Attachment III
Community Schools Implementation Plan

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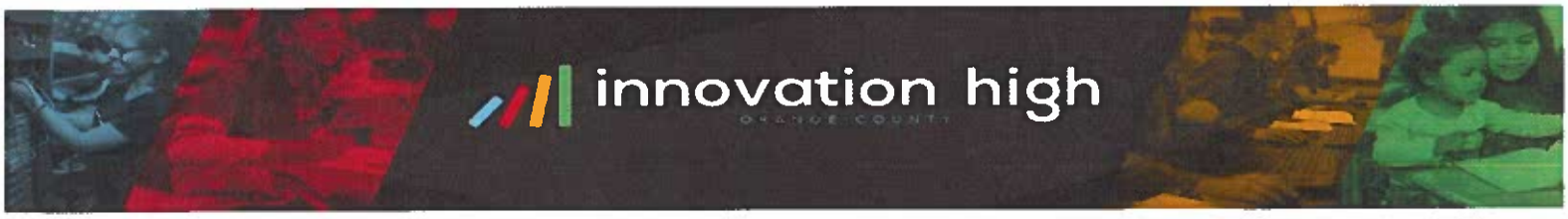

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

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.

Capacity-Building Strategies Overview

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Orange County Workforce Innovation High School

Address: 505 N Euclid St, Suite 100, Anaheim, CA 92801

Phone Number: 714-975-9660

Contact Person: Bao Nguyen

Title: State and Federal Programs Coordinator

Telephone Number: 657-757-3996

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

We see the Community Schools model for its potential to bring transformational change in real, meaningful, and research-proven ways that redistribute power and improve outcomes for all educational partners of our school community. Through a Community Schools approach, we dare to envision a healing, transformational cycle where families thrive and cause students to thrive, and cause schools to thrive and ultimately, communities thrive: a self-sustaining chain revolving around each individual member of our school community as its nucleus.

Orange County Workforce Innovation High School's (OCI) collective capacity building towards a shared commitment to the CA Community Schools Framework and the Overarching Values was evident throughout the two years of planning with our educational partners and in the development of the goals for our Community Schools Implementation Plan in alignment with our LCAP and other school-wide plans. Since OCI is a non-profit public charter school that offers a personalized educational model designed for 'At-Promise' high school students who were not successful in traditional high schools, the values of being racially-just, relationship-centered, social-emotionally safe, with strong classroom-community connections are central tenets of our program. OCI students come from diverse backgrounds, including those from dysfunctional environments where there has been significant trauma. OCI is committed to every student's success by building an inclusive, personalized educational experience that fosters belonging, connection, and empowerment while restoring trust between students and the educational system. We offer a flexible, personalized education program that, through a Community Schools approach and Whole Child lens, aims to support students define success on their own terms through both diploma and lifelong college and career skills.

Within this Implementation Plan, the CA Community Schools Framework will guide our work to build an equitable, empowering, and lasting Community School through collective capacity building, shared power and decision-making, assets and strengths-driven practice, and united commitment to the Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. With the nine capacity-building strategies detailed in this plan as a roadmap, we intend to move along the sequential phases of growth and development from Visioning to Engaging to finally Transforming.

OCI CCSPP Draft Collective Priorities:

1. Build Collective Understanding and Shared Commitment through an ongoing Needs and Assets Assessment process centered on local data and community-based definitions of success

2. Expanded and Equitable access to Culturally Responsive, high-quality academic support and resources for improved academic outcomes

3. Develop Integrated Services and Community Partnerships plan for Whole Child and Family Support

4. Expand educational partner opportunities for Shared Decision-making and Collaborative Leadership.

OCI LCAP Goals:

1. Increase Academic Progress

2. Students Will Gain Skills for College and Career-Readiness

3. Increase Student Retention
4. Increase Educational Partner Engagement

In collaboration with educational partners as equal interest holders, OCI is committed to developing a robust evaluation plan that is firmly rooted in local data and embraces diverse community-based definitions of success. Our ongoing Needs and Assets Assessment will ensure an extensive dialogue with families, students, staff, and community members to identify unique priorities and desired outcomes that are reflective of our local context. This focus on shared power and equal voice within our school community ensures that any evaluation metrics align with the community's needs, values, and aspirations.

