

**CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP
PROGRAM:
IMPLEMENTATION PLAN**

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. In your response, be sure to indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Barbara Webster Elementary School is committed to fostering an environment that supports the whole child is essential for addressing gaps in education and promoting long-term academic and personal success. This approach recognizes that students’ social, emotional, physical, and mental well-being are deeply intertwined with their ability to learn and thrive. By creating a safe, inclusive, and supportive atmosphere, educators can help mitigate barriers such as trauma, poverty, and inequity that often hinder student achievement. Whole child-centered environments prioritize relationships, student voice, and culturally responsive teaching, which not only enhance engagement but also close learning gaps by meeting each student’s unique needs. Ultimately, this holistic approach lays the foundation for equitable access to high-quality education and helps ensure that all children have the opportunity to reach their full potential.

Additionally, strengthening parent engagement and collaboration by offering a wide range of opportunities for increased participation that honor and reflect our core values. Central to this plan is the creation of relationship-centered spaces where families feel welcomed, valued, and heard. We aim to foster shared power by actively involving parents in decision-making processes and ensuring their voices influence school policies and practices. These efforts will be guided by a commitment to racial justice, recognizing and addressing systemic inequities while promoting inclusive and equitable involvement for all families. By embedding these principles into every aspect of our school community, we hope to build a stronger, more connected, and more just environment for our students and their families.

Lastly, we are expanding partnerships with community organizations to deliver programs that support the social-emotional well-being and mental health of both students and educators. These initiatives are rooted in our belief in the importance of classroom-community connections and are guided by a culture of continuous improvement and possibility thinking. Through this integrated approach, we seek to strengthen our identity as a community school that uplifts every child and family.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

What are the needs and assets from last year with POG?

A comprehensive review of student data, school climate surveys, and family feedback revealed the need to strengthen the home-school connection to support student achievement, communication, and inclusivity. In its first year of implementation, our school has developed its Community Schools Advisory Committee (CSAC) to include parent and staff voices. Currently our CSAC meets bi-weekly to identify student needs, ask parents about the opportunities, supports, events that are important to them and what supports they currently need. We intend to improve parent engagement by creating a safe and welcoming parent community space that will foster monthly potlucks or cultural events that invite parents to share traditions, food, and music. In addition, we will have translated materials and bilingual staff ie. a Community Schools Coordinator and Community Schools Outreach specialist to support non-English-speaking families.

Furthermore, we will use data from SST meetings, parent conferences, Back to School Night surveys and focus groups to guide targeted interventions for at-risk students and provide educational workshops to help parents understand their children’s development. To ensure historically marginalized student and family groups are effectively addressed we will identify disparities in academic achievement, behavior, attendance, or access to resources among different groups. We will also use culturally responsive outreach methods, offer workshops on navigating the school system for newcomer families, implement trauma-informed support for students with high ACEs, and ensure support systems are meaningful and relevant to students' lived experiences.

Barbara Webster Elementary seeks to enhance the well-being of our students and staff through targeted mental health supports and social-emotional learning (SEL) initiatives. Recent data from the California Healthy Kids Survey revealed that 46% of our 5th grade students report experiencing frequent sadness, indicating a critical need for systemic intervention. To address this need, our initiative will focus on building a trauma-informed school culture and promoting a strong sense of belonging among all members of our school community. We will provide professional development for educators on the impact of trauma on student behavior and academic performance. Additionally, staff will receive tools and resources to manage their own well-being, reduce stress, and prevent burnout—an essential component of sustainable school improvement.

To expand our capacity, we plan to establish Memorandums of Understanding (MOUs) with community-based organizations that share and support our community school priorities. This work is led and sustained by our Interdisciplinary Leadership Team, which ensures alignment between school initiatives and community partnerships, driving long-term impact and continuous improvement.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Strengthen parent engagement and collaboration by providing diverse opportunities for increased participation.	Create a parent community room. Hire a community schools coordinator and community schools outreach specialist. Launch a communications campaign to gauge commitment to the goals in place. Increase the number of representatives in our PTA, School Site Council, ELAC, and Community Schools Advisory Committee.
Improve student outcomes and programs for at-risk students.	Offer workshops on the following topics; how to navigate the school system, the importance of attendance, appropriate school behavior, homework completion, and healthy home routines.
Improve students' and teachers' overall well-being through programs that support mental health and social-emotional learning, ensuring they feel valued and supported.	Engage over 75% of teachers, staff, and students in learning about mental health supports, self-care, and the importance of social emotional learning.

