

Everett Alvarez High School **Community Schools Implementation Plan**

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**Everett Alvarez High School
Salinas Union High School District
California Community School Partnership Program
Cohort 3: Implementation Grant Application**

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Strategies, Priorities, and Goals

Why a Community School at Everett Alvarez High School?

Everett Alvarez High School (EAHS) is named after Salinas, California native and national hero Everett Alvarez, Jr. Born December 23, 1937, Everett Alvarez began serving our country as an aviator for the United States Navy and was subsequently shot down during the Vietnam War. He was captured by the enemy and held as a prisoner of war (POW) for over eight and a half years – making him the second longest-held American POW. After his liberation, Alvarez continued to proudly serve our country with distinction in various government roles. He is the recipient of the Silver Star, two Bronze Stars, two Purple Hearts, two Legions of Merit, and the Distinguished Flying Cross.

When Alvarez returned home to Salinas, he began a career in technology and served the community building digital communication platforms and training teams on innovative business practices with online tools. We are proud to align our school Mission and Vision statement with the tenacity and dedication that Alvarez has displayed throughout his life, and our campus is built on three pillars: responsibility, perseverance, and honor.

Alvarez said, “I came out of the prisoner of war camp after eight and a half years wanting to catch up. My whole life since then has been pursuing those dreams that I thought about as I was sitting in those cells. I’ve never looked back, always looked forward,” and the California Community Schools Partnership Program (CCSPP) is an opportunity to move forward with our students, families, and entire community to pursue those dreams that each of them holds, just as our namesake Everett Alvarez reminded us to do.

We recognize at EAHS that the pursuit of dreams is no easy feat, and the lives and stories our students bring with them are oftentimes tied to generational struggles and require a courageous dive into the root causes of the socioeconomic gaps that shape their reality. Salinas has a total population of 161,020 and 30% of the entire population is under the age of 18 and 80.2% are Latino. The Farmworker Housing Study and Action Plan reported in 2016 that 91,433 farm workers live in our neighborhoods earning a medium hourly wage of \$12.79, which forces 89% to rent their homes. In our City, 73.3% of the entire population speaks a language other than English at home and only 15% of the entire population has a Bachelor’s degree or higher. The demographics of Salinas Union High School District (SUHSD) mirror our community, and as the largest school district in Monterey County, we serve 16,779 students of which 92% are socioeconomically disadvantaged. According to the 2023 California Dashboard, 21% of our students are English learners attending one of our four middle schools, five high schools, three alternative education schools, or an adult education center.

Our 2023 California Dashboard reports that at EAHS we have 2,146 students and 92.2% are socioeconomically disadvantaged which is a 6% increase from our 2022 enrollment data. Our 45 Students with Disabilities and 309 English Learners report the lowest performance gains, and while they represent a small portion of the campus, our commitment to equity and access makes

these students a priority. Our current Local Control and Accountability Plan (LCAP) has two deliberate goals and funding resources to support these subgroups, and when braided with our site SPSA dollars we are hopeful through catered support and the investment of time and interventions will make gains. CCSPP will offer a tremendous opportunity to build on our system of services and improve our design to meet the needs of these students.

In addition to supporting our ELL students and Students with Disabilities we are a proud campus that recognizes our student body is over 90% Latino, but we have a strong Filipino American community, many of which are tied to our local agricultural history. EAHS is one of the three campuses in SUHSD that has a farm, greenhouse, and active Future Farmers of America group. The agricultural science education program is built on the three core areas of classroom and laboratory instruction, supervised agricultural experience programs, and FFA student organization activities and opportunities. FFA represents the relevance to the core areas offering students opportunities that change lives and prepare students for premier leadership, personal growth, and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of the school system and very much a part of the EAHS campus community. FFA uses agricultural education to create real-world success. CCSPP community partners will help weave our historic FFA work with contemporary business models, from the marketing and selling of CSA boxes to build financial capacity, to expanding the farm into the community to mentor our feeder school students, the integration of the community into our model not only builds relationships but will support our students to be career ready.

Our EAHS CCSPP goals are in alignment with both the needs and dreams of our students. Understanding whether our FFA students choose to pursue a career in agriculture technology, or our EL students choose a pathway to become an educator, using the voices and data to drive decision making are the core of our work. Our goals and focus areas have been identified as:

- Authentic Parent and Student Engagement
- Mental and Physical Health
- Career and Community Ready Graduates

These goals for each of these students are in direct alignment with the California Community Schools Overarching Values, and our EAHS team is committed to collaboratively building a system to match our priorities of building racially just, relationship-centered spaces, sharing power in decision making and student support efforts, building our connections with the community in our classroom, with a foundation built on continuous improvement in all aspects of student success.

Strategy 1: Shared Understanding and Commitment

Racially-just, Relationship-centered Spaces

EAHS is deliberate in creating racially-just relationship-centered spaces not only in the Wellness Center, but in our classrooms and across campus. Multiple members of our staff have been trained by the National Compadres Network (NCN) in Girasol, Joven Noble, and Cara y Corazon. Girasol is designed to support educational institutions and community-based organizations with the goal of developing and implementing a culturally based, trauma-informed, healing-based program for adolescent young women and all those who identify with this peer group. This promising practice curriculum incorporates a healing-informed, culturally responsive philosophy to embrace, engage, and assist female-identified youth to face life's challenges in a

healthy, pro-social way. It also focuses on reducing school suspensions and expulsions, increasing academic achievement and school completion, and improving health outcomes for youth in general. Joven Noble is a comprehensive healing-centered, indigenous-based, youth leadership development program that supports and guides male youth through their “rites of passage” process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. Cara y Corazon is a culturally based family strengthening program focused on healing inter-generational wounds and building parents' networks. Transformational Learning is based on “La Cultura Cura” (LCC) (Transformational Health & Healing) philosophy. TL invites administrators and educators into a healing-centered, culturally rooted, justice-oriented teaching and learning experience. TL examines a school district’s approach, ideology, and pedagogy to teaching and instruction and identifies areas for improvement while developing strategic steps toward a more equitable and supportive school system through ongoing technical assistance.

In addition to the NCN framework SUHSD uses LCAP Funding for a Restorative Justice Counselor (RJC) who works in our EAHS Wellness Center, “The Nest.” In this safe space, staff facilitate restorative circles to prevent conflict on-site for the entire campus community, including staff and students. Our RJC supports site-wide student engagement at the Tier 1 level providing restorative education in classroom spaces and leads our anti-racist and equity efforts facilitated by our district Justice, Equity, Diversity, and Inclusion (JEDI) Program Managers.

Expansion with the CCSPP efforts will allow us to grow our collaborative Centro Binacional para El Desarrollo Indígena Oaxaqueño (CBDIO) whose mission is to foster and strengthen the civic participation, economic, social, and cultural development of the indigenous communities, as well as the resistance of the indigenous communities. EAHS is committed to providing tailored academic support, parent education, and culturally responsive care that is responsive to the needs of our growing Indigenous student body and families which will additionally continue to build relationships between community, classroom, and campus.

