

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: ORANGEVIEW JUNIOR HIGH SCHOOL CSPP: IMPLEMENTATION PLAN

School Site Contact Information

Orangeview Junior High School
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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:

At Orangeview JHS, we're committed to creating a public school that's truly equitable and empowers all students, staff, families, and community partners. We believe in a collaborative approach where everyone has a say in shaping our school's offerings, services, and partnerships.

A cornerstone of our strategy is the Community School Site Team, a diverse group with representatives from teachers, students, administration, and the community. This team serves two-year terms, ensuring a steady flow of perspectives and fostering a sense of shared ownership.

We're actively working to integrate racial justice principles into our community school framework. This involves fostering school climates that celebrate and support every student. Our Community School Coordinator and CS Teacher Lead actively participate in department chair meetings and intervention discussions (EMTs) to ensure all students receive the resources they need to succeed, whether academic, emotional, or social.

Related to this is how Community Schools has started The Skittles Club. This inclusive club welcomes all junior high students, regardless of background. The Skittles Club fosters a supportive and diverse environment where students can connect with peers who share a passion for learning and building a strong, non-binary community.

From the start of the school year, students are introduced to the concept of community schools through engaging homeroom presentations. We've equipped teachers and staff with easily accessible QR codes to request Tier 1 support services for students.

The Community School Coordinator bridges the gap further by connecting staff with volunteer opportunities for students, such as food distributions or our OV thrift store. Additionally, the team organizes inclusive events like "Paint with Your Favorite Person" family nights, fostering open communication and connection between families and friends.

Our staff has participated in Capturing Kids Hearts training, equipping them with valuable tools for creating relationship-centered classrooms. Teachers embark on the school year by collaboratively developing social contracts that set positive expectations.

Classroom-community connections are something that we continue to work on and improve. We have a Performance Task Assessment called A Better OV that 8th grade history students complete. This assessment task encourages students to identify areas for improvement at our school and develop practical solutions. By addressing issues within their immediate environment, students learn to apply their knowledge and skills to real-world problems, thereby connecting classroom learning to their local community.

A second Performance Task Assessment is about improving society that is related to The Reformation that our 7th grade students complete. Similarly, this assessment task prompts students to tackle broader societal issues and propose solutions that can positively impact their community and beyond. By engaging with real-world problems on a societal level, students develop a deeper

understanding of the interconnectedness between their classroom learning and the larger community context.

An additional way to connect their learning with the community is the Soapbox Speech. The soapbox speech provides students with an opportunity to advocate for a cause or issue that they are passionate about, whether it's related to their school, local community, or broader society. By speaking out on issues that matter to them, students demonstrate their understanding of civic engagement and their ability to address real-world issues. This activity encourages students to connect their classroom learning to meaningful action and civic participation, thereby grounding their education in real-world relevance and community engagement.

The Community School Site Team constantly reviews data from our needs and asset surveys to identify and address evolving community priorities. This data-driven approach ensures our efforts are aligned with what matters most.

Recognizing that learning extends beyond the school day, we offer after-school tutoring programs on Tuesdays through Thursdays. Additionally, "Panther After Hours" provides a safe space for students to engage in activities from 4-7 pm once a month. We also keep the Parent Community Center open one evening monthly for working parents to connect with school resources and support.

The Orangeview Community School Site Team recently concluded a planning session for the next school year. We're committed to welcoming new members, gathering updated data through needs and asset surveys, and continuously refining our approach to build an exceptional community school experience for all.

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.

We're thrilled to launch our community school Needs and Aspirations (N&A) survey plan! To create the best school possible, we need to hear from everyone – students, parents, and staff. We're committed to ensuring everyone has a chance to share their ideas, and here's how:

Easy & Accessible Surveys: We've designed user-friendly surveys available both at school and online. These cater to students of all ages, parents, and staff, focusing on what matters most for our community school goals. We've also met as a district to ensure the surveys are clear and accessible for all families, in multiple languages and adapted for different age groups.

Food & Conversation Nights: Join us for casual gatherings (with food!) where you can chat about your hopes for the school and complete the N&A survey. We welcome parents and staff to connect and share their vision.

Community Voice Circles: We'll host dedicated CVC's for students, parents, and staff to delve deeper into their ideas. Orangeview JHS will schedule evening focus groups specifically to discuss the concept of a community school and the survey's importance.