Strategy 2: Centering Community-Based Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Advisory System to ensure every student has a home base/family group and an advisor who knows them well.	We will offer GRIP mentorship through teaching and support
Community-Based Curriculum, Pedagogy and Projects	Campus beautification for our community garden and school grounds. Contract with local community artist to design culturally relevant murals.

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
Parent Leadership Development and Opportunities	Parents participate in community events and trainings (ie. parent ambassadors, ELAC committee, School Site Council committee, PTA)
Student Leadership Development and Opportunities	Engage students in BW’s first Anti-Vaping Club Increase the number of Wellness Peers on campus

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):

Principal
 Instructional Leadership Team (Grade level leads, RSP teacher, Reading Specialist, Counselor)
 4 Parent Advisory Committees (PTA, ELAC, School Site Council, Community Schools Advisory Committee)

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Maintain progress on community schools implementation	Employ 1.0 FTE Community Schools Coordinator
Maintain progress on community schools implementation	Employ 1.0 FTE Community Schools Outreach Specialist

Key Staff/Personnel

Jeffrey Madrigal - Principal	Makes strategic decisions that impact the entire school community
Eva Hernandez - Counselor	Provide counseling services to students
Community Schools (CS) Coordinator	Liaison between the school and the community, connecting students and families with community-based organizations and resources
Community Schools Outreach Specialist	Building relationships with CS coordinator, school staff, families, and community members to create a supportive environment

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

To build sustainability beyond the life of the implementation grant we will involve school leadership, community partners, families, and local funders at least two years before the end of the grant.

Identify funding sources:

- **Local Funding:** Work with the district to integrate community school costs into the general budget (e.g., coordinator salaries, extended learning programs).
- **State & Federal Funds:** Tap into Title I, Title IV, and Medicaid (for health services).
- **Santa Paula City or County Support:** Some municipalities provide general funds or dedicated levies for education or youth development.
- **Business Sponsorships:** Local businesses may support programs in exchange for recognition and community goodwill.

3. Institutionalize Key Roles and Services

- Advocate to make **the community school coordinator** a district-funded position.
- Embed mental health, afterschool, and family engagement into core school operations(i.e. mental health interns, contract with STAR (afterschool enrichment).

4. Build Strong, Long-Term Partnerships

- Create formal agreements (MOUs) with nonprofits, health providers, universities, and city agencies.
- Share data and outcomes with partners to demonstrate impact and co-own successes.
- Align with partners' missions so their contributions are not grant-dependent.

5. Demonstrate and Communicate Impact

- Measure outcomes related to academics, attendance, family engagement, and health.
- Regularly share results with the school board, funders, and the public.
- Create compelling impact stories and reports that show return on investment (ROI).

6. Advocate for Policy Support

- Engage in state/local advocacy to secure dedicated funding streams for community schools.
- Join the Ventura County Public Health coalitions to amplify your voice and push for systemic investment.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
MOU with Raising Mami Alchemy	Contract 9-10 sound bath school sessions
MOU with Childhood Matters	Contract student workshops and lunch time wellness activities

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:

BRITE Youth Program - wellness activities
 Healthy Smiles - Dental Care, screenings, presentations
 Youth and Family Services - behavioral health
 Proyecto Esperanza - after school enrichment
 Comprehensive Health and Prevention Programs (VCOE) - Opioid and Fentanyl Awareness School and Community Events, Anti-Vaping Club
 Interface Children & Family Services - My Body Belongs to Me curriculum, Triple P- Positive Parenting Program
 A Window Between Worlds Organization - Art Transforming Trauma workshops for educators
 United Parents - parent support groups (English & Spanish)
 Ventura County Arts Council - Arts in the Classroom
 Local Muralist - community based curriculum, pedagogy & projects at our campus
 Life Lab - Garden Based Education

Site Level Goals and Measures of Progress

Goals	Action Steps
MOU with A Window Between World Organization	Art Transformation Trauma workshop for all teachers
Anti-Vaping Club (6th grade)	Recruit 8-10 students to start club at the site

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