Shared Power and Decision Making

School Site Council (SSC) plays an important role in gathering input from parents and students who are part of the SSC. The School Site Council meets once a month. The parents and students voice their concerns and give input to the Principal and other SSC members regarding concerns around the school. Cafecitos have been an important way to gather feedback from parents. The School’s Principal meets with the group of parents involved in the weekly Cafecito meetings. They share their feedback and concerns with the Principal. The Principal follows through with most of the concerns, and he also invites parents to attend the SSC to inform them and bring certain topics to a vote.

Through the Community Schools transformation process, we will establish a Community Schools Advisory Council. In this, Advisory Council parents and students will be guiding conversations regarding everything on campus from extracurricular activities and safety to concerns, to learning about state initiatives and funding expansion in the California Youth Mental Health Services Act. Following the two-year planning grant that SUHSD received for our middle school pilot site, El Sausal, we have learned the power of a Needs and Assets Assessments unique to our site. We will use this data in parallel with the outcome responses from our LCAP surveys to ensure the direction of our classroom instruction, wrap around supports, and enrichment are in alignment with student and parent expectations.

Student voices persist as a consistent presence on our EAHS campus through culturally relevant and mental health-supported clubs led by students and supported by staff, all of which form

part of the Associated Student Body (ASB) endeavors. The various clubs empower our students to advocate for themselves and contribute to enhancing our school culture. With our school evolving into a community-oriented institution, this initiative aims to bolster all clubs, fostering the growth of students' leadership abilities and extending their impact into the broader community. Our ASB is active, and EAHS plans to create an ASB Community Schools Club that will bring together students to learn about the four pillars, participate in the Community Schools Committee with parents and stakeholders, and guide the initiative over the next five years.

Classroom and Community Connections

The NEW Eagle Student Center will serve as a welcoming, inclusive space on campus designed to support the holistic needs of our high school students. By offering expanded hours before and after school, as well as during weekends and breaks, the center will provide greater access to academic support, basic needs assistance, and enrichment opportunities. The goal is to create a safe and supportive environment where students can connect with caring adults, access critical resources, and build a sense of belonging—ultimately improving student well-being, engagement, and academic success.

Everett Alvarez High School builds an Instructional Leadership Team (ILT) where a group of experienced teachers (coaches) and administrators meet regularly to analyze student data, identify instructional priorities, and guide schoolwide practices. The team also incorporates student voice through empathy interviews to better understand student experiences, engagement, and barriers to learning. Findings are used to inform professional development, strengthen classroom instruction, and align staff practices. Through the integration of Community Schools strategies, the ILT expands its focus to include whole-child supports, equity-centered practices, and stronger connections between student needs, family engagement, and classroom instruction, ensuring a more responsive and inclusive learning environment for all students.

The EAHS Wellness Center “the Nest,” is a collaborative space where students can connect with site staff and community partners around wellness. The Nest offers one on one counseling, therapy, case management, group therapy, crisis intervention, de-escalation calming space, restorative practices, and access to clothing, food, hygiene kits, and basic needs supplies for any students on campus, no questions asked. Since August of 2023 until January 2024 we have had 2, 547 students check in. In that same time frame have had 90 restorative circle check ins, completed 25 suicide risk assessments, and three cohorts of Joven Noble and Girasol have been completed. Data collected shows the number one reason for referral is “Anxiety” at 58% of all cases, with “Family and Home Life Challenges” second. The CCSPP framework is a critical support for our students at EAHS, but all students across Salinas who have been impacted by the tremendous loss our community experienced following the pandemic.

Our EAHS Wellness Center has a collaborative MOU with Community Human Services (CHS) that is dedicated to delivering high-quality mental health, substance abuse, and homeless services to empower Monterey County residents to reach their full potential. The Substance Use Prevention Program (SUPP) aims to enhance students' emotional well-being, address substance abuse, and provide alternatives to suspension or expulsion. These initiatives foster a supportive and healthy educational environment and are a proactive approach to providing students with opportunities for learning and self-improvement.

CHS initiatives include Seven Challenges, Social Emotional Wellness, Vape Awareness, Alternatives to Violence, and the Alcohol and Drug Prevention Team (ADAPT). The Seven Challenges and Brief Challenges model is an evidence-based counseling curriculum utilizing interactive journaling to address substance use among youth, with Brief Challenges focusing on experimental use. The CHS Counseling/Socio-Emotional Support takes place in our EAHS Wellness Center in a structured environment, aiding individuals in understanding relationships, addressing issues, and developing coping skills. The Vape Offense Workshop (VOW) is an educational program for students caught with paraphernalia or vaping, focusing on the negative effects and dangers of vape products while providing support and coping skills for healthier decision-making. The Youth Alternatives to Violence (YATV) curriculum is for youth, addressing anger and aggression through diverse educational content, coping skills, and anger management techniques to enhance understanding and promote effective emotional regulation. The ADAPT Club is a voluntary, student led, and student-run club focused on alcohol and drug abuse prevention. The main goal of the ADAPT Club is to create a safe and supportive environment where students can come together to raise awareness about the risks associated with alcohol and drug abuse and promote healthier choices.

We additionally partner with Harmony at Home, a community-based anti-bullying and counseling support using the Stick and Stones model. Sticks & Stones is a school-based counseling program for students. The program consists of 10 weeks of group-based or individual counseling support. It is designed for students who have experienced difficult events in their family life and/or in their community that have resulted in having challenges expressing emotions, getting along with others, and/or succeeding in school. The goal of this program is to help students identify and express their feelings in healthy ways while learning new strategies and skills to better cope with difficult situations.

Mobile Health Clinic Services

To support the preventative health care access area, EAHS and SUHSD are working with Salinas Valley Health, to host a mobile health clinic on site. The services provided by the Salinas Valley Health Mobile Clinic are currently free of charge. The mobile clinic is dedicated to improving the health of our community by increasing access to care for those in medically underserved areas, providing preventive and primary care where it is needed. The mobile clinic is a state-of-the-art 40-foot vehicle featuring two exam rooms, Wi-Fi and laboratory capabilities, and educational functionality. It is staffed with a Nurse Practitioner or Physician Assistant, a Medical Assistant, and a Community Health Advocate. The site eliminates barriers in access to requirements to attend our public schools in California such as vaccination standards, but also allows for sports physicals to take place for students to engage in campus athletics and will even offer support and care to the family members and community members that surround the EAHS campus.

In addition to the support of Salinas Valley Health, SUHSD recently signed a MOU Hartnell College's Allied Health Pathway. Hartnell's Nursing and Health Science programs are well respected. Nursing (registered and vocational), respiratory care, emergency medical technician, and public health graduates are regarded highly by employers. Hartnell continues to exceed benchmark rates for licensing, retention, transfer, on-time completion, and employment. Hartnell's nursing programs are nationally accredited by the Accreditation Commission for Education in Nursing and have held uninterrupted continued approvals from the California Board of Registered Nursing and the California Board of Vocational Nursing for more than 60 years. The respiratory care program has held continued accreditation from the Commission on Accreditation for Respiratory Care and continued approval from the Respiratory Care Board of California.