Using the improvement science of a Plan, Do, Study, Act model and the CA Community Schools Framework as our designs for continuous improvement, we will work collaboratively to establish a set of comprehensive and inclusive measures that encompass academic, social-emotional and mental health, community and family engagement, and other outcomes and are responsive to our existing schoolwide plans and goals while attuning to emergent community-based needs.

Local, state, and federal data sources, including academic performance indicators from the CA Dashboard, attendance rate, chronic absenteeism, and graduation rate will be synthesized with community-based data like survey results, empathy interviews, visioning and possibility thinking exercises, and meeting agendas and minutes from focus groups and existing committees to ensure that regular feedback is obtained and transparent, responsive communication channels and platforms are maintained. With a Community Schools Steering Committee consisting of members across our educational partner groups of students, parents, staff, and community members as the primary governing body and vehicle for driving action, OCI will regularly monitor this Implementation Plan and work with our Parent Advisory Committee, English Learner Advisory Committee, Student Council, and other educational partner groups to develop an Evaluation Plan. This Evaluation Plan will assess progress towards embodying the CA Community Schools Framework and the Overarching Values by providing professional development to improve asset-driven, racially-just, relationship-centered spaces with restorative practices, culturally-responsive education, and shared decision making.

Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

When interest-holders come together to identify collective priorities (through a needs and assets assessment), it fosters shared focus on those areas deemed most critical by local communities, influences the impact of the strategy, and helps build momentum to sustain efforts over time.

Part A: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources,

please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. PPlease 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.

engage them. Describe how you will engage historically marginalized student and family groups.

Led by our State and Federal Programs Coordinator and Parent Engagement Liaison, OCI's school community worked to build collective understanding and shared commitment toward the CA Community Schools Framework over the past 18 months. This was done through conducting a multi-tiered Needs and Assets Assessment process that collected qualitative and quantitative data from educational partner groups to map school community resources and identify achievement gaps using local, state, and federal data from sources such as CDE DataQuest, State and Local Priority Indicators, School Accountability Report Cards (SARC), Annual Surveys, Local Control Accountability Plan (LCAP) data, site-specific Community School surveys, and more. This school data, as well as information regarding Community Schools, was shared widely at Parent Advisory Committee and English Learner Advisory Committee meetings, Student Council meetings, staff meetings, and community partner meetings.

Two rounds of Community School surveys were delivered to educational partners. The first, a Community Schools Initial Survey, received 8 responses. As our collective understanding of the Community Schools framework grew with frameworks like the Four Pillars and Four Cornerstone Commitments, a second round of surveys expanded upon the previous survey's scope, and individual Community School Surveys were delivered to parents, students, and staff members. Recognizing that the Needs and Assets Assessment is an ongoing process rather than a singular tool or point in time allowed us to refine our focus toward two important results

1) a more accurate and representative baseline of responses across our educational partner groups through increased participation rate, and
2) a more versatile and responsive model for an ongoing Needs and Assets Assessment with intervals for progress monitoring.

The second round of Community Schools Surveys currently has 26 student responses, 24 parent responses, and 32 staff responses.

Next, we have begun holding a dedicated and ongoing meeting platform for Community Schools called Community School Coffee Hour. We intend to continue our Community School Coffee Hour model of welcoming and open conversations-based meetings as an inviting space for all educational partners to engage and learn about our Community Schools work. As we strengthen the rhythm and depth of this platform through consecutive meetings, it will serve as a targeted focus group to delve deeper into specific areas of concern for the continued development of priorities and actions. Through first creating a dedicated, accessible platform for diverse groups of educational partners to meet and learn, a more nuanced and precise understanding of priorities can be obtained, thereby ensuring that all voices are heard and a sense of inclusivity and ownership can be developed in the decision-making process.

We intend for our Needs and Assets Assessment to be an integral part of an ongoing cycle for continuous improvement that will be woven into and articulated across all schoolwide plans. Slowing down to capture wide and representative participation from educational partners in substantial ways is insurance toward the planning and actions being accurate in reflecting true community needs. As such, we will continue our Needs and Assets through a comprehensive and ongoing process that solicits qualitative and quantitative feedback from all educational partner groups through tools and strategies such as the Whole Child and Family Support Inventory; Annual Surveys; Community School Surveys; Focus Groups; Individual Empathy Interviews; and Visioning and Possibility Thinking exercises among others.

