

2024-2025 Community Schools Implementation Plan (Attachment III)

Barbara Webster Elementary

Goals and Priorities Barbara Webster Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student support** in Year 1, and will continue to develop both on-campus programming and community-based partnerships across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve an expanding diverse community, including significant populations of students who have been historically underserved:

- 0.3% African-American, 96% Hispanic, 0.3% Native American
- 93.6% eligible for free or reduced lunch
- 60.2% English learners
- 22.4% students with IEPs
- 0.7% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Barbara Webster Elementary centers around Foundational Academic and SEL MTSS systems where a multi-skilled team collaborates to support and implement tiered interventions for students.
- Full-time counselor to provide opportunities for students to: enhance their belief in the development of their whole self, ability to succeed, and address student social-emotional challenges.
- 40% of our staff members have been trained in trauma-informed practices.
- The Barbara Webster administration and teaching staff meet quarterly to identify students' academic social emotional needs, and develop individual learning plans. These students visit our Learning Center where they participate in tiered intervention groups.
- A focus has been centered on creating a safe and supportive environment for students. This wellness space is designed to integrate disparate services from a variety of funding sources and organizations to unify care coordination and service provision through one centralized program and location.
- Active recruitment and attainment of school counseling interns for the purpose of increasing access to mental health services. Services may include mental health screening, intervention, counseling, education, referrals, and crisis intervention.
- Part-time outreach consultant encourages our parental engagement through establishing regular communication, providing workshops and events to provide a supporting partnership between school and home.

- Barbara Webster aims at improving our chronic absenteeism and has been recognized for improving daily attendance and punctuality.
- Teachers participate in yearly ELA and math yearly professional development; Professional development and implementation of Project Based Learning; Active School Site Council (SSC), English Language Advisory Committee (ELAC) meetings provide a parent voice in school decision-making.
- Part time music teacher servicing students 3rd-6th grade.
- Through our sports academy our students are learning about the relationship between sports and overall physical and emotional wellness.
- 82 of our students have participated in community circles and 26 students have participated in a restorative justice circle led by our district's Restorative Justice facilitator.

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Full time professional dedicated to improving the health, well-being, and educational outcomes of all students. Assessment & referral, home-school collaboration, community outreach, advocacy, collaboration with social workers, and other relevant staff to ensure a comprehensive and integrated approach to supporting students. Promote mental and wellness initiatives throughout the school, organizing awareness campaigns, events, and activities that contribute to a positive school culture.
- Expansion of staff training in trauma-informed care, mindfulness practices, restorative practices, the importance of social-emotional learning, and other key areas that help support different styles of learning.
- Comprehensive social emotional learning in the classroom continues to be a challenge for our students, especially coming out of the pandemic (e.g. an increase in behavior referrals).
- Significant increase in students who have experienced trauma since 2019
- Ensure that through strategic partnership with Santa Paula Unified School District (SPUSD), Ventura County Behavioral Health (VCBH), VCOE Comprehension Health and Prevention Programs, community agencies and external professionals, we offer a robust and diverse range of resources, expertise, and specialized interventions. This collaboration will allow us to address a broader spectrum of student needs and will allow us to tailor support for our student's mental health and well being.
- Significant need in coordination of health/mental health and social services to address child welfare needs such as; homelessness and students who have experienced displacement due to economic or social hardships.
- Extended hours in SEL/academic support will provide activities for the whole community, drawing on community agencies, organizations, and other educational institutions to help build home connections.
- An increase in parent workshops and training to help parents learn how to practice self-care, mindfulness, and address their own mental health needs.