More than 80% of Hartnell nursing and health science students reside in Salinas, Salinas Valley, and in the outreaches of Monterey County. Eighty-two percent stay in the area to work. Hartnell is fortunate to have a brand-new Center for Nursing and Health Sciences with space to accommodate enrollment growth. In 2025, Hartnell College will enroll students in its first baccalaureate program: Bachelor's in science, Respiratory Care.

This partnership would place Hartnell nursing and health science students on SUHSD campuses, with clinical supervision by registered medical staff with support from SUHSD registered school nurses. Students will support with preventative screenings, basic first aid, and medical orders and accommodations.

Continuous Improvement

At the heart of the EAHS Eagle Way lies a commitment to leveraging data and introspection for ongoing improvement. The administrative team's Professional Learning Community (PLC) employs a collaborative approach to work with our site Department Chairs, PLC Course Leads, and Instructional Leadership Team (ILT). This consistent communication has cultivated a campus culture that fosters curiosity and open dialogue surrounding issues impacting students.

This ethos is also apparent in the collaborative learning sessions conducted by departments and grade levels. Each Wednesday, we have a late start that provides authentic participation in PLC discussions aimed at addressing specific student needs. By prioritizing continual enhancement and embracing the four-pillar framework of community schools, opportunities emerge to deepen reflection and establish connections across broader data frameworks. For instance, understanding the correlation between housing instability and EL student test results. The inclusion of classified, certificated, and licensed clinical staff on the Community School Committee will enrich the effectiveness and breadth of ongoing improvement initiatives and Plan-Do-Study-Act (PDSA) cycles. PDSA work at SUHSD is funded through LCAP, with Dr. Peter DeWitt as the consultant to support sites including EAHS. DeWitt is the author of several books including *Collaborative Leadership: 6 Influences That Matter Most* (Corwin Press. 2016), *School Climate: Leading with Collective Efficacy* (Corwin Press. 2017), *Coach It Further: Using the Art of Coaching to Improve School Leadership* (Corwin Press. 2018), *Instructional Leadership: Creating Practice Out of Theory* (Corwin Press. 2020).

Additionally collaborative work takes place in our student support and wrap around care models as well. Our Wellness Center team is a major component of our site's MTSS approach. They collaborate with our counseling team, administration, classified, and certificated staff to monitor student health and wellness and provide tiered support through our PBIS/MTSS Tier I-III model.

Portrait of the Graduate and Framework for the Future

Salinas Union High School District (SUHSD) is intentionally leveraging its newly developed Portrait of a Graduate and Framework for the Future as the foundation for implementing the California Community Schools Partnership Program framework. The SUHSD Framework clearly defines the vision for what students should become—critical thinkers, collaborative problem solvers, skilled communicators, and culturally competent, empowered learners prepared for college, career, and community. This vision serves as the “north star” for all district efforts.

To bring this vision to life, SUHSD aligns its work with the CCSPF framework, using it as the

structure for implementation. Through this alignment, the district is building student-centered learning environments that prioritize voice, agency, and real-world relevance; fostering safe, inclusive, and identity-affirming school cultures; and strengthening integrated systems of support that address students' academic, social-emotional, and wellness needs.

By connecting the Portrait of a Graduate with the CCSPP pillars, SUHSD ensures coherence across identity, instruction, culture, and systems. This integrated approach supports strong partnerships with families and community organizations, expands learning opportunities beyond the classroom, and builds the capacity of educators to deliver equitable, high-quality instruction.

As a result, students experience schools as places where they are known, valued, and supported—engaging in meaningful learning, developing leadership and problem-solving skills, and accessing the resources they need to thrive.

Community Collaborative Convenings

As part of our LCAP and Community School goals, our engagement with educational partners has been intentional, consistent, and deeply rooted in collaboration. This year, our Community Schools teams facilitated monthly Community Collaborative Convenings, bringing together over 40 active community partners. These meetings focused on aligning resources and strategies to better support our priority student groups, including students experiencing homelessness, socioeconomically disadvantaged students, and English Learners.

In addition, alongside our Superintendent and Board President, we hosted community forums to engage families and partners in meaningful dialogue. These forums created space to highlight successes, reflect on progress, and identify areas for growth, ensuring transparency and shared ownership of our work.

Regional Technical Assistance Center

With the support of Inflexion and our Regional Technical Assistance Center (RTAC), we also strengthened internal collaboration by bringing together administrators, certificated, and classified staff. Through these efforts, we built a deeper, shared understanding of how to effectively implement the CCSPP framework across all levels of our system.

Strategy 2: Collective Priorities: Setting Goals and Taking Action

Part A: Engaging historically marginalized student and family groups

EAHS is located in an area of the Salinas community that has been the historic “East Side” once known as the Alisal, home to the first wave of migration to Salinas, and two new City of Salinas development areas, known as the Central Area specific plan and West Area specific plan. The student demographic is diverse, and while there is a large Latino population, the number of Indigenous families moving to the area continues to grow steadily. EAHS is cognizant of the shifts in our student population, and reflective enough to ask for support. CCSPP affords us the opportunity to potentially support these Indigenous students and their families with a collaborative partnership with Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO) whose mission is to foster and strengthen the civic participation, economic, social, and cultural development of the indigenous communities, as well as the resistance of the indigenous communities. EAHS is committed to providing tailored academic support, parent education, and culturally responsive care that is responsive to the needs of our growing Indigenous student body and families which will additionally continue to build relationships between community, classroom,

and campus.

SUHSD opened a district translator position for Indigenous languages, but given the level of expertise to interpret between three languages is in the process of adjusting the current translator job description, to recognize the nuance, literacy, linguistics, and cultural skills needed to interpret and compensate it more accordingly. One of our feeder districts began an after-school program for Indigenous students with CBDIO, and initial conversations have resulted in us building a pathway with that program. Our EAHS students can support the program and receive community hours, build relationships, and create their own safe spaces on campus. We recognize we are not the experts, and CCSPP affords us the opportunity to bring in community and culturally responsive partners like CBDIO to learn from.

To ensure the parents of these students are part of the EAHS community, we will work to expand our site communications to include voice messages in Indigenous languages and offer on campus workshops with CBDIO based on needs and community climate. One outcome of the LCAP data was a need for childcare options that limit parent participation. CBDIO offers a program designed for parents to support their children ages 0-5 that we can potentially offer on campus. The Xi'na Navali (The Children First), is an early childhood program that helps connect Mixteco and Triqui families to resources by providing child developmental screenings and resources for parents to support their children.

