

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: DALE JR HIGH SCHOOL CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

Dale Jr High  
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## 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
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

Introducing a Community School model in our educational landscape not only resonates deeply with the beliefs of our school district but also serves as a commitment to realizing the unlimited potential inherent in every student. Aligned with the California Community Schools framework, this initiative mirrors our collective aspiration to foster a better world by nurturing and empowering each individual within our educational community. Believing firmly in the limitless capabilities of all our students, we recognize the importance of widening access to diverse opportunities and resources that facilitate their holistic growth and development. By embracing the Community School model, we can create a nurturing environment where every student is supported in realizing their fullest potential.

At the heart of our commitment to the four overarching values of the California Community Schools (CA CS) Framework lies a comprehensive approach that not only acknowledges the importance of these values but actively integrates them into every facet of our community school initiatives.

Firstly, in our dedication to fostering racially-just, relationship-centered spaces, we prioritize initiatives that celebrate and honor the rich diversity within our campus. By collaborating closely with our restorative practice coordinator, we facilitate activities that not only strengthen interpersonal connections but also acknowledge and affirm the unique backgrounds and experiences of each member of our community. Through these efforts, we not only cultivate a culture of inclusivity but also lay the groundwork for building trust and understanding among all stakeholders.

Secondly, we recognize the importance of shared power and actively promote a shared leadership approach. Recognizing that true community engagement requires active participation from all stakeholders, we have implemented a shared leadership model that ensures equitable representation and decision-making processes. Our Community School site team serves as a prime example of this commitment, where power is distributed equally, and diverse voices are not only heard but valued in shaping the direction of our community school initiatives.

Thirdly, we recognize the pivotal role of classroom-community connections in fostering meaningful and relevant learning experiences for our students. To this end, we prioritize professional development opportunities for our staff, equipping them with the tools and strategies to integrate community-focused projects into their curriculum. By facilitating these connections, we not only make learning more engaging and impactful but also empower students to become active agents of change within their own communities.

Lastly, our unwavering focus on continuous improvement and possibility thinking drives us to constantly seek innovative ways to enhance the quality of teaching, learning, and community relationships within our school. Through initiatives such as community voice circles, professional development opportunities, and collaborative forums, we create spaces where dialogue, reflection, and collective problem-solving thrive. By nurturing a culture of collaboration, commitment, and empowerment, we lay the groundwork for transformative change that not only benefits our educational community but also serves as a beacon of inspiration for others. In essence, our developmental plans are not just about achieving short-term goals but about fostering a culture of resilience, innovation, and collective action that empowers every member of our community to realize their full potential.

**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 we move forward with the implementation phase of our community school initiative, we understand the significance of delving deeper into the needs and assets assessment process to ensure the active participation of the entire community in shaping our priorities and vision. Building upon the groundwork laid by the initial assessment, we are committed to engaging stakeholders across various groups, including administrators, certificated and classified staff, students, family members, community partners, and historically marginalized groups, in a comprehensive and inclusive manner.

To achieve this, we have devised a multifaceted approach that encompasses a range of engagement methods tailored to the preferences and needs of different stakeholders. For administrators and staff, we plan to organize dedicated meetings focused on community schools, providing them with a platform to share insights and perspectives on the identified needs and assets.

For students, families, and community members, we recognize the importance of meeting them where they are. To this end, we will conduct outreach efforts that extend beyond traditional channels, offering opportunities for participation before and after school hours, as well as during lunchtime and other convenient times. These efforts may include hosting community forums, conducting one-on-one interviews, and organizing focus groups to ensure that their voices are heard and valued.

Furthermore, in our commitment to amplifying the voices of historically marginalized groups, we will implement targeted strategies aimed at addressing the unique barriers they may face in participating fully. This may involve providing translation services and creating safe and inclusive spaces where individuals feel comfortable sharing their perspectives. Additionally, we will prioritize building trusting relationships with these communities, fostering open dialogue and mutual respect to facilitate meaningful engagement.

**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
School Safety	<ul style="list-style-type: none"> <li>● Implement a Parent Greeter Program-enlisting the support of parent trained volunteers to greet students before and after school, fostering a sense of connection and security on campus.</li> <li>● Increasing awareness of the STOP IT app-empowering students to report any unsafe behaviors, including bullying, cyberbullying, and potential conflicts.</li> <li>● Decrease by 10% the response rate of students who expressed they don't feel safe on campus</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>● Provide ongoing mental health awareness and intervention training for the school staff.</li> <li>● Develop a Wellness Center for students- will serve as an outlet for students' well being on campus.</li> <li>● Host community voice forums-these forums will provide valuable insights and perspectives, allowing us to continuously improve our mental health support systems for all members of our school community</li> </ul>
Basic Needs	<ul style="list-style-type: none"> <li>● Establish a Food Pantry-This initiative seeks to fortify our efforts in providing essential support to those facing food insecurity within our school community.</li> <li>● Introduce Mobile Clinics-we aspire to broaden our impact by introducing mobile clinics that offer vital services such as vision and dental care for students and their families. Through these endeavors, we strive to foster a holistic approach to community well-being and to ensure that our students have access to the resources necessary for their overall success</li> <li>● Host two clothing drives throughout the school year to ensure we have clothing available for students &amp; community members when a need arises</li> </ul>

