **Ventura Counseling and Wellness Center (VCWC)** - provide one-on-one, and/or group counseling to support students experiencing difficulties, some of which may include: depression, anxiety, anger management, gender identity & LGBTQIA+ issues, social skills, attention difficulties, relational functioning, difficulty adjusting to school, impulsive behaviors, trauma recovery, grief and loss, parental divorce, blended family issues, and peer relationships
- **Care Solace** - provides assistance with referrals to the mental health care system
- **DayBreak** - provides telehealth therapeutic services to students
- **National Alliance of Mental Illness, Ventura County** - provides advocacy, support, education and resources for individuals and families affected by mental illness, inclusive of all, without discrimination and stigma; services include crisis outreach, consumer and family support services, education, community awareness and collaboration, and advocacy
- **Future Leaders of America** - provide LatinX participants with engaging opportunities for leadership, education and advocacy through university seminars, youth groups, facilitator training and family Leadership camps; seeks to build youth resiliency and leadership through culturally proficient programming that engages youth in public speaking, facilitation, goal-setting, and assertiveness and includes a peer-to-peer leadership model
- **Gathering for Justice** - provide opportunities to develop and strengthen leadership skills among students and increase community-based healing and wellness alternatives for students through programming, workshops, professional development opportunities, speaker series, annual summits, and youth-led convenings
- **Student Athletes Reaching a Greater Alliance (SAGA)** - provide interactive face-to-face training sessions to increase awareness about mental health symptomology from an athletic perspective and foster implementation of appropriate coping skills to help coaches and athletes maximize their potential
- **Farm to School** - provide connections between the community and local food producers for fresh, healthy food and provide guidance on food purchasing and education practices at schools
- **HealthCorps** - provide teen-relevant, evidence-based curriculum focused on establishing a culture of wellness through behavior change and informed decision making based on mental health, physical health, and community health
- **Swap Meet Justice / Justicia Tianguera** - provides monthly opportunities for community members to receive support with citizenship, DACA renewals, permanent resident card renewals, selective service applications, voter registration, related fee waivers, immigration status, vaccines, health care, and similar
- **In progress - County of Ventura, Office of Diversity, Equity, and Inclusion and Office of Arts and Culture** - as part of an outreach and engagement strategy to help increase awareness of Family Justice Center and its services supporting disadvantaged communities, partnering to offer trauma-informed training for OUHSD Visual and Performing Arts teachers, artist in Wellness Centers

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
To enhance the capacity of staff in equitable, culturally responsive practices, restorative practices, trauma-informed practices, and social-emotional learning through professional learning opportunities.	• Conduct a needs assessment to identify areas where staff require training and support • Create and/or identify a curriculum aligned with the identified need • Identify and/or partner with in-house or contracted experts to facilitate professional learning sessions and ensure integration into practice • Offer ongoing support • Solicit on-going feedback on professional learning program for continuous improvement and evaluation
Improve parental engagement at school site by nurturing trust, fostering robust relationships, and cultivating mutual respect among educational stakeholders.	• Strengthen two-way communication channels to establish a culture rooted in outstanding customer service through multiple channels for communication such as email, phone calls, newsletters, and social media platforms; regularly scheduled updates and information • Create a welcoming and inclusive physical environment. • Offer parent/caregiver workshops and training on topics such as effective parenting strategies, supporting academic success at home, and understanding school curriculum and assessments • Provide meaningful opportunities for parent/caregiver volunteering at a variety of events aligned with skills and interests

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
Increase the number of partnerships with local community organizations, businesses, and agencies.	Identify potential partners that align to the goals and missions of the community school to collaborate on projects and initiatives. Provide opportunities for involvement in community based learning experiences where students apply classroom knowledge to hands-on real-world projects.
Provide professional development opportunities for Community School staff to enhance their understanding of Community-Based Learning	Provide staff with strategies for effective implementation and integration across various core subjects.

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
Arrange recurring focus group sessions with district and site advisory groups and interest holders.	• Calendar regular meetings to review the implementation plan and feedback • Site and district team to use feedback and data to review implementation	• Meeting agendas, notes, and task lists • Data (Base and ongoing) • Implementation Plan • Evaluation Plan
Coordinate the scheduling of all site and district survey data with interest holders.	• Develop and distribute surveys for various interest holders (e.g., students, families, staff, community partners) through site and district interest holders • Calendar regular meetings to review feedback and implementation plan	• Surveys (through LCAP meetings, Education Partner Meetings, ThoughtExchange) • Anecdotal Data • Implementation Plan

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