In addition to supporting our Indigenous students, working with the Monterey County Behavioral Health Department, EAHS is committed to building safe and inclusive spaces on campus for our LGTBIA+ students with Rainbow Connections. Rainbow Connections is a grant program funded in the 2023-2024 school year spearheaded by the Monterey County Department of Behavioral Health to support districts in building capacity for staff and parents to support their LGBTQIA+ students. As all three sites implement community schools, they will be given support from The Family Acceptance Project (FAP) which is directed by Dr. Caitlin Ryan at the Marian Wright Edelman Institute at San Francisco State University. It includes the first comprehensive study of LGBTQIA+ youth and their families and the first evidence-informed family support model to help diverse families learn to support their LGBTQIA+ children. FAP collaborated with Child and Adolescent Services at San Francisco General Hospital/University of California, San Francisco (UCSF), and with community providers to develop a new family-oriented model of wellness, prevention and care for LGBTQIA+ children and adolescents, based on research. This new family-related approach helps ethnically, racially and religiously diverse families to decrease rejection and increase support to prevent risk and promote their LGBTQIA+ children's well-being. They will provide education and training to staff, bilingual parent education, and help each of the three sites support their "Be Yourself Club," and students to build voice, comfort, and inclusion on their campuses.

Part B: Draft Collective Priorities and Goals

Draft Collective Priority	Outcome/Indicators You Aim to Improve
Authentic Parent, Staff, and Student Engagement	• Deliberate outreach to build parents as partners in school • Improving parent communication with district and EAHS site level staff • Establish a parent center to support community liaison to be able to create a sense of belonging to families • 73% of our parents in our LCAP survey stated that they have not attended a parent workshop in our school, therefore we must better community and publicize our event • 83% of parents have not participated in SSC or ELAC which reflects a need for EAHS to provide education to parents about the power and impact SSC and ELAC have on the site • 46% of students somewhat feel or do not feel prepared to engage themselves in the community, therefore EAHS can leverage incentives like the Seal of Civic Engagement to increase student confidence and interest in being a more active voice in the community • Student voice survey will be conducted every semester • Partnering with CBDIO and the Indigenous Language community to build a collaborative space for all stakeholders to support campus climate, engagement, and build relationships • Increase Staff Engagement to capture additional uncovered data • Work with Instructional Leadership Team to build collaboration and community schools on staff professional development days, staffing meetings, and collaboration days
Mental and Physical Health Services	• Healthy relationships workshops • Mobile Clinic Partnership Expansion • Youth in transition services expansion • Parent rights and legal workshops, in partnership with the Monterey College of Law or California Rural Legal Assistance • Department of Social Services (DSS) support (unemployment, family medical leave) • Housing referral support (Housing Authority) • Staffing Agency, job fair, job training (mock interview, resumes) • Financial Education (credit improvement, money management, taxes) and partnership with Junior Achievements curriculum to be taught in 12th grade Economic classes • Participation in Junior Achievements Financial Park Pop-Up • Food Bank, Food assistance, Education in Nutrition • LGBTQIA+ Resources and Services • Gay-Straight Alliance Club • Substance Abuse Support Group • Learning Disability Services • Joven Noble and Girasol • Grief Counseling

	• Coping Skills • Coping with Anxiety • Building Self Esteem • Academic Support • Social Emotional Empowerment • Coping with Depression • Check In and Check Out/Check and Connect • Teen Parenting • Create a CARE team to identify students who need additional behavior and social emotional supports • Collaboration with Coach AI to provide mindset academy focusing on Tier 2 and Tier 3 students • Collaboration with MILPA Collective for restorative and cultural healing groups for young men and women in Tier 2 & Tier 3
Career and Community Ready	• Increase number of students participating in the Seal for Civic Engagement • Expand partnership with La Cosecha to support students to earn Seal of Civic Engagement and provide youth leadership experiences • Increase the number of students earning the California State Seal for Biliteracy and California Civic Engagement • Augment ROP courses and dual enrollment opportunities for students • Grow Community partners for FFA student internship and job shadow opportunities • Build agriculture science partnerships and available student courses • Expand mobile clinic and health pathway student internships opportunities • Grow partnerships with local universities in current existing programs (UCSC MESA, UCB PUENTE, Hartnell College, TRIO, Upward Bound, & Talent Search, CSUMB, College Assistance Migrant Program). • Adult Education opportunities in partnership with the SUHSD Salinas Adult School (onsite and referrals). • Recruit an Intervention Specialist to provide targeted academic and behavioral support, ensuring struggling students stay on track for graduation. • EPIC Program – expand opportunities for students to connect with Cal Poly for in-person engineering lab projects.

Strategy 3: Collaborative Leadership

Site Level Goals and Measures of Progress

Goals	Action Steps
Building the EAHS Community Schools Committee	- Recruit and support parent voice in leadership and decision making for the EAHS community schools committee. - Include and collaborate with community-based partners in the community school committee. - Collaborate with other site parent and student committees.
Student Leadership	- Build EAHS Principal's Advisory Committee (PAC). - Educate ASB and campus-based clubs on the community school pillars and establish an on site community school's student led club.
Coordination of Care Efficacy	- Wellness Center team relationship building. - SUHSD support to foster Wellness Center PLC growth. - Evaluation and monitoring of community partners for efficacy to improve direct student support.
Community Collaborative Convenings	As part of our LCAP and Community School goals, our engagement with educational partners has been intentional, consistent, and deeply rooted in collaboration. This year, our Community Schools teams facilitated monthly Community Collaborative Convenings, bringing together over 40 active community partners. These meetings focused on aligning resources and strategies to better support our priority student groups, including students experiencing homelessness, socioeconomically disadvantaged students, and English Learners.
Regional Technical Assistance Center - Monterey County Networking Sessions	The community schools team will continue to work collaboratively with county-wide districts. We need to continue participating in the Monterey County Community School Coordinator sessions. These sessions, organized by the Central Coast Regional Technical Assistance Center, serve as valuable learning opportunities for both experienced and new professionals with similar roles and responsibilities across different schools. Participants come together to exchange best practices, address common challenges, ask questions, and share strategies, techniques, and solutions to improve their work.

EAHS is committed to enforce a collaborative leadership committee that includes student, parent, staff, and community voice. To build relationships and create a climate of transparency we need to increase parent and student representation on our community schools committee. Based on our LCAP survey data ELAC and School Site Council are the primary ways parents engage in conversation with the school site. The work of CCSPP to bring parent voice and knowledge to the table to lead is an opportunity to not only build on these site councils but grow our Community Schools Committee on campus.

EAHS has Professional Learning Community (PLC) Leaders for every content area and grade level. These teacher leaders meet monthly with site administration to systematically plan next steps for their content/grade specific PLC teams. PLC Course Leads serve as facilitators of weekly PLC meetings that are attended by all teachers with the outcomes of supporting continuous improvement through dialogue, data analysis, and planning instructional strategies to improve student learning outcomes.