We plan to expand and improve our engagement with historically marginalized student and family groups in a number of ways. With our Parent Engagement Liaison, we intend to redesign our student orientation process for early identification of needs through dedicated and ongoing outreach, coordination of services, and strategic progress monitoring: we want to be able to anticipate and identify the needs of our most vulnerable students and families in order to route appropriate interventions early on and monitor for support. We also plan to increase our educational partner meetings to enhance consistent access to important school information. To do this, there is a focus on parent-friendly language and presentation content, professional translation services, and consistent meetings to reinforce information. We also plan to introduce the Be Strong Families Parent Café model to develop peer-to-peer relationships among our families while providing a dedicated space to build community. We will also continue to source and build community partnerships with organizations and institutions that can eliminate barriers and offer vital services to our school community, specifically in the domains of workforce development, social-emotional well-being and mental health services, parent education and engagement, and culturally relevant and high quality instruction. Through all this, we will center shared decision-making at the heart of our work to shape our intentions, conversations, and actions.

By engaging educational partners in an ongoing and dynamic Needs and Assets Assessment that is intentionally designed to eliminate barriers for our marginalized groups, we will not only gain valuable insight on academic, social-emotional, and infrastructure needs, but, more importantly attune and adjust in real time response to the needs of our community members.

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

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

Draft Collective Priority	**Outcome/Indicators you aim to improve**
Expanded and Equitable access to Culturally Responsive, high quality academic support and resources for improved academic outcomes	This is a comprehensive priority goal aligned across existing schoolwide plans and goals in order to enhance and improve instructional support for student success - connected to Pillars of *Extended Learning Time and Opportunities* and *Integrated Student Supports* • Increase number of students receiving one-on-one academic tutoring • Increase number of students showing academic growth in ELA and Mathematics as measured by NWEA • Increase number of students meeting standards in ELA and Mathematics as measured by CAASPP • Increase English Learner reclassification rate • Improve student engagement with students completing 2.0 credits and reduced chronic absenteeism

Develop Integrated Services and Community Partnerships plan for Whole Child and Family Support	This is a maintenance goal focused on early identification, coordination, and delivery of critical services and resources to address academic, physical, social-emotional, and mental health needs - connected to Pillars of *Integrated Student Supports* and *Family and Community Engagement* • Develop Partnership Matrix to ensure alignment to CCSPP Four Essential Pillars and LCAP Goals • Refine orientation, onboarding, and progress monitoring, and re-engagement processes for delivery of student services • Partner with community organizations to build comprehensive wraparound services for social-emotional, mental, and physical health
Expand educational partner opportunities for Shared Decision Making and Collaborative Leadership	This is a collective goal aimed at increasing meaningful educational opportunities that address the needs for each of our educational partner groups: students, parents, and staff alike - connected to Pillars of *Family and Community Engagement*, *Collaborative Leadership and Practices for Educators and Administrators,* and *Extended Learning Time and Opportunities* • Strengthen and refine existing partnerships like WIOA • Increase and strengthen student opportunities for connectedness, attachment, and community building • Increase authentic family and community meeting opportunities such as Community Schools Steering Committee and Parent Advisory Committees • Provide continued professional development for staff in priority areas

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.