For our valued families in ELD and special education classes, we'll discuss the importance of their voices and offer one-on-one assistance with the survey. We understand that attending meetings or using technology might not be possible for everyone.

Reaching Every Voice:

- **Fall Registration:** We'll offer the parent survey during summer student registration, a time when we see most families. This allows them to complete the survey at their convenience.
- **Paper Surveys:** We'll have paper versions available at school and the Parent Community Center for easy access.
- **Phone Calls:** We're happy to chat with you by phone and hear your ideas directly. We can also schedule a convenient time for you to visit the Parent Community Center and share your input.
- **Translation Services:** All surveys and meetings will offer translation support in multiple languages. Online surveys will also have built-in translation options.

By working together, we can build a community school that truly reflects the unique needs and aspirations of everyone.

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
<p>Goal 1: Enhance Mental Health Service for Students</p>	<p>Orangeview Junior High is dedicated to providing a comprehensive approach to student well-being. This year, we implemented several impactful initiatives to strengthen our mental health services. A user-friendly QR code system, displayed prominently in homerooms, classrooms, and the Main Office, allowed students to easily request counselor consultations, significantly increasing student awareness of available resources. Furthermore, our dedicated counselor received invaluable support from a team of interns, providing daily student access and facilitating social-emotional learning groups focused on self-esteem and other critical topics. These efforts were complemented by our partnerships with Girls Inc. and Waymakers, who offered self-esteem workshops and activities for all female students during PE classes and engaging lunchtime events, respectively. We are committed to building on these successes by expanding our partnerships and continuously improving our mental health services for all Orangeview JHS students..</p>
<p>Goal 2: Strengthen Student/Family Engagement and improve school culture</p>	<p>Orangeview JHS actively fosters strong student and family engagement. This year, we leveraged summer student registration to connect with parents/caregivers through conversations with the CS teacher, coordinator, and FACES representatives. We also provided information on involvement opportunities through committees, "Coffee with the Principal," workshops, PTSA, School Site Council, and the Community School Site Team. While attendance at some events has declined, we remain committed to finding new ways to make families feel valued and involved in decision-making. We're exploring offering modules accessible outside school hours to accommodate working parents/caregivers.</p>

<p>Goal 3: Expand Academic Support for Students outside of school hours</p>	<p>Orangeview JHS prioritizes providing a comprehensive academic support system. Beyond after-school tutoring, we collaborate with our community partner, Anaheim Achieves, to offer additional support for their enrolled students. Teachers have the discretion to offer optional Academic Recovery Center (ARC) sessions. This summer, we'll target students with low reading scores for a Summer Reading Enrichment program with dedicated teachers and instructional aides to focus on phonics. Building on these efforts, we'll launch an after-school "Snack and Study" program on Tuesdays and Thursdays. Geared towards students identified by our counselor as "at-risk," personalized invitations will be sent during the last period of the day, offering a welcoming space with snacks for focused academic work. This program aims to provide a comfortable and engaging environment to support student success.</p>
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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

Goal 1: Make sure that the staff continues to grow and improve its understanding of the students and community we serve

- Action Step 1: Work with the resources and personnel of the district to provide Professional Development, for example, the curriculum specialist of Ethnic Studies. Workshops: Offer workshops and training sessions focused on cultural competence, diversity appreciation, and understanding community assets. Invite guest speakers, including local community leaders and cultural experts, to share insights and experiences.
- Action Step 2: Facilitate Cross-Cultural Exchanges: Organize opportunities for educators to engage in cross-cultural exchanges, such as visits to community centers, cultural events, or family homes. Continue a modified version of our Community Bus tour to new and interested staff to go out and hear and see our community. Encourage educators to actively listen and learn from diverse perspectives and experiences.
- Action Step 3: Collaborative Learning Communities: Establish collaborative learning communities within the school where educators can share best practices, resources, and insights gained from their interactions with students and families. Encourage peer learning and support to deepen cultural understanding.