- Orientation process for students and parents new to the school to provide smooth transitions, community awareness, and essential resources to better serve the needs of our families experiencing homelessness.
- An increase in parent engagement and training to help parents & guardians learn skills in a variety of topics such as dealing with tantrums, setting boundaries, equipping themselves with fundamental skills in modern technology, creating positive habits at home and at school.
- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Safe School Needs Assessment results demonstrate significant needs in the following three areas:
 - 56% of parents say that our students need to develop effective problem solving skills
 - 46% of parents say that our students need to practice good communication skills
 - 33% of parents say that we need to enhance our anti-bullying education

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As the Barbara Webster Sports and Health Science Academy, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **emerging**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has shown resilience in the face of adversity, and we’d like to empower our school and community to engage in the following; creating peer mentorship programs, cultivating a growth mindset through feedback and reflection and use strength-based practices. We are deeply committed to implementing equity-driven practices and we recognize that every student possesses unique talents that are essential for their holistic development and success.
- ***Racially Just and Restorative School Climates:*** We have invested in positive behavioral interventions, fair and consistent discipline policies, and restorative practices, that aid students in conflict. We will focus on alternatives to punitive measures, encourage learning and growth over punishment, and we will integrate conflict resolution programs to help students manage disagreements constructively.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 88% of teachers identify as persons of color. Additionally, instruction is created to ensure the diverse and cultural needs of our students are relevant, purposeful, and engaging, particularly in support of English

learners. Our staff makes a valid effort to build connections and deepen relationships with our students and we enthusiastically create a safe and supportive learning environment for our students.

- **Shared Decision Making and Participatory Practices:**

Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited engaged parents to lead our School Site Council.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time counselor/Family Health and Wellness Specialist to support the whole child.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities) in the area of project-based learning and assessments.
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.
- Fund community-based partnerships that will provide students with health/mental education/programs to maximize student engagement and success.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 6th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 6th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

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

The following roles are designated as leaders of the community school approach at our school:

- Community School Implementation Leaders: Principal and School Counselor
- MTSS Team (Principal, Counselor, Resource Specialist, Reading Specialists, Outreach Specialist, Psychologist, and grade level leads.
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff
- Community Engagement, Reporting & Feedback
 - Quarterly review, feedback and engagement with students and families via ELAC, PTO, School Site Council, Wellness Center Workshops, Instructional Leadership Team meetings

Coherence Policy and Initiative - LCAP Connections:

Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- SPUSD LCAP GOAL 2: Increase parent involvement and enhance student engagement through a variety of enrichment opportunities
- SPUSD LCAP GOAL 4: Create a welcoming and efficient school climate for students, parents, and staff

Strategic Community Partnerships: We plan to partner with the following organizations to implement our vision: community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

- *Kind Mind*, a comprehensive indoor and outdoor kind mind program for students, parents, and staff that is designed to weave in mindfulness and compassion, effective facilitation of restorative/relational circles to build community belonging
- *Childhood Matters*, a non-profit organization that supports and nurtures the mental and emotional health of children and youth. Their values include and are not limited to; wellness, community care, compassion, collaboration, and impartiality.
- *BRITE Building Resilience & Inclusion through Engagement*: an organization providing prevention and mental health workshops for K-12 students
- *Comprehensive Health and Prevention Programs (CHPP)* assist schools and districts in supporting academic achievement and healthy behavioral outcomes for students. CHPP focuses upon the establishment of healthy, positive, safe and supportive school environments. CHPP provides professional development, leadership, consultation and technical assistance to Ventura County districts and schools.
- *Second Step*: a social emotional learning program aimed to help students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life.

- *Sown To Grow*, a comprehensive SEL and training partner that supports student emotional wellbeing, MTSS, and our community schools model
- *Ventura County Behavioral Health and Ventura County Public Health*: Trauma-informed agencies that provide culturally and developmentally appropriate services in clinics, schools, home, and community. They work to provide continuity of care in the least restrictive environment and prevent out of home placement. Services are integrated with other County Agencies and community-based organizations to ensure all child and family needs are met in a holistic manner.

Artifacts Overview: Applicants may submit up to five artifacts total for each school site.

- Artifact 1 - Kind Mind Program (Module Syllabus)
- Artifact 2 - Childhood Matters (Workshop Outlines)
- Artifact 3 - BRITE (Prevention and Mental Health Classroom Workshops)