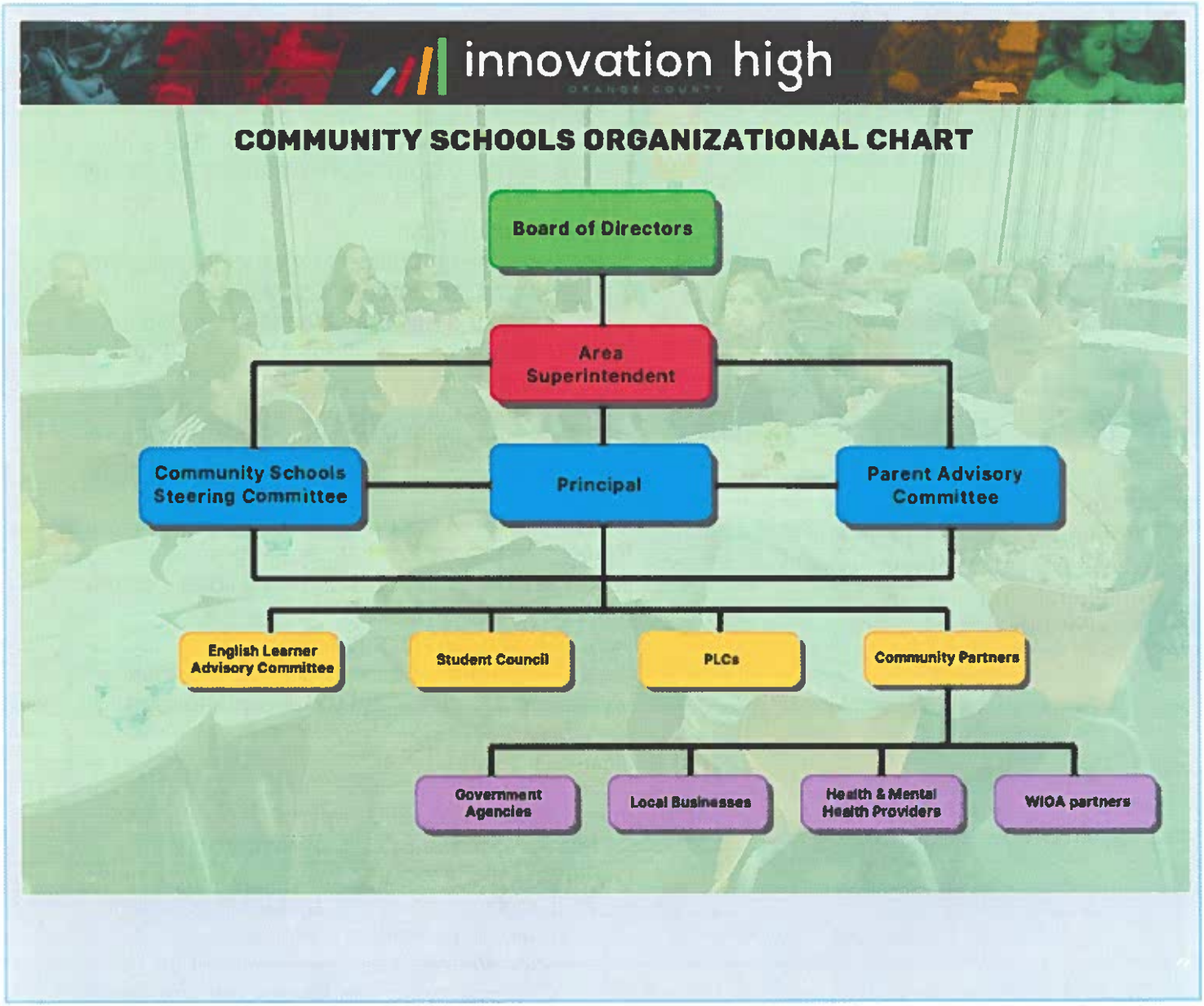
Site Level Goals and Measures of Progress

Goals	Action Steps

Establish Community Schools Steering Committee consisting of representatives across educational partner groups (staff, students, parents, and community members)	1) Establish Community Schools Steering Committee by and hold first meeting by Q1 of Year 1 2) Incorporate Community Schools Steering Committee meetings into current educational partner meeting calendar and hold quarterly meetings a) Meeting dates added to yearly School Calendar b) Meeting dates and agendas added to website and posted on-site 3) Report out Community School Steering Committee findings and determinations to existing educational partner groups like PAC/ELAC, Student Council, and PLCs a) Documentation through agendas and meeting minutes
Develop Evaluation Plan with Community Schools Steering Committee to regularly monitor, review and assess fidelity of Implementation Plan towards CA Community Schools Framework and Overarching Values; school-wide goals; and specific community-based needs	1) Develop reciprocal communication loop between Community Schools Steering Committee and existing educational partner groups a) Documentation through agendas and meeting minutes 2) Unify and articulate existing schoolwide goals and plans from following into Evaluation Plan: a) LCAP b) Comprehensive and Improvement c) Significant Disproportionality d) Differentiated Assistance e) WASC

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):

OCI's Community Schools Implementation Plan's structure for collaborative leadership practices and shared decision making is represented in the following organizational chart. The Community Schools Steering Committee will become the lead governing structure to provide guidance to school leadership and conduct the ongoing Needs and Assets Assessment, Implementation Plan activities, and program evaluation, with the Parent Advisory Committee acting as a secondary educational partner body to review progress and provide feedback. All other educational partner groups will also engage in reciprocal communication with the Committees and school leadership through existing meeting structures and new focus groups.



Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources, avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

A coherent and comprehensive plan/strategy for community schools "de-silos" all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan. Describe your goals and action steps for establishing policy and initiative alignment.

Site Level Goals and Measures of Progress

Goals	Action Steps
Incorporate findings from Community School Needs and Assets Assessment and goals from Implementation Plan into existing school-wide strategic plans	1) Community Schools Steering Committee and Parent Advisory Committee conducts an annual review of Needs and Assets Assessment and Implementation Plan a) Progress monitored by agendas, sign-in sheets, and meeting minutes b) Monitor and revise Needs and Assets Assessment and Implementation Plan annually c) Monitor and revise Community Schools Implementation Grant budget annually 2) Reciprocal process of data sharing and progressing monitoring with educational partner groups a) Refine meeting agendas and presentation content so that information is in concise, family friendly language 3) Incorporate review and findings of Needs and Assets Assessment and progress from Implementation Plan into LCAP annual planning a) Progress monitored by LCAP goals and actions, as well as budgeted expenditures to show alignment to Community School framework and goals

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Parent Engagement Liaison will work with with extended Community Schools team, including Community Liaison, site leadership, and Community Schools Steering Committee to coordinate services to improve the academic, social-emotional and mental health, and overall well-being students and families	1) Parent Engagement Liaison hired during Planning Grant will continue in this position 2) Establish early identification for coordination of Student Support Services a) Develop and articulate clear and effective channels for facilitation and delivery of services b) Review Orientation and Onboarding procedures c) Parent Engagement Liaison and Community Liaison coordinate identified additional supports and services 3) Establish referral documentation and progress monitoring system a) Conduct home visits with students and families to determine additional supports b) Conduct mid-year Personalized Learning Plan reviews c) Progress Monitoring aligned to Differentiated Assistance and Comprehensive Support and Intervention
Utilize tutors and paraprofessionals aligned to Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) goals to increase one-on-one academic support	1) Increase students receiving one-on-one academic support a) Progress monitoring through SIS each Learning Period 2) Establish early identification and intervention for academic support a) Assign one-on-one tutoring during onboarding process b) Prioritize core credit completion c) Assign English Learner students with English Learner Paraprofessional d) Progress Monitoring aligned to Differentiated Assistance and Comprehensive Support and Intervention

Key Staff/Personnel

Daniel Yezarski - Parent Engagement Liaison	1) Leads and oversees CCSPP Implementation Plan and ongoing Needs and Assets Assessment process 2) Facilitates training on CA Community Schools Framework 3) Part of Integrated Student and Family Services team coordinating necessary support and resources as direct liaison attending to parent and family needs
Lexie La Scala - Community Liaison (in-kind .20 FTE)	1) Leads and manages existing community partnerships while sourcing new partnerships to meet identified and emergent community needs 2) Supports CCSPP Implementation Plan and ongoing Needs and Assets Assessment process 3) Part of Integrated Student and Family Services team coordinating community resources and services
Joana Perez - School Counselor (in-kind .15 FTE)	1) Supports CCSPP Implementation Plan and ongoing Needs and Assets Assessment 2) Part of Integrated Student and Family Services team as Counseling expert
Bao Nguyen - State and Federal Programs Coordinator (in-kind .20 FTE)	1) Trains staff on CA Community Schools Framework 2) Leads alignment of existing schoolwide plans and goals with CA Community Schools Framework, Implementation Plan, and ongoing Needs and Assets Assessment 3) Supports and monitors CCSPP Implementation Plan and ongoing Needs and Assets Assessment
Liliana Childs - Principal (in-kind .10 FTE)	1) Coordinates and oversees Implementation Plan actions and outcomes 2) Works collaboratively with Community Schools Steering Committee, Parent Advisory Committee, and other educational partner groups

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

Sustainability and longevity are central to our Community Schools approach as well as dedicated outcomes in our Implementation Plan. To this end, we are strategically planning several key steps.

First, continuing to strengthen our established partnerships with community organizations while forging new relationships with local agencies, businesses, and institutions to reinforce funding and resources will help ensure our Community Schools initiative will thrive beyond the grant term.