Both Department Chairs and PLC Course Leads are key to the overall success of EAHS. They harness the collective intelligence and capabilities of the entire staff and create energy and momentum around a shared vision for school wide success in the areas of academic achievement, student engagement, and a positive school culture.

Strategy 4: Coherence: Policy and Initiative Alignment

Site Level Goals and Measures of Progress

SUHSD's LCAP Goal 3 “All students will be engaged in learning environments that are safe, inclusive, caring, and healthy”	The SUHSD LCAP has contributed significantly to the comprehensive system of care for students that is in direct alignment with community schools' priorities and pillars. The primary point of alignment is the building and staffing of a Wellness Center on the EAHS campus. Two social workers, an academic counselor, and an intervention specialist provide academic and social emotional support, and CCSPP will expand on the existing services by opening hours of service to meet need before and after school, with a proposed partnership with an online telehealth therapy service that will be available in the evenings and weekends to provide not only routine therapeutic options, but crisis response as well. The LCAP goal additionally includes school safety measures that CCSPP will improve with deliberate inclusion of parent and student voice in campus decisions regarding safety. SUHSD has trained both classified and certificated staff in crisis response, Critical Incident Stress Management (CISM) and will share the model with parents and students for transparency and for all stakeholders to be aware and knowledgeable regarding emergency protocols.
EAHS SPSA	The EAHS SPSA supports CCSPP in all areas of the identified pillars, particularly around academic support and interventions for historically marginalized student groups. The funding of additional academic supports and interventions for English Learners was a particular area of focus, and area of expansion with the community schools grant. In addition to additional allocated staff from SPSA dollars, the community school grant dollars will help support in building relationships and using a cohort model will provide orientations and “bootcamps” for newcomers, ELL, migrant, and indigenous students to help build equity of access in using on campus support.

Strategy 5: Staffing and Sustainability

Site Level Goals and Measures of Progress

Goals	Action Steps
Community Schools Site Coordinator	To support individualized site level delivery of services and to monitor the EAHS implementation efficacy, staffing a site-based coordinator is critical. This classified leadership position will work year round, and support site staff in routine progress monitoring, reflection, and data dives to maintain compliance and make appropriate team adjustments as needed.
LVN and RN (shared) (funded by LCAP starting 25-26)	LVN will support on site health guidance, particularly supporting the management of medication for students that has increased dramatically since the pandemic. A RN will supervise each LVN placed at a community school site and provide guidance to the health student interns from the community college.
Indigenous Language Team	• Hire an Indigenous Language Interpreter(Mixteco, Triqui) • Finalize job description for board approval, post, recruit, and hire. • Provide staff trainings and professional development opportunities with CBDIO to better support our Indigenous families.
Intervention Specialist	One full-time Intervention Specialist who will focus on providing targeted support to some of our most vulnerable student populations, including homeless and foster youth, youth in transition, and newcomer students to identify student needs and help remove barriers to academic and social-emotional success.
NEW Social Worker	One full-time Social Worker who will be added to the Wellness Center team to provide leadership in the coordination of grief counseling, mental health workshops, and classroom presentations, while delivering individualized therapy to our students and broader community.

Key Staff/Personnel

Miguel Ocampo	Principal
Carissa Purnell	Director of Student Health and Wellness
Yvette Ramos	Community Schools Coordinator Lead
Maria de Jesus Cuentas	Community School Site Coordinator
Nora McKenna	EL Specialist
Araceli Cuentas	Counselor
Julissa Palomino Solis	Social Worker
Carlos Albanil Gomez	Social Worker
Alexis Magdaleno Mora	Restorative Justice Facilitator
Yuliana Camacho Ruiz	Community Liaison
Jamie Rios	Administrative Secretary
Isell Chavarin	Intervention Specialist
Evelyn Tapia-Medrano	Social Worker

Plans for Sustainability

LEA Medi-Cal Billing and EPSDT

A core source of funding sustainability will be tied to the expansion of our current LEA Medi Cal billing process into general education. SUHSD currently utilizes billing to sustain portions of the Special Education budget, and with the augmentation in services to General Education students, which includes a team of 22 licensed clinical social workers and their intern team, there is a tremendous opportunity to both sustain and grow access to mental health care and social-emotional learning services.

In addition to billing for individual case management, the EPSDT expectations will allow us to utilize Medi-Cal reimbursement for all the vision and hearing screenings our current nursing team conducts. We currently partner with Hartnell College's Allied Health Pathway program to place LVN, BSN, and RN student interns across our sites, and the revenue generated from billing will allow us to create an employment pathway with the intention of offering hiring packages for our interns.

AB2052

As the EAHS was completing the CCSPP Grant submission, we were thrilled to read February 1, 2024 the introduction of AB 2052, as introduced by Assembly member Jones-Sawyer regarding the School-Based Health and Education Partnership Program.

Existing law requires the State Department of Public Health, in cooperation with the State Department of Education, to establish a Public School Health Center Support Program to assist health centers in schools and school districts. Existing law requires the State Department of Public Health, subject to an appropriation, to establish a grant program to provide funding for, among other things, expansion, renovation, and retrofitting of existing school health centers. Existing law requires the State Department of Public Health to develop a request for proposal process in order to collect information on applicants and determine which proposals shall receive funding. Existing law requires the State Department of Public Health to give preference to, among others, schools with a high percentage of low-income and uninsured children and youth or schools with a shortage of health professionals.

This bill would instead require the State Department of Public Health to collaborate with the Office of School-Based Health Programs within the State Department of Education in order to award grant funding to applicants. This bill would revise and reorganize the above-described preferred recipients and give preference to school-based health centers serving, among others, schools in which more than 55 percent of pupils serviced are unduplicated pupils, as defined, or areas experiencing health disparities in child and adolescent access to primary care, behavioral health, preventative health, or oral health services.

Mental Health Student Services Act (MHSSA)

SUHSD has an established MOU with the Monterey County Office of Education (MCOE) and Monterey County Behavioral Health (MCBH) through MHSSA funding to improve and increase access to school based mental health services. This grant provides technical assistance and industry expertise to build systems in our sites across Tiers to address student wellness. Priorities identified for support building universal screeners, using consistent assessments rooted in best practice and research, examples include the Patient Health Questionnaire PHQ9, Generalized Anxiety Disorder screener GAD7, and the Columbia Suicide Risk Assessment. Currently SUHSD is receiving support from the MHSSA team building behavior plans for General Education and Special Education students. All tools are components of the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP). We currently use the State of California Health and Human Services Agency- Youth Screening Tool for Medi-Cal Mental Health Services to complete our MCBH referrals, and will be able to transition our current practices into pursuing billing.

University Collaboratives

Both the San Jose State School of Social Work and the California State University Monterey Bay (CSUMB) Social Work and Psychology Departments place graduate students at each school site across SUHSD to support with direct student services, and EAHS continues to mentor cohorts that grow each year. These collaboratives allow for an increase in student access to mental health care support which improves staff efficacy and time management in their care but also builds the capacity of the incoming workforce to develop relationships with our students and better integrate into the school setting.