Goal 2: Foster Relationship-Centered Teaching Practices

- Action Step 1: Relationship-Building Strategies: Provide training on relationship-building strategies that create a sense of belonging and trust in the classroom. Many have been trained with Capturing Kids Hearts and we need to do a refresher at the beginning of each year. Educators can learn techniques such as active listening, empathy building, and fostering positive communication with students and families.
- Action Step 2: Family Engagement Initiatives: Develop initiatives to actively involve families in the educational process, such as family workshops, parent-teacher conferences, and home visits. Educators can learn how to effectively collaborate with families to support student learning and well-being. We invite parents to be part of our Capstone process. Parents/family members are invited at the end of the school year to come and see their students present their Capstone presentation. We also invite parents to come and be a part of our History MesoAmerica lesson. They come to the classroom and make tortillas with the class.

<p>Goal 3: Foster Community-based learning (CBL) which is an educational approach that involves students learning through interacting with their local communities.</p>	<ul style="list-style-type: none"> ● Action Step 1: Offer site based workshops that integrate community-based learning principles into curriculum design and instructional practices. Educators can share and explore strategies for connecting classroom learning to real-life experiences and community issues relevant to students' lives. ● Action Step 2: Authentic Learning Experiences: Provide resources and support for educators to design authentic learning experiences that incorporate community assets, cultural wealth, and indigenous ways of knowing. Encourage project-based learning, service-learning projects (District Servathon projects), and interdisciplinary approaches that engage students in meaningful ways. ● Action Step 3: Reflective Practice and Assessment: Foster a culture of reflective practice and continuous improvement by encouraging educators to regularly assess the impact of community-based learning initiatives on student engagement, sense of ownership, and agency. Provide opportunities for educators, maybe through Community Voice Circles, to share successes, challenges, and insights with their peers.
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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

<ul style="list-style-type: none"> ● Goal 1: Develop and refine site-level shared leadership structures to facilitate participation and decision-making among students, staff, families, and community members. 	<ul style="list-style-type: none"> ● Action Steps: <ol style="list-style-type: none"> 1. Conduct continuous Site Mapping and Assessment: Engage school stakeholders in mapping and assessing the current shared governance structures within the school and local community. Identify existing school-site and neighborhood teams, networks, or working groups to understand their purpose and how community schools can help. 2. Launch or Revise Leadership Structures: Based on the assessment, explore shared leadership structures and/or revise existing ones to ensure inclusivity and representation from all groups. These structures should facilitate collaborative decision-making and empower all members to contribute to the transformation process. 3. Monitor and Evaluate: Create a system for monitoring and evaluating the effectiveness of the shared leadership structures in promoting collaborative decision-making and fostering supportive relationships. Gather feedback from stakeholders regularly to identify areas for improvement and make necessary adjustments.
<ul style="list-style-type: none"> ● Goal 2: Strengthen collaboration by establishing and empowering the community schools site team to provide crucial guidance 	<ul style="list-style-type: none"> ● Action Steps: <ol style="list-style-type: none"> 1. Establish a new Community School Site Team: Work with our school and our community to establish a site team composed of representatives from various groups, including educators, administrators, students, families, and community partners. 2. Ensure Sustainability: Foster a culture of collaboration and shared decision-making within the site team to ensure the sustainability of collaborative leadership efforts over time. Encourage ongoing communication, reflection, and adaptation to changing needs and circumstances.

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):

At our community school, we have a robust system of shared governance and site-level leadership structures that ensure the active participation of students, parents, teachers, and classified staff in decision-making processes. Here's an overview of these structures:

1. PTSA (Parent, Teacher, Student Association):

- The PTSA serves as a vital forum for collaboration and engagement among parents, teachers, and students. It provides a platform for these stakeholders to come together, discuss important issues, and work collectively to enhance the educational experience for all students.
- The PTSA organizes various events, fundraisers, and initiatives aimed at supporting the school community and promoting parent involvement in their children's education.
- Through the PTSA, parents, teachers, and students have a voice in shaping school policies, programs, and activities.

2. School Site Council:

- The School Site Council is a representative body of students, parents, teachers, and classified staff. It plays a crucial role in the decision-making process at the school site level.
- The council collaboratively develops and reviews the Single Plan for Student Achievement (SPSA), which outlines goals and strategies for improving student achievement and school performance.
- Members of the School Site Council participate in budget planning, allocation of resources, and monitoring of progress towards achieving established goals.
- The council serves as a bridge between the school administration and the broader school community, ensuring that diverse perspectives are considered in decision-making processes.

