# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

# Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Eric Garcia, Instructional Support Administrator of Community Schools

School Site: Dominguez High School, 15301 S. San Jose., Compton Ca. 90221

LEA: Compton Unified School District

CDS CODE: 19 73437 1932326

School Year: 2025-2026

## Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

## Strategy 1: Shared 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 (Relationship Focus)
2. Shared power (Shared input)
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:

At Dominguez High School, our stakeholders—including students, families, staff, administrators, and community partners—identified the need for a Community School because we recognize that student success extends beyond academics. Our students thrive when they have access to supportive relationships, meaningful opportunities, equitable resources, and a school environment that values their voices, cultures, and lived experiences. The Community Schools approach provides a framework for addressing the academic, social-emotional, health, and family needs of our students while strengthening partnerships that support the whole child.

Our understanding of Community Schools reflects the California Community Schools Framework through its core values. We are committed to creating racially just and relationship-centered spaces where students and families feel welcomed, respected, and valued. Through our Wellness Centers, family engagement events, cultural celebrations such as the Don Chela Festival, and partnerships with organizations like St. John's Clinic, Think Together, PIQE, and GEAR UP, we foster a sense of belonging and support for all students.

Shared power is central to our work. Through the Community Schools Advisory Council (CSAC), stakeholder surveys, focus groups, and collaborative planning sessions, students, families, staff, and community partners actively participate in identifying needs, setting priorities, and guiding decision-making. This shared leadership structure ensures that our work reflects the voices and experiences of those we serve.

We are also committed to strengthening classroom-community connections by integrating community resources, partnerships, and real-world learning opportunities into the educational experience. Through career pathways, guest speakers, service-learning projects, wellness programming, and community-based events, students are able to connect their learning to their lives, future goals, and community needs.

Finally, our Community Schools efforts are grounded in continuous improvement and possibility thinking. We regularly analyze attendance, wellness, academic, and engagement data while gathering feedback from stakeholders to assess progress and identify opportunities for growth. Through ongoing reflection and collaboration, we refine our strategies to better support students and families.

Moving forward, Dominguez High School will continue to strengthen stakeholder engagement, expand family and community partnerships, increase access to mental health and wellness supports, and deepen opportunities for student voice and leadership. By centering equity, collaboration, and continuous improvement, we will ensure that our Community Schools work remains responsive to the strengths, needs, and aspirations of our school community.

**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.

As Dominguez High School transitions into the implementation phase of the Community Schools initiative, we are committed to deepening our needs and assets assessment process to ensure that the voices of all stakeholders continue to shape our priorities, goals, and vision. Building on the data and feedback already collected, we will engage students, families, staff, administrators, community members, and community partners in an ongoing cycle of reflection, planning, and continuous improvement.

To gather meaningful input, Dominguez High School utilizes multiple engagement strategies, including surveys, focus groups, one-on-one interviews, community forums, stakeholder meetings, and visioning exercises. These opportunities will allow participants to identify strengths, challenges, emerging needs, and opportunities for growth. Data collected through these processes will be reviewed alongside attendance, academic, wellness, and engagement data to ensure decisions are both community-informed and data-driven.

Administrators, certificated staff, and classified staff will participate through staff meetings, surveys, focus groups, and Community Schools Advisory Council (CSAC) meetings. Their perspectives will help identify barriers to student success, assess current supports, and develop strategies for strengthening schoolwide systems and services.

Students will play a central role in the assessment process through student surveys, focus groups, leadership groups, classroom discussions, and wellness center feedback opportunities. These structures will ensure that student voice remains at the center of decision-making and that school initiatives reflect their experiences, interests, and aspirations.

Families will be engaged through surveys, parent workshops, community forums, ParentSquare outreach, individual conversations, and CSAC participation. To increase accessibility and participation, meetings and surveys will be offered in multiple languages and at flexible times. Childcare, refreshments, and other supports will be provided when possible to reduce participation barriers.

Community members and community partners will participate through partnership meetings, stakeholder forums, interviews, and collaborative planning sessions. Their input will help identify community assets, strengthen partnerships, and align resources with student and family needs.

Particular attention will be given to engaging historically marginalized student and family groups, including English Learners, foster youth, students experiencing homelessness, students with disabilities, and families from socioeconomically disadvantaged backgrounds.