## 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
<p>Support teachers to integrate lessons learned from our needs and assets assessment, our community voice circles and our whole child inventory to design a schoolwide project based learning (PBL) to foster cultural relevance and student agency.</p>	<ul style="list-style-type: none"> <li>● At the beginning of the school year, share our schoolwide goals with the staff and have them brainstorm school wide relevant project ideas.</li> <li>● Have staff vote on the “theme or question” for the year that is meaningful and relevant for our community.</li> <li>● Via the Site Leadership Team (SLT) or appropriate focus team, develop the roll out or kick off for the staff regarding this year’s schoolwide PBL.</li> <li>● Utilize predetermined late start professional learning community (PLC) time to design plan and execute the unit or lessons; including, any relevant civic engagement opportunities.</li> <li>● At Open House, have students share out their final PBL to parents and community members.</li> </ul>

<p>Teachers will reflect on and enhance their current performance task assessments (PTA) to align with the community schools' school wide goals, fostering meaningful connections between classroom learning and community needs.</p>	<ul style="list-style-type: none"> <li>● Organize a workshop or professional development session focused on reviewing the community schools' school wide goals.</li> <li>● Provide guidance on identifying opportunities to align PTAs with the identified community needs and priorities.</li> <li>● Distribute a template or guide for educators to evaluate their current PTAs in light of the community schools' goals and encourage educators to reflect individually or in small groups on how well their PTAs currently address community needs and foster connections with classroom learning.</li> <li>● Prompt educators to identify strengths and areas for improvement in their PTAs based on the alignment with schoolwide goals.</li> <li>● Provide time and resources for educators to collaborate on designing new PTAs or modifying existing ones to incorporate community connections.</li> <li>● Support ongoing iteration and refinement of PTAs based on feedback and reflection to ensure continuous improvement in alignment with schoolwide goals.</li> </ul>
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### 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
<p>Foster a culture of shared decision-making and collaborative leadership within the community schools site team to ensure effective coordination of services, inclusive decision-making, and sustainable transformation efforts.</p>	<ul style="list-style-type: none"> <li>● Ensure that all stakeholders, including staff, students, community partners, parents are represented in decision-making process and have opportunities to contribute.</li> <li>● Designate roles and responsibilities within the site team to ensure clarity of purpose and accountability for action items.</li> </ul>
<p>Strengthen Collaborations with Partners</p>	<ul style="list-style-type: none"> <li>● Continue to build upon our current partnerships</li> <li>● Expand collaborations by inviting partners to our school wide events-back to school, open house, registration etc</li> <li>● Attend &amp; promote partner meetings &amp; events</li> <li>● Shared Vision and Goals: Ensure that all partners have understanding of the shared vision and goals. Collaboratively develop these objectives to ensure buy-in from all stakeholders.</li> <li>● Open Communication: Establish open channels of communication where partners can freely express their and feedback.</li> <li>● Collaborative Decision-Making: Involve all partners in the decision-making process to promote ownership and commitment. Seek consensus whenever possible and be willing to compromise when necessary.</li> <li>● Trust Building: Build trust among partners by delivering on promises, being reliable, and demonstrating integrity in all interactions. Trust forms the foundation of strong partnerships.</li> </ul>

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

**Community Schools Site Teams**  
 Community School Site Teams are composed of the Community School Coordinator, Community School Teacher Lead, Students (3), Principal, Parents (3), Teachers (2), the Family and Community Engagement Specialist, and one other school staff (e.g., social worker; counselor, etc.), community members (3), and representatives from partnering community-based organizations. Community School Site Teams meet monthly and are the point of collective visioning, strategic planning, and implementation of school-specific programs. The Site Team leads the development and implementation of strategies for assessing needs and assets and using those assessments to inform services and program development. Community School Coordinators and Community School Teacher Leads co-facilitate the Community School Site Team and ensure authentic representation, shared leadership, and decision-making space. Community School Coordinators build site-specific recruitment, selection, and role descriptions for the Community School Site Team.