3. Community Schools Site Team:

- The Community Schools Site Team is a multidisciplinary group consisting of students, parents, teachers, and classified staff, as well as representatives from community organizations and local businesses.
- This team focuses on strengthening the school's ties with the surrounding community and addressing the broader needs of students and families.
- Members of the Community Schools Site Team collaborate on initiatives such as community outreach, family engagement, and the provision of wraparound services to support students' academic success and well-being.
- The team identifies resources and partnerships within the community that can enrich the educational experience and support the holistic development of students.

Overall, these shared governance and site-level leadership structures reflect our commitment to inclusivity, collaboration, and student-centered decision-making. They empower stakeholders to actively contribute to the continuous improvement of our community school and ensure that the needs and voices of all members are heard and valued.

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
<p>Get Community Schools needs and asset goals braided into the SPSA conversations and budget</p>	<ol style="list-style-type: none"> 1. Needs and Asset Assessment Integration: <ul style="list-style-type: none"> ● Action Step: Incorporate a comprehensive assessment of community school needs and assets into the data collection process for the Single Plan for Student Achievement (SPSA). 2. Stakeholder Engagement and Collaboration: <ul style="list-style-type: none"> ● Action Step: Facilitate collaborative meeting with School Site Council and Community Schools Site Team to identify community school needs, assets, and priorities that are shared. 3. Resource Allocation Alignment: <ul style="list-style-type: none"> ● Action Step: Align budget allocations with identified community school needs and asset goals within the Single Plan for Student Achievement.

<p>Community Schools teacher and Community School Coordinator join School Site Council, PTSA and/or other decision making groups to advocate for the whole child</p>	<p>Actions steps for the next school year is</p> <ol style="list-style-type: none">1. Invite Community Schools Representation:<ul style="list-style-type: none">● Extend formal invitations to Community Schools teachers and coordinators to join decision-making groups as representatives.● Clearly communicate the importance of their participation in advocating for the needs of students and families served by Community Schools.2. Provide Support and Resources:<ul style="list-style-type: none">● Offer training, orientation sessions, or informational materials to Community Schools teachers and coordinators to familiarize them with the structure, purpose, and responsibilities of School Site Council and the PTSA● Provide ongoing support and resources to help Community Schools representatives effectively advocate for the whole child within decision-making processes, including access to relevant data, research, and best practices.
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<p>Have an implementation goal in the SPSA to fund a CS coordinator and CS Teacher Lead through title one or other funding resources</p>	<p>To make the work of Community School sustainable for years to come we need to present and show</p> <ol style="list-style-type: none"> 1. Needs Assessment and Goal Setting: <ul style="list-style-type: none"> ● Based on the needs assessment findings, establish a clear implementation goal within the SPSA to allocate resources for a Community Schools Coordinator and Community Schools Teacher Lead position. 2. Resource Allocation Planning: <ul style="list-style-type: none"> ● Identify potential funding sources to support the implementation of the Community Schools Coordinator and Teacher Lead positions, such as Title I funds, grants, district allocations, or community partnerships. ● Develop a budget proposal outlining the anticipated costs associated with hiring and supporting these positions, including salary, benefits, professional development, and programmatic expenses. ● Align the budget proposal with the implementation goal outlined in the SPSA, ensuring that funding allocations are targeted towards addressing identified needs and achieving desired outcomes.
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Key Staff/Personnel