Through our partnership with St. John's Clinic, students have access to mental health services, wellness workshops, and small-group counseling sessions that promote social-emotional well-being and resilience. Our partnership with Centinela Youth Services provides mediation and conflict resolution services for both students and staff, helping to foster positive relationships and a supportive school climate.

The Guardian Garden serves as a welcoming outdoor space where students, families, and staff can connect, collaborate, and participate in wellness and community-building activities. This space promotes engagement, relationship-building, and a sense of belonging within the school community.

To support historically underserved student groups, Dominguez High School has expanded services for English Learners (ELs) and newcomer students by providing intervention substitute teachers who deliver targeted academic support through push-in and pull-out services. In addition, a dedicated clerk works directly with EL families to strengthen communication, increase family engagement, support student re-engagement efforts, and connect families to school and community resources.

The school also provides supplemental academic support to ensure all students have access to rigorous coursework, college and career pathways, and opportunities that prepare them for postsecondary success. Additional targeted support is provided for Students with Disabilities through increased college and career exploration, exposure, and transition planning. Students also have access to after-school tutoring and Saturday School in English, mathematics, science, and Spanish to address learning gaps and support academic achievement.

For students experiencing homelessness and those in foster care, Dominguez High School collaborates closely with Compton Unified School District Pupil Services and St. John's Clinic to provide essential resources, case management, counseling, and family support services. Through these comprehensive efforts, Dominguez High School remains committed to ensuring that all students and families, particularly those from historically marginalized groups, have access to the resources, opportunities, and supports necessary to thrive.

The Community Schools Advisory Council (CSAC) will play a key role in reviewing findings, identifying priorities, and ensuring accountability throughout the process. By engaging all stakeholder groups in meaningful and ongoing ways, Dominguez High School will develop a shared vision and set of priorities that reflect the strengths, needs, and aspirations of the entire school community while advancing equity and student success.

**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 |
|---|---|
| Improve Student Attendance and Engagement | Chronic absenteeism continues to be a significant barrier to student success. While Dominguez High School has made substantial progress in reducing chronic absenteeism, stakeholders consistently identify attendance, school connectedness, and student engagement as key priorities. Future efforts will focus on early intervention, relationship-building, attendance incentives, family outreach, and wraparound supports to ensure students are consistently engaged in school and learning. |
| Expand Mental Health, Wellness, and Social-Emotional Supports | Students, families, and staff have expressed a continued need for increased access to mental health services, wellness resources, and social-emotional learning opportunities. Building on the success of our Wellness Centers and community partnerships, we anticipate prioritizing expanded counseling services, wellness programming, student support groups, and schoolwide initiatives that promote emotional well-being, resilience, and a positive school climate. |
| Strengthen Family Engagement and Access to Resources | Stakeholder feedback indicates a need to further strengthen family engagement and increase awareness of available school and community resources. Dominguez High School will continue prioritizing meaningful family partnerships by expanding workshops, improving communication, increasing participation in decision-making processes, and ensuring families are connected to academic, health, and social services that support student success. |

# 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 |
|---|---|
| Strengthen educators' understanding of students' cultural, linguistic, and lived experiences to inform instruction. | Provide ongoing professional development focused on Community-Based Learning theory, culturally responsive teaching, and asset-based instructional practices. |
| Build staff capacity to implement the theoretical foundations of Community-Based Learning, including funds of knowledge, cultural wealth, and relationship-centered pedagogy. | Create structured opportunities for educators to learn about students and families through surveys, focus groups, family engagement events, home-school communication, and community walks. |
| Increase student engagement and achievement by embedding authentic, community-connected learning experiences into classroom instruction. | Support implementation of CBL strategies through coaching, PLC collaboration, and the integration of project-based learning, service learning, and community partnerships into instructional planning. |

# 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 |
|---|---|
| Strengthen shared decision-making structures to ensure students, families, staff, and community partners have an active voice in school planning and improvement efforts. | Review and map all existing school-site and community governance structures to identify how decisions are currently made and where opportunities exist to strengthen shared leadership. |
| Build a sustainable system of collaborative leadership that improves coordination of services and aligns schoolwide priorities with community needs. | Launch and/or refine the Community Schools Advisory Council (CSAC) and other site-based committees to ensure diverse representation and meaningful participation from students, families, staff, and community partners. |
| Increase transparency, trust, and accountability in decision-making processes to support long-term implementation of Community Schools initiatives. | Establish clear protocols for shared decision-making, including regular meeting schedules, data review processes, communication systems, and feedback loops to ensure all stakeholder input informs planning and implementation. |

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

Dominguez High School utilizes a shared governance system grounded in collaboration, transparency, and inclusive decision-making. Our structure ensures that students, families, staff, administrators, and community partners all have meaningful opportunities to participate in shaping school priorities, programs, and services.