CSUMB additionally supports an incentive program at SUHSD and across Monterey County for these graduate students to reduce attrition in the field called Project REACH funded by the U.S. Department of Education. The five-year six-million-dollar grant will fund annual scholarships of \$21,000 for 10 school psychologists and 10 school social workers and provide mentor incentives for licensed staff that supervise students. The program will provide training for K-12 teachers in recognizing and interacting with students with mental health issues, reaching students in need, particularly those living in traditionally underserved communities.

EPIC Program – Cal Poly

EPIC is an outreach program of Cal Poly's College of Engineering, designed to inspire and empower the next generation of engineers through hands-on, immersive learning. Aligned with Cal Poly's mission to prepare students for impactful careers through a *Learn by Doing* approach, EPIC invites middle and high school students to explore the diverse fields of engineering in an engaging and supportive environment.

Since its launch in 2007 as a student-led initiative for 20 young women, EPIC has grown into a multi-session summer camp that now serves over 800 students annually through both residential and virtual options. Participants gain early exposure to college life, build community with peers, and engage in dynamic, faculty-led engineering labs—where they get to design, build, and test their own projects. EPIC is more than a camp—it's a gateway for students to envision themselves in STEM and discover the possibilities that engineering can offer.

EAHS SPSA and Title Funding Allocation Support

The entirety of the EAHS Single Plan for Student Achievement (SPSA) is tied to the CCSP framework and supports our LCAP goals as well.

- **SPSA Goal 1:** Increase the achievement of all students through effective instruction, an engaging curriculum, and aligned assessments. Ensure that the District resources are aligned, integrated, and evaluated.
- **SPSA Goal 2:** Recruit, hire, retain, and develop faculty, staff, and leaders who are qualified, high-performing, and diverse. Ensure that the District resources are aligned, integrated, and evaluated.
- **SPSA Goal 3:** Ensure that teaching and learning environments are safe, caring, and healthy. Ensure that the District resources are aligned, integrated, and evaluated.
- **SPSA Goal 4:** All English Learners will increase their English language acquisition towards English proficiency.
- **SPSA Goal 5:** Students with Disabilities will graduate college and career ready. SPSA Goal 6: Foster and Homeless Youth (Youth in Transition) will attend school every day.

Strategy 6: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Goals Action Steps	
Keeping Students Safe and Healthy	- Continued staff training and certification in Critical Incident Stress Management (CISM). CISM is the selection and implementation of the most appropriate crisis intervention tactics to best respond to the needs of the situation at hand. CISM has multiple components that can be used before, during, and after a crisis. The purpose of CISM is to mitigate the impact of an event, accelerate the recovery process, and assess the need for additional or alternative services. - Training from CSUMB's Department of Social Work and Psychology in PREP<u>a</u>RE. The PREP<u>a</u>RE curriculum has been developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response. PREP<u>a</u>RE training is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. - Building Health Services on Campus with the additional staffing of a Registered School Nurse, Licensed Vocational Nurse (LVN) and placement of a LVN Student from the Hartnell Allied Health Pathway Program to support the Community Schools Initiative. - Grow and advertise current partnership with the Salinas Valley Health Mobile Clinic. - Bilingual parent nutrition workshops. - Work with Blue Zones to share best practices in diet, exercise, and community building through health. - Building Health Services on Campus with the additional staffing of a Registered School Nurse, Licensed Vocational Nurse (LVN) and placement of a LVN Student from the Hartnell Allied Health Pathway Program to support the Community Schools Initiative.
Indigenous Language Team	- Finalize Centro Binacional de Desarrollo Indígena Oaxaqueño (CBDIO) MOU. - Hire an Indigenous Language Interpreter. (Mixteco, Triqui) - Finalize job description for board approval, post, recruit, and hire. - Provide staff training and professional development opportunities with CBDIO to better support our Indigenous families.

Charlas with Dr. Eduardo Eizner

Eduardo Eizner Sr, MFT is a Marriage & Family Therapist in Salinas that offers weekly 1-hour sessions to teach strategies to support parents whose children are experiencing depression, experimenting with drugs, or mental health care struggles that have impacted the family dynamic. Mr. Eizner does not provide direct clinical care, but educational overviews of common symptoms and supports available to students and families who are impacted by mental healthcare struggles. He runs two sessions in English, and two in Spanish every month, and has been a respected member of our

parent groups at EAHS for the past three years.

Partners for Peace

Strengthening Families (SF) is a program to build communication and problem solving skills, and receive tools to build resiliency. The SF program improves school success as it builds parenting skills and relationships within the family unit. It is a 10 week program that works with both the parents and guardians separate from their student, and brings the groups together each session to reflect on the materials and build communication. The program is offered by our community provider, Partners for Peace. The nonprofit started in 1995 and their mission is to build strong families for a peaceful community. Partners For Peace (P4P) delivers family prevention and intervention class series to parents, caregivers, and youth. P4P also provides mentoring programs in Salinas and Soledad for 11-14 year old boys and girls.

POSTPONE

A public health peer education program offered to students at EAHS. This program is open to all high school students enrolled at the high schools. The goal of Postpone is to improve the health of girls living in Salinas by focusing on health education, leadership and advocacy.

Community Human Services (CHS)

Also in our EAHS Wellness Center "The Nest," is Community Human Services (CHS) that is dedicated to delivering high-quality mental health, substance abuse, and homeless services to empower Monterey County residents to reach their full potential. The Substance Use Prevention Program (SUPP) aims to enhance students' emotional well-being, address substance abuse, and provide alternatives to suspension or expulsion. These initiatives foster a supportive and healthy educational environment and are a proactive approach to provide students with opportunities for learning and self-improvement.

CHS initiatives include Seven Challenges, Social Emotional Wellness, Vape Awareness, Alternatives to Violence, and the Alcohol and Drug Prevention Team (ADAPT). The Seven Challenges and Brief Challenges model is an evidence-based counseling curriculum utilizing interactive journaling to address substance use among youth, with Brief Challenges focusing on experimental use. The CHS Counseling/Socio-Emotional Support takes place in our EAHS Wellness Center in a structured environment, aiding individuals in understanding relationships, addressing issues, and developing coping skills. The Vape Offense Workshop (VOW) is an educational program for students caught with paraphernalia or vaping, focusing on the negative effects and dangers of vape products while providing support and coping skills for healthier decision-making. The Youth Alternatives to Violence (YATV) curriculum is for youth, addressing anger and aggression through diverse educational content, coping skills, and anger management techniques to enhance understanding and promote effective emotional regulation. The ADAPT Club, is a voluntary, student led, and student-run club focused on alcohol and drug abuse prevention. The main goal of ADAPT Club is to create a safe and supportive environment where students can come together to raise awareness about the risks associated with alcohol and drug abuse and promote healthier choices.