Secondly, investing in collaborative leadership and practices through professional development and capacity-building not just for educators and staff but all willing community members is another aspect of our sustainability goal. Equipping educational partners and building homegrown leaders with the necessary skills and knowledge will increase investment and sustain momentum for ongoing growth.

Next, another intentional goal is to integrate Community School practices and goals into existing school policies, structures, and plans to achieve coherence and alignment at a systematic level. During Year 1 of our Implementation Plan, OCI's Community Schools Steering Committee will work with school leadership and staff as well as educational partner groups like Parent Advisory Committee and Student Council to develop this coherence and alignment. Weaving our efforts from our Community Schools initiative and Implementation Plan into the infrastructure of our existing strategic plans such as our LCAP and WASC and school-wide goals such as CSI will ensure institutional support and make it an integral part of our long-term vision and mission.

The Community Schools Steering Committee will also incorporate best practices for Community School sustainability as informed by the California Department of Education, the S-TAC (State Technical Assistance Center); the R-TAC (Regional Technical Assistance Center), the San Diego County Office of Education; and our local authorizer, the Orange County Office of Education. OCI and our Community Schools Steering Committee will also work with an community partners to conduct formative and summative evaluations that include quantitative and qualitative assessments (along with the CDE-required CCSPP evaluation components) to determine 1) the school's success in implementing the Community Schools model with fidelity and 2) the Implementation Plan's overall impact and success in meeting target performance measures related to the designated goals and local, state, and federal indicators of success.

The Community Schools Steering Committee will present the results of our ongoing Needs and Assets Assessment and the Evaluation Plan to the Parent Advisory Committee and the OCI Board of Directors to demonstrate the Implementation Plan's return on investment resulting from improved student outcomes, expanded learning opportunities, increased educational partner engagement, improved coordination and delivery of vital services, and other intended transformational outcomes.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Review and enhance existing partnerships and source new prospective partnerships with focus on Four Essential Pillars to meet student and family needs and school-wide goals	1) Develop Partnership Matrix to ensure alignment to CCSPP Four Essential Pillars and LCAP Goals a) Document measurable outcomes and metrics of evaluation for partnerships b) Review and update Partnership Matrix annually 2) Complete Whole Child and Family Support Inventory as part of Needs and Assets Assessment to identify strengths and gaps 3) Source new partnerships with focus on following topics a) Social-Emotional learning and Mental Health b) Parent Engagement and Parent Education c) Expanded Learning Opportunities d) Workforce Readiness 4) Presentation of partnerships to Community Schools Steering Committee and Parent Advisory Committee a) Documentation and progress monitoring through agendas, sign-in sheets, and meeting minutes

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:

Throughout the Community Schools planning process, OCI staff and educational partners have engaged with local leaders and community partners to conduct the Needs and Asset Assessment to identify strengths and gaps. This included completing an inventory of existing community-based service providers to begin a Partnership Matrix, which lists community partner organizations and their services. OCI attended the OCDE Joint Networking meeting, a countywide interagency workshop comprised of The Family and Community Partnership (FCP) Network, Mckinney Vento/Foster Youth Liaison Network, Community Schools Network, Early Learning, and Child Welfare and Attendance Network convening to discuss strategies for supporting students and families. Along with these county agencies, the list below includes existing key community-based service providers as well as prospective partnerships currently in progress or planned to be sourced to align with and meet the CCSPP 9 Capacity Building Strategies, Four Essential Pillars, and Whole Child and Family Support Inventory.

Based on our planned goals and metrics, we will continue to develop additional formal and informal partnerships with organizations in our community where students, families, and community members can access enriching educational opportunities on important topics like parenting skills, digital literacy, workforce readiness, and more. We will continue to conduct a thorough needs assessment to determine the prevalent needs of our community, with the goal to transform our learning center into a true community hub where needs and hopes are met with opportunities and resources.

Below is a sample list of our existing partnerships aimed at providing comprehensive support aligned to the Whole Child and Family Support Inventory for mental, social-emotional, and physical health. Through deepening our existing partnerships and progress monitoring outcomes with our ongoing Needs and Assets Assessment, we'll strengthen the infrastructure of our community network for delivering comprehensive services while simultaneously identifying service gaps.