<p>Family and Community Engagement Specialist (FACES)</p>	<p>Facilitate ongoing needs and assets surveys; support outreach and recruitment efforts for needs and assets assessment focus groups and assist with one-on-one interviews; collects, evaluates, and presents data to make informed decisions regarding family engagement programming; creates and implements training contents, workshops and education programs; develops incentive programs to encourage family engagement; manage Family Resource Centers; identifies</p>
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	<p>community resources; refers students and families to community programs; responsible for school to home communication.</p>
<p>Community Schools Coordinator</p>	<p>Facilitates needs and assets assessment process: coordinates focus groups, interviews, and phone calls, gathers, analyzes and presents data; manages the schedule of events and services with community partners; engages CBOs in partnerships to address critical needs in support of student achievement; seeks and establishes new partnerships; researches secures, and manages funding opportunities; manages Community Schools Resource Center; plans for and co-facilitates Community School Site Team and Community Asset Mapping process; leads creation and implementation of CS site plan; builds site program and leadership capacity; promotes and supports building relationships between the school community, families and the classroom.</p>
<p>Community Schools Teacher Lead</p>	<p>Plans and implements professional learning and provides ongoing support for the community schools model; cultivates partnerships to expand career pathway development and applied to learn in both the classroom and community settings; works collaboratively with instructional leaders; plans for and co-facilitates the Community School Site Team and the Community Assets Mapping process; leads creation and implementation of CS site implementation plans in collaboration with all stakeholders; builds site programs and leadership capacity; designs professional development that focuses on creating a racially just and restorative school climate; promotes and supports building relationships between the school community, families and the classroom; engages CBOs in partnerships to address critical needs in support of student</p>

achievement. Leads AUHSD FSCS commitment to powerful, culturally proficient and relevant instruction.

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

Goals and Action Steps for Ensuring Staffing and Sustainability that the district should consider

Goal 1: Staffing Alignment with Student Needs

- Action Step 1: Conduct a comprehensive assessment of student demographics and needs in each school within the Anaheim Union High School District.
- Action Step 2: Develop staffing plans for each school based on enrollment, ensuring resources are allocated to support English language learners, students with disabilities, and other marginalized groups.

Goal 2: Diverse and Multilingual Staff Recruitment

- Action Step 1: Implement targeted recruitment strategies to attract diverse candidates for teaching and support positions, emphasizing the importance of cultural competency and language proficiency.
- Action Step 2: Partner with community organizations, universities, and professional associations to expand the recruitment pipeline and reach candidates from underrepresented backgrounds.
- Action Step 3: Provide ongoing diversity and inclusion training for hiring committees and administrators to ensure fair and equitable recruitment practices.

Goal 3: LEA-level Community School Coordinator

- Action Step 1: Establish the role of a Community School Coordinator to provide leadership and oversight for community school initiatives.
- Action Step 2: Recruit an experienced and diverse candidate to serve as the Community School Coordinator, with expertise in community engagement and program management.
- Action Step 3: Ensure the Community School Coordinator collaborates closely with school leaders, district administrators, and community stakeholders to align efforts and maximize impact.

Goal 4: Sustainability Planning

- Action Step 1: Engage stakeholders at both the site and district levels to develop sustainability plans for community school initiatives, emphasizing long-term funding strategies from the LCAP and the SPSA.
- Action Step 2: Monitor and evaluate the effectiveness of sustainability plans regularly, making adjustments as needed to address emerging challenges and opportunities.

By implementing these goals and action steps, the Anaheim Union High School District can ensure that staffing aligns with student needs, promote diversity and inclusion in recruitment practices, and develop sustainable funding mechanisms to support ongoing community school initiatives

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
Goal 1: Enhance Mental Health Service for Students	Action Step Continue our relationship with Girls Inc and Waymakers. We hope to build a relationship with Higher Ground and continue to offer mental health support during lunch and after school.
Goal 2: Strengthen Student/Family Engagement and improve school culture	Action Step We will continue to nourish our relationship with our elementary school, our PTSA, Project SAY, Second Harvest to continue to reach our goal in strengthening student/family engagement and improve school culture.
Goal 3: Expand Academic Support for Students outside of school hours	Action Step As we continue to hold focus groups we are finding ways to receive academic support when the motivation is lacking. We will implement “snack and study” Tues and Thursdays next school year for a space where students can come and have a space to do school work if that is not an option at home. We will offer a Summer Reading Enrichment Program this summer where students will get one on one phonics lessons.

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:

The upcoming school year presents exciting changes for Orangeview JHS. As we prepare to move our school staff/students to the Western High School campus in the 2025-2026 school year, our top priority remains fostering a safe, connected, and academically enriching environment for all students, staff, and families. We are committed to maintaining strong partnerships with valued organizations like Second Harvest, ensuring the continuation of their monthly food distribution and food safety training. We also aim to expand our mental health services by partnering with Higher Ground, focusing on equipping students with the social and emotional skills to navigate a 7th-12th grade setting effectively. Building strong student-to-student relationships will be crucial in this new chapter for Orangeview JHS.

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