At the center of our site-level leadership structure is the Principal (Mr. Oliver) and Administrative Team (Mr. Hensman, Mr. Taylor, Mrs. Gonzalez, Mr. Garcia), who provide overall leadership, coordination, and alignment with district and Community Schools goals. Reporting into and collaborating with school leadership are key stakeholder groups that share responsibility for planning, implementation, and continuous improvement.

The Community Schools Advisory Council (CSAC) serves as the primary shared governance body. CSAC includes representatives from students, parents/guardians, certificated staff, classified staff, community partners, and school leadership. This council meets regularly to review data, identify needs and assets, establish priorities, monitor progress toward goals, and provide recommendations that guide schoolwide decision-making.

Supporting CSAC are several aligned site-based teams and structures, including:

- Instructional Leadership Teams / Professional Learning Communities (PLCs): Focused on academic achievement, instructional strategies, and curriculum alignment.
- Student Support and Wellness Teams (including counselors, social workers, and wellness staff): Focused on attendance, mental health, behavior supports, and wraparound services.
- Attendance Team (SART/SARB processes): Focused on improving attendance through early intervention, family engagement, and coordinated support.
- Family and Community Engagement Structures: Including parent workshops, community forums, and outreach systems that ensure family voice is integrated into school decision-making.
- Community Partnerships Network: Includes organizations such as St. John’s Clinic, Think Together, PIQE, and GEAR UP, which collaborate with the school to provide academic, wellness, and enrichment services.

Information and recommendations from all teams flow into CSAC and school leadership meetings, ensuring alignment and coherence across all initiatives. Feedback loops are maintained through surveys, meetings, and data reviews to ensure continuous improvement and responsiveness.

This shared governance system ensures that decision-making at Dominguez High School is collaborative, data-informed, and inclusive, strengthening ownership among all stakeholders and supporting the long-term sustainability of our Community Schools efforts.

# 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 |
|---|---|
| Ensure staffing structures effectively serve the needs of Dominguez High School's diverse student population, including English Learners, students with disabilities, foster youth, and students experiencing housing instability. | Conduct a staffing needs analysis aligned to student data, ensuring positions are strategically assigned to address academic, behavioral, attendance, and social-emotional needs of target student groups. |
| Recruit, hire, and retain a diverse, multilingual, and culturally responsive workforce that reflects the students and families served, including qualified community school coordinators and support staff. | Prioritize the recruitment and hiring of diverse, multilingual staff by strengthening hiring practices, expanding recruitment pipelines, and partnering with district and community organizations to attract qualified candidates, including a dedicated site-level Community Schools Coordinator. |
| Develop and implement long-term sustainability plans to secure and maintain core Community Schools staffing and infrastructure beyond grant funding. | Develop a sustainability plan in collaboration with district leadership and the Community Schools Advisory Council (CSAC) to identify long-term funding sources (local, state, federal, and community partnerships) to maintain essential staffing and ensure continuity of services. |

## Key Staff/Personnel

Describe the plans or steps you are considering to build sustainability beyond the life of your 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 |
|---|---|
| Build and sustain a strong, coordinated network of community partners that supports the academic, social-emotional, health, and basic needs of Dominguez High School students and families. | Conduct a comprehensive review and mapping of existing community partnerships to align services with identified student and family needs, ensuring coordination and eliminating service duplication. |
| Ensure community partners are actively engaged in shared planning, implementation, and continuous improvement of Community Schools initiatives. | Establish structured partnership agreements (MOUs) that clearly define roles, responsibilities, shared goals, data-sharing practices, and expectations for participation in schoolwide planning processes such as the Community Schools Advisory Council (CSAC). |
| Develop long-term sustainability of partnerships through formalized agreements, diversified funding sources, and integration into schoolwide systems and priorities. | Expand and strengthen collaboration with key partners (e.g., St. John's Clinic, Think Together, PIQE, GEAR UP, Centinela Youth Services, and local organizations) by integrating their services into schoolwide systems such as wellness supports, attendance interventions, academic enrichment, and family engagement initiatives.<br>Engage community partners in regular CSAC meetings, planning sessions, and data reviews to ensure their input informs decision-making and continuous improvement efforts.<br>Develop a sustainability plan that identifies long-term funding opportunities, including local, state, federal, and philanthropic grants, as well as in-kind contributions, to maintain and expand partnership-driven services beyond the life of the grant. |

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:

Dominguez High School has established and continues to strengthen a network of community partnerships that directly support the academic, social-emotional, behavioral, and basic needs of our students and families. These partnerships are aligned with our Community Schools vision and are responsive to the priorities identified through ongoing engagement with students, staff, families, and community members.