Be Strong Families Parent Cafe	Parent Engagement	Training	Training model centered around structured, small group conversations, called Cafés, to facilitate transformation and healing within families, build community, develop peer-to-peer relationships, and engage parents as partners in the programs that serve them.
CalOptima	Health	Referral	Caloptima provides low income families with assistance to sign up for free health insurance. We refer students and

			parents who do not have access to health insurance and students who are no longer in contact with their parents and need to apply for their own health insurance.
Care Solace	Mental Health	Case Managed	Care Solace is a virtual mental health service. Counselors refer students to the service and the service links students to a therapist for free mental health services such as counseling
Family Health Matters	Health	Referral	Local doctor's office that provides health services regardless of the patients ability to pay including pediatrics and mental health services
LGBTQ+ Center OC	LGBTQ+ Resources	Referral	Provides mental health, legal, and health resources to individuals who identify as LGBTQ+
Moms Orange County	Parenting Education	Case Managed	Provides parenting resources such as diapers and parenting support groups designed for teen parents. Resources for teen and young adult mothers and fathers.
MDR FIlms	CTE	Classes	Partner offering CTE course in Arts, Media, and Entertainment
Pathways for Hope	Housing	Referral	Provides housing resources such as affordable housing, utility assistance, down payment assistance.
Ready Set OC	WIOA	Case Managed	WIOA Program strives to help "at-promise" out of school youth ages 16-24 further their educational and vocational goals as well as explore career options through internships and employment as part of the Workforce Innovation & Opportunity Act (WIOA)
Ready Willing and Able	WIOA	Case Managed	This innovative program offers a guided apprenticeship to Californians with disabilities, facilitating access to apprenticeship pathways and offering

			them the opportunity to secure fulfilling, long-term careers.
Santa Ana College	Dual Enrollment	Course Offered	Dual Enrollment partnership offering college credit courses in Graphic Design, Digital Media
Stand Up For Kids	Housing	Case Managed	Housing resource serving homeless, at-risk, and parenting youth ages 14-25 to end the cycle of homelessness through four core programs: Street Outreach, Outreach Centers, Mentoring, and Housing.
Waymakers	Justice-Involved Youth	Case Managed	Program for Justice-Involved youth providing counseling, housing, and linkage to resources for victims of abuse
Western Youth Services	Mental Health	Referral	Mental health, behavioral health, and trauma-informed care services on referral basis.

Strategy 7: Professional Learning

Professional learning enhances collaboration and coordination and provides opportunities for interest-holders to develop shared understanding, build relationships, and coordinate their efforts to better support student success.

Below, describe your goals and action steps for professional learning opportunities specific to the community school strategy. Consider role-specific professional learning supports that are offered to administrators, educators, classified staff, families, and other role groups as necessary. Also consider how schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps

Build collective understanding and shared commitment of all educational partners to the CA Community Schools Framework, Overarching Values, and 9 Capacity Building Strategies through professional development and community learning opportunities	1) Provide dedicated professional development and capacity building on Four Pillars, Four Cornerstone Commitments, and Four Key Conditions for Learning, and Four Proven Practices 2) State and Federal Programs Coordinator and Parent Engagement Liaison will continue to attend CDE, S-TAC, and R-TAC trainings and professional development opportunities a) Training will be made available to additional staff and educational partners b) Information at trainings will be turnkeyed at Community Schools Steering Committee meetings 3) Community Schools will remain an ongoing agenda in Parent Advisory Committee, Student Council, and staff professional development a) Documentation and progress monitoring through agendas, sign-in sheets, and meeting minutes

Professional Learning Communities model for continuous cycle of improvement with focus on learning, culture of collaboration, and results orientation	1) Focus on building instructional capacity for supporting English Learners a) Align to practices and outcomes for Significant Disproportionality Comprehensive Coordinated Early Intervening Services b) Align to practices and outcomes for Differentiated Assistance 2) Continuum of equity practice through Warm Demander approach 3) Continue to offer internal and external professional development with focus on: a) Culturally Proficient and Relevant Instruction b) English Learner instructional best practices c) Racially Just and Restorative Schools d) Assets-Driven and Strengths-Based Practice e) Social-Emotional Learning f) Trauma Resiliency