**District Community Schools Steering Committee**

Parents, students, teachers, district and site staff, as well as partnering community-based agencies, are also represented on the District Steering Committee for Community Schools which meets monthly. The District Steering Committee is composed of parent/guardian representatives (3), student representatives (2), the Anaheim Secondary Teachers Association (ASTA) President, ASTA Community Schools Organizer, California Teachers Association Staff Person, AUHSD Director of Community Schools and Family and Community Engagement, Manager of Family and Community Engagement, Manager for Community Schools, Site Principal (1), Community School Coordinators (2), Community Partner Representatives focused on equity and justice, funding, mental health, local governance and neighborhood services (5). The District Steering Committee builds networks of support systems for the community schools, provides professional development and educational resources and creates sustainability infrastructure via long-term fiscal and strategic planning and networking. The collaboration between the Community School Site Teams and District Steering Committee creates a formal structure in which resources, partnerships, and programs are shared, redirected, and/or expanded based on specific community needs identified as site-specific and/or district-wide.

**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
Bolster our Community Schools Team	<ul style="list-style-type: none"> <li>● Maintain staff that are champions for Community Schools</li> <li>● Expand our Community Schools Site Team to include additional school staff</li> </ul>
Continue to braid school funds and resources	<ul style="list-style-type: none"> <li>● Continue a community schools site team member’s presence at School Site Council Meetings to ensure that community schools is represented in the single plan for student achievement (SPSA).</li> <li>● Utilize a transparent proposal process to support the funds from the community schools grant is being used to best of its’ ability in order to maximize sustainability.</li> </ul>



## Key Staff/Personnel

Rafael Santiago	School Principal
Sussanne Miranda	Community Schools Teacher Lead
Rene Covarrubias	Community Schools Coordinator
Elizabeth Medina	Family and Community Engagement Coordinator

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

Ensuring the sustainability of our community schools model beyond the initial grant funding is a key priority for both AUHSD and Dale Jr High. We recognize the importance of establishing a framework that can be maintained and built upon over time to continue providing valuable support and resources to our students, families, and community members.

One of the critical steps in building sustainability is integrating the community schools model into the broader educational priorities outlined in AUHSD's Local Control and Accountability Plan (LCAP). By aligning the goals of the community schools with the district's overall vision for education, we can leverage general and state funding to sustain essential positions like the Community School Coordinator and Community School Teacher Lead. This strategic approach ensures that these roles remain integral to the functioning of our schools, even after the grant funds have expired.

Additionally, we are taking proactive steps to establish a Community Schools Resource Center on our campus. This center will serve as a central hub for accessing resources and services, not only for our students but also for their families and the wider community. By consolidating resources in one accessible location, we can maximize their impact and ensure that they continue to be utilized effectively long after the grant period ends.

## 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
<p>Establish meaningful community partnerships to enhance the effectiveness and sustainability of our initiatives, fostering collaborative relationships that benefit students, families, and the broader community.</p>	<ul style="list-style-type: none"> <li>Continuing using needs and assets survey, community voice circles and whole child inventory to identify our communities' needs and illicit community partners to support their needs.</li> <li>Develop partnership agreements or memorandums of understanding outline roles, responsibilities, and shared objectives to guide collaborative efforts effectively.</li> </ul>
<p>Develop a comprehensive community partnership map to identify and categorize potential collaborators, fostering strategic alliances and enhancing engagement opportunities for our organization within the community.</p>	<ul style="list-style-type: none"> <li>Create a database or spreadsheet to organize and manage the information collected, ensuring it is easily accessible and regularly updated as new partnerships are identified.</li> </ul>

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:

One of our primary goals is to ensure that our students have access to basic needs such as food, clothing, and shelter. Partnering with Serve the People and Love Anaheim allows us to connect families with essential resources, such as food banks, clothing drives, and housing assistance programs. By addressing these fundamental needs, we can create a more stable and nurturing environment for our students to thrive academically and socially.

In addition to addressing basic needs, we are committed to promoting mental health awareness and support within our school community. OCAPICA offers valuable resources and programming focused on mental health education, counseling services, and support groups. By partnering with OCAPICA, we can provide our students, staff, and families with the tools and support they need to prioritize mental wellness and seek help when needed.

Furthermore, enhancing school safety is a top priority for us. Partnering with organizations like Orangewood Foundation, which specializes in youth services and advocacy, allows us to implement comprehensive safety measures and support systems within our school. This includes implementing anti-bullying initiatives, providing conflict resolution training, and fostering a culture of respect and inclusivity.

Through these partnerships, we not only aim to address immediate needs but also to empower our parents and community partners to actively participate in our school's leadership and decision-making processes. By engaging with our stakeholders, we can better understand the barriers and challenges they face and work collaboratively to find effective solutions. This approach ensures that our partnerships are responsive to the unique needs and priorities of our school community, ultimately fostering a positive, healthy learning environment for all.

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