Current key partners include **St. John's Clinic**, which provides mental health services, counseling, and wellness supports for students and families; **Think Together**, which supports expanded learning opportunities and academic enrichment; **PIQE**, which strengthens family engagement and leadership development; **GEAR UP**, which supports college readiness and postsecondary planning; and **Centinela Youth Services**, which provides mediation, conflict resolution, and restorative practices for students and staff. In addition, partnerships with organizations such as **Shoes That Fit**, **Baby2Baby**, and other local nonprofits help address students' basic needs, including clothing, hygiene items, and household resources.

Dominguez High School also utilizes internal and school-based supports such as the Wellness Center, Guardian Garden, counseling services, and attendance intervention teams to coordinate services with external partners and ensure students receive wraparound support.

Moving forward, we plan to expand partnerships with additional local universities, workforce development organizations, mental health providers, and industry partners to strengthen career pathways, internships, mentorships, and real-world learning experiences for students. These partnerships will be intentionally aligned with student interest surveys, labor market trends, and community feedback to ensure relevance and responsiveness.

All partnerships are integrated into shared governance structures, including the Community Schools Advisory Council (CSAC), where students, families, staff, and community members help guide priorities, evaluate services, and inform continuous improvement. Regular feedback loops, data review, and collaborative planning ensure that partners remain responsive to the evolving needs and aspirations of the school community.

Through these efforts, Dominguez High School ensures that partnerships are not isolated services, but rather an integrated system of support that reflects the voices, strengths, and priorities of our entire community and advances equity, access, and student success.

## Site Level Goals and Measures of Progress

| Goals | Action Steps |
| --- | --- |
| Reduce Chronic Absenteeism and Improve Student Attendance | Dominguez High School will continue working to reduce chronic absenteeism by strengthening early identification systems, improving family engagement, and providing tiered attendance supports.<br>Action Steps:<br>- Implement early warning attendance systems and weekly data monitoring<br>- Expand attendance incentives, recognition programs, and student celebrations<br>- Strengthen SART/SARB processes with targeted case management<br>- Increase family outreach through home calls, meetings, and community partnerships.<br><br>Measure of Progress:<br>- Decrease chronic absenteeism from current rate toward 8% target.<br>- Increase daily attendance rates schoolwide<br>- Reduction in students identified as chronically absent year over year<br>- Increased participation in SART/SARB interventions and attendance conferences<br>- Improved re-engagement rates for previously chronically absent students |

| | |
|---|---|
| Expand Student Wellness, Mental Health, and Social-Emotional Supports | Dominguez High School will increase access to mental health services and wellness programming to support student well-being and readiness to learn.<br><br>Action Steps:<br><br>- Expand Wellness Center programming and staffing support<br>- Increase small-group counseling and SEL workshops with partners (e.g., St. John's Clinic)<br>- Integrate SEL lessons into classroom instruction<br>- Provide targeted supports for high-need student groups<br><br>Measures of Progress:<br><br>- Increased number of student visits to Wellness Centers<br>- Increased participation in counseling, group sessions, and SEL workshops<br>- Positive student feedback on school climate and wellness supports<br>- Reduction in behavioral referrals and increased engagement in class |

| | |
|---|---|
| Strengthen Family Engagement and Community Partnerships | Dominguez High School will improve family engagement and deepen partnerships to ensure students and families have access to resources and support.<br><br>Action Steps:<br><br>- Embed service-sharing into 100% of parent contacts<br>- Expand culturally responsive parent workshops and engagement events<br>- Strengthen CSAC participation and shared decision-making<br>- Increase collaboration with community partners for wraparound services<br><br>Measures of Progress:<br><br>- Increased number of families engaged in workshops and school events<br>- Increased percentage of parent contacts that include service/resource sharing<br>- Growth in active community partnerships and participation in CSAC<br>- Increased family satisfaction and engagement survey results |