Strategy 8: Centering Community-Based Curriculum and Pedagogy

Community-based curriculum and pedagogy builds on the rich, diverse cultural, linguistic backgrounds of students and families. It can increase students' engagement in their learning by connecting to real-life experiences and issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase educator proficiency in Community Based Learning (CBL)	1) Train staff in pedagogical and practical roots of CBL 2) Incorporate CBL into curriculum during department PLCs 3) Develop service learning and/or senior portfolio projects to broaden community based learning and career skills a) Work with WIOA partners and other community organizations to develop CBL opportunities b) Work with Curriculum Department to develop credits aligned to CBL projects
Increase educator proficiency in Trauma Resilient Educational Communities (TREC) model	1) Train staff in pedagogical and practical roots of TREC model 2) Progress along continuum of TREC accreditation a) Partner with TREC Oversight Committee to bring in-person professional development to school-site b) Align TREC Self-Study and Sustainability Plan to Community Schools Implementation Plan 3) Expand resiliency programs c) Analyze Needs and Assets Assessment results to determine and implement resiliency programs d) Presented and reviewed by Community Schools Steering Committee and Parent Advisory Committee as evidenced by meeting agendas and minutes e) Pilot and deliver resiliency programs

Strategy 9: Progress Monitoring and Possibility Thinking

When interest-holders come together to review data on student outcomes and program effectiveness, they can ensure that the strategy is responsive to the assets and needs of students and families and adapt practices to better support success. Progress monitoring and possibility thinking allows for the celebration of successes, development of new strategies, structures and practices, and builds stronger relationships and partnerships among interest-holders.

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Our school is dedicated to a thorough and collaborative development of an evaluation plan that is intentionally rooted in local data and diverse community-based definitions of success. Inherent in developing this plan is to deepen and extend existing engagement with our community members to validate the unique priorities and desired outcomes reflective of our local context. Part of our ongoing work in deepening engagement is raising the collective capacity of our educational partners through deliberate professional development regarding the CA Community Schools Framework, existing schoolwide plans and how they align with the Framework, and important State and local priorities like the CA Dashboard. The following goals, action steps, and outcomes/indicators maps out our intended plans for developing the evaluation plan.

Goals	Action Steps	Outcome/Indicators

Develop, monitor, and assess a CCSPP Evaluation Plan aligned to Implementation Plan; the CA Community Schools Framework; existing schoolwide plans; and all local, state, and federal accountability indicators	1) OCI Community Schools Steering Committee will work with an evaluator to develop a robust Evaluation Plan that includes accurate and relevant data collection, progress monitoring, assessment, and reporting. 2) OCI Community Schools Steering Committee will meet regularly to review Implementation Plan as part of evaluation process 3) To ensure local data and community-definitions for success guide Implementation Plan and Evaluation Plan, ongoing reports and updates of the Implementation Plan will be shared with all educational partner groups through Parent Advisory Committees, Student Council, PLCs, and staff meetings. 4) Local, state, and federal data will be used to inform Implementation Plan and Evaluation Plan including but not limited to: a) CA Dashboard Priorities i) Graduation Rate ii) ELA and Math iii) English Learner Progress iv) College and Career b) Chronic Absenteeism	1) Draft of Evaluation Plan will be provided to Community Schools Steering Committee by Quarter 2 of Year 1 2) Baseline data presented to Community schools Steering Committee and Parent Advisory Committee by Quarter 3 of Year 1 3) Use of 9 Capacity Building Strategies as a design to move along the phases of growth and development: Visioning, Engaging, Transforming 4) Evaluation Plan will be shared with R-TAC for review, feedback, and technical assistance to ensure data and outcomes are aligned to CA Community Schools Framework 5) Annual Evaluation Plan results will be shared with Community Schools Steering Committee, Parent Advisory Council, school staff, and OCI School Board with feedback solicited for improvement from each respective group 6) Documentation and progress monitoring as evidenced by all relevant meeting agendas, sign-in sheets, and meeting minutes

	c) Significant Disproportionality d) LCAP Goals e) Credit completion 5) The evaluation plan will incorporate all CDE, S-TAC, and R-TAC recommended data, surveys, and focus group feedback along with all goals, measures of progress, and intended outcomes listed in this Implementation Plan	7) Evaluation Plan will be articulated into existing schoolwide plans as part of continuous cycle of improvement

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