National Compadres Network (NCN)

The National Compadres Network (NCN) has trained multiple members of the EAHS team in Girasol, Joven Noble and Cara y Corazon. Girasol is designed to support educational institutions and community-based organizations with the goal to develop and implement a culturally based, trauma informed, healing based program for adolescent young women and all those who identify with this peer group. This promising practice curriculum incorporates a healing informed, culturally responsive philosophy to embrace, engage and assist female identified youth to face life's challenges in a healthy, pro-social way. It also focuses on reducing school suspensions and expulsions, increasing academic achievement and school completion and improving health outcomes for youth in general. Joven Noble is a comprehensive healing-centered, indigenous based, youth leadership development program that supports and guides male youth through their "rites of passage" process while focusing on the prevention of substance abuse, teen pregnancy, relationship violence, gang violence, and school failure. Cara y Corazon is a culturally based family strengthening program focused on healing inter-generational wounds and building parents' networks.

Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO)

Our newest partner proposed through the CCSPP following our Needs Assessment and LCAP data is the Centro Binacional para el Desarrollo Indígena Oaxaqueño (CBDIO) whose mission is to foster and strengthen the civic participation, economic, social, cultural development of the indigenous communities, as well as the resistance of the indigenous communities. It is our hope with the proposed MOU that EAHS families who speak Mixteco, Triqui, and the languages unique to their native roots will be confident, comfortable, and proud to communicate with staff and advocate for their students. With CBDIO guidance we would like to include Indigenous families in our Community Schools Advisory Committee, but also offer tailored workshops to meet their requests, such as information about reclassification from our EL team, or accessing affordable housing vouchers and McKinney Vento support.

Rainbow Connections

Rainbow Connections is a grant program funded in the 2023-2024 school year spearheaded by the Monterey County Department of Behavioral Health to support districts in building capacity for staff and parents to support their LGBTQIA+ students. As all three sites implement community schools, they will be given support from The Family Acceptance Project (FAP) which is directed by Dr. Caitlin Ryan at the Marian Wright Edelman Institute at San Francisco State University. It includes the first comprehensive study of LGBTQIA+ youth and their families and the first evidence-informed family support model to help diverse families learn to support their LGBTQIA+ children. FAP collaborated with Child and Adolescent Services at San Francisco General Hospital/University of California, San Francisco (UCSF), and with community providers to develop a new family-oriented model of wellness, prevention and care for LGBTQIA+ children and adolescents, based on research. This new family related approach helps ethnically, racially and religiously diverse families to decrease rejection and increase support to prevent risk and promote their LGBTQIA+ children's well-being. They will provide education and training to staff, bilingual parent education, and help each of the three sites support their "Be Yourself Club," and students to build voice, comfort, and inclusion on their campuses.

Building Healthy Communities (BHC)

BHC Monterey County activates resident voice and power to build an inclusive, anti-racist democracy and safe, thriving communities. Building Healthy Community of Monterey County (BHC) is a catalyst for positive change, weaving together the dreams and aspirations of local youth with the power of community support. With an unwavering commitment to nurturing youth leadership, BHC cultivates a flourishing environment where young minds thrive, voices are amplified, and lasting transformations unfold. Through innovative programs, BHC supports the leadership of the next generation to break barriers, embrace diversity, and drive meaningful change, fostering a healthier, more equitable, and vibrant community for all.

BHC has been pivotal in the planning of CCSPP with SUHSD and introduced the “Spectrum of Community Engagement” metric, created by Rosa Gonzalez. The Spectrum of Community Engagement to Ownership charts a pathway to strengthen and transform our local democracies. Thriving, diverse, equitable communities are possible through deep participation, particularly by communities commonly excluded from democratic voice and power. The stronger our local democracies, the more capacity we can unleash to address our toughest challenges, and the more capable we are of surviving and thriving through economic, ecological, and social crises. It is going to take all of us to adequately address the complex challenges our cities and regions are facing. It is time for a new wave of community-driven civic leadership. This tool will ensure we move toward true collaborative power and voice not just at EAHS, but all SUHSD community school sites using common metrics.

Daybreak

Daybreak partners with schools to provide personalized mental health support that helps every student reach their full potential. Daybreak treats a broad range of student mental health needs including anxiety, depression, grief, stress, trauma, and more. Teens who are at the highest risk of experiencing mental health challenges include youth who identify as BIPOC, LGBTQ+, low income, and are living in rural areas, experiencing homelessness, and/or part of immigrant households.

Daybreak's clinicians specialize across 26 different mental health conditions and 13 modalities of care, speak 10 languages, 74% report as BIPOC, and 14% report as members of the LGTBQIA+ community. All services are provided remotely with the options of before, during, and after school as well as on the weekends.

Girls Inc.

A leadership and mentoring program for high school sophomores and juniors, designed to empower girls to envision and pursue bold futures. Through a series of inspiring workshops and real world experiences, ECHO encourages participants to explore post-secondary education and career pathways while building the confidence and skills to lead.

Participants engage in activities focused on college and career planning, women's health education, and civic engagement. They meet and learn from professional women across diverse industries, develop personal action plans to achieve their goals, and take part in meaningful field trips—including visits to college campuses and the state capitol. This program helps young women value themselves and their potential, equipping them with the tools and support to

become strong, smart, and bold leaders in their schools, communities, and beyond.

Wonderwood Ranch

Wonder Wood Ranch uses equine therapy to provide hope and healing to trauma-impacted youth in Monterey County. Built on a proven foundation of equine therapy, the TAILS program provides a multi-faceted approach to healing that is sympathetic to the needs of each youth. Youth are taught to train and handle horses for education, job opportunities, and mental health, with the goal of building resilience and life skills that allow them to become positive contributors to their community. The team brings horses to the EAHS campus, where students at our continuation schools get to work directly with the animals and team once a month. The EAHS team works with the district LCAP team and site funds in order to make this service free and accessible to all students on campus.

Monterey County Food Bank

Monterey County Food Bank serves over 160,000 residents in Monterey County every month. The Food Bank for Monterey County is working to end hunger and transform the health of our community through good nutrition. We are the largest, most comprehensive provider of emergency supplemental food in our community. CCSPP will allow for us to extend the invite to distribute meals and food on a more regular basis. Following the pandemic, food insecurity has seen a large area of need in the neighborhoods surrounding EAHS, and continues to be a persistent issue with the state of the current economy.

JA Finance Park

JA Finance Park is Junior Achievement's capstone program focused on personal financial planning and career exploration. Through a combination of classroom curriculum and a hands-on simulation experience, students develop the skills needed to make informed financial decisions related to income, expenses, savings, credit, taxes, and budgeting. The program allows students to explore career interests, evaluate financial risks and benefits, and apply real-world decision-making skills by creating and managing a realistic personal budget based on hypothetical life scenarios. JA Finance Park culminates in an interactive simulation—delivered in-person, through a mobile unit, or virtually—where students engage with volunteers to apply their learning in a practical setting. This partnership supports students in building long-term financial literacy, career readiness, and life skills that prepare them for post-secondary success.

Project Prom

Project Prom is a community initiative inspired by the generous spirit of Bella Zoe Dakis and her commitment to ensuring all students feel seen and celebrated. Each spring, Project Prom hosts a two-day prom giveaway that provides students with free dresses, suits, shoes, and accessories. The event offers a wide range of options, from vintage pieces to new formal wear, ensuring every student has access to attire that helps them feel confident and included. Grounded in the belief that prom is a meaningful milestone in a student's high school experience, Project Prom works to remove financial barriers so that all students can participate fully. Through this initiative, students are supported in celebrating their achievements and creating lasting memories, while fostering a culture of generosity, equity, and community care.

Digital Nest

Digital NEST creates sustainable and scalable technology learning centers for Latinx and all underserved youth in order to foster economic equality. We achieve this by technical and soft skills,

providing mentors and broadening networks in order to gain sustainable employment.

United Way

- **Smart Referral Network:** A Smart Referral Network (SRN) is an innovative, locally administered, web-based platform designed to facilitate and track referrals between service providers, ensuring that individuals and families in need receive timely and coordinated support. SRN enables agencies to share client-level referral data securely, generate an unduplicated count of clients served, identify service gaps, and measure the effectiveness of community programs.
- **Financial Literacy:** In-Person Financial Literacy Classes are offered in partnership with schools, colleges, and community organizations. These workshops are tailored to meet the needs of young adults, students, working families, and farmworker communities—providing practical tools to strengthen financial confidence and stability. Because these sessions are delivered through partner organizations, community members who are interested can connect with their local school, community center, or service provider to learn more.

Catholic Charities Diocese of Monterey

Supports medi-cal eligible individuals (all ages) by providing free assistance across California to help low-income individuals and families apply for **CalFresh** (federally known as SNAP or food stamps). Services include application guidance, recertification, and document support, with multilingual staff available to help regardless of background or immigration status.

Salinas Valley Health

Live Well Project: Aligned vision of fostering a healthier, happier, and more vibrant community. This community well-being effort reflects a shared commitment to enhancing well-being, reducing healthcare costs, boosting productivity, and improving the overall quality of life for residents. Alignment with the Community Health Needs Assessment, we remain focused on helping our community to move naturally, eat wisely, and create connections. In our next phase of community well-being our Live Well Project will serve as the new home for the incredible work accomplished by the Blue Zones Project Monterey County efforts.

Monterey College of Law

Monterey College of Law is partnering with our school to provide legal support services to students and families through a series of on-site law clinics. Law students lead these clinics, offering guidance on important topics that directly impact family stability and well-being. Clinic topics include divorce and child custody, domestic violence restraining orders, becoming a child's legal guardian, understanding the eviction process and tenant rights, navigating small claims court, and an overview of immigration processes for families. By offering these services at the school site, families are able to access free, reliable legal information in a safe and familiar environment. This helps reduce barriers such as cost, transportation, and limited access to legal resources.

Milpa Collective

Milpa Collective is a strategic partner of Everett Alvarez High School supporting culturally grounded youth development, leadership, and healing-centered practices. MILPA (Motivating Intergenerational Leadership for Public Advancement) is a movement-based organization led by formerly incarcerated and system-impacted individuals that centers cultural healing, indigenous kinship, and intergenerational leadership development. Through a formal MOU with EAHS, MILPA implements the Joven Noble Rites of Passage Program through cohort-based experiences that strengthen student identity, resilience, and leadership using culturally responsive curriculum, facilitated

circles, storytelling, and experiential learning. MILPA enhances strategic community partnerships by bringing trauma-informed, culturally rooted mentorship and prevention-based supports that address substance use, violence, and school disengagement while promoting student belonging, wellness, and academic engagement. Services include facilitated circles, culturally based curriculum, meals, materials, guest speakers (as approved), and mentorship opportunities.

Strategy 7: Professional Learning

Goals	Action Steps
Building Certificated and Classified Staff Community School Awareness	- Establish Community Schools Leadership Club Community School Coordinator will collaborate with Activities Director and Community Liaison to help with engaging students and families. - Integration and regular part of the agenda expectations for school site council, ELAC, and staff meetings to ensure transparency in updates as well as offer staff education about the pillars and overarching values of community schools.
Supporting and Growing PLC and PDSA Efforts and Efficacy	- EAHS is part of the broad SUHSD initiative to use Plan Do Study Act (PDSA) cycles to improve our PLC teams and level of instruction. PDSA cycles are an iterative, four-stage problem-solving model used for improving a process or carrying out change. - Preserving time, space, and funding for professional learning communities by job classification. - Sufficient funding and compensation allocation for staff extra hours to participate in collaborative peer learning communities.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Site Level Goals and Measures of Progress

Goals	Action Steps
Building Certificated & Classified Staff Community School Awareness	- National Compadres Network will train all social workers and Wellness Center staff and increase the number of available groups to students. - Restorative Practices and circle-keeping professional development began in 2023- 2024 school year and will continue to be part of routine staff meetings to commit to the integration of restorative practices and circle keeping on campus. Restorative practices will be prioritized as alternatives to suspension and be written into the discipline matrix as the first step in all student plans
Engage in Staff and Community Education Celebrating our Indigenous Students	- CBDIO Partnership. - Hire an Indigenous Language Interpreter (Mixteco, Triqui). - Finalize job description for board approval, post, recruit, and hire. - Provide staff trainings and professional. - Development opportunities with CBDIO to better support our Indigenous families.

Strategy 9: Progress Monitoring and Possibility Thinking

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Improved Student Mental Health, Happiness, and Engagement	1. Increase culturally and community responsive Wellness Center groups. 2. Reducing chronic absenteeism and truancy. 3. Fostering a safe, inclusive, and welcoming school campus for all students.	1. Training and certification for staff on all National Compadres Network curriculums in addition to an increase in on site Girasol, Joven Noble, and ASB opportunities. 2. Building a team of childcare and attendance counselors to conduct outreach, utilize data, and case manage students in need of attendance and credit recovery. 3. California Healthy Kids Survey and the student LCAP will provide a quantitative capture of student sentiments on campus regarding school climate.
Growth in English Language Learner, Students with Disabilities, Academic Achievement, School experience, and Community Involvement	1. After school tutoring to improve understanding of academic content, enhanced language skills, and increased confidence. 2. Build socializing and group opportunities to build community.	1. Provide targeted support to address individual learning gaps, engage qualified tutors, and align tutoring with classroom curriculum. 2. Continue and expand the current "Circle of Friends (CoF) training for staff on campus. CoF is a social and language skills program that provides valuable support to students with special needs. 3. CoF provides support and strategies for educators to create opportunities for socially isolated students that reduce isolation and increase connection. The School Inclusion Program establishes friendships between students impacted by disability or adversity and their non disabled peers as both interact meaningfully in the natural environment.