

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: Anaheim High School

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

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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:

Anaheim High School's understanding of community schools correlates well with the commitment to the Framework's Overarching Values. Prior to being designated as a community school, we had many of the values in place, building a strong foundation for the strategy. Overall, the school community demonstrates a commitment to creating inclusive, empowering, and dynamic learning environments that prioritize student voice, cultural relevance, and ongoing growth.

Our school aligns to the overarching values in the following ways:

1. **Creating racially just, relationship-centered spaces:** Incorporating announcements and projects that link classroom activities with community events and resources, such as sporting events and civic action projects.
2. **Shared power:** Empowering students through choice in assignments and projects, and fostering culturally centered discourse. Teachers also collaborate with students, families, and community members through social contracts and shared leadership approaches.
3. **Classroom-community connections:** Organizing guest speakers, field trips, and service learning projects that address community needs, as well as dedicating classroom time to topics relevant to marginalized groups and incorporating supplementary materials.
4. **Focus on continuous improvement and possibility thinking:** Implementing innovative strategies such as Minga for promoting accountability and incentivizing positive behavior. Teachers engage in professional development opportunities and embrace reflective practices to enhance their teaching methods and student engagement.

Since many tenants of the community schools strategy were already in place at our site, the official title of "Community School" has been received well by all educational partners, and that sentiment has been shared through various data collection sources. The intended plan is to continue building knowledge and active participation in the strategy through the following methods:

- Including the community schools vision and pillars in all site meetings presentations
- Having the community schools coordinator or teacher lead sit on all site leadership teams
- Continue to conduct frequent surveys and Community Voice Circles ("CVC's" a.k.a. focus groups) with all educational partners to monitor community schools efforts
- Regularly review the implementation plan and assess progress toward goals

**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.

Anaheim High School conducts a biennial comprehensive needs and assets assessment, co-led by the community school coordinator and community school teacher lead, in partnership with staff, students, parents, and community partners. The needs and assets assessment data not only determines program performance, but is also one of the instrumental drivers in academic instruction, out-of-school time programming, career development activities, health and mental health services, and overall practices and engagement efforts of Anaheim High.

The comprehensive assessment process includes surveys, Community Voice Circles (CVC's), and one-on-one interviews for each educational partner group (students, parents/caregivers, staff and community partners). After our initial needs and assets assessment in 2022-2023, we wanted to ensure that all student voices were represented, therefore we conducted additional community voice circles with parents and marginalized student groups, such as chronically absent students, students facing academic challenges resulting in multiple D's or F's, and "newcomer" students (new arrivals to the country) throughout the 2023-2024 school year.

In addition to the marginalized student population groups, we surveyed various student groups regarding their classroom experience to gather insight into their unique needs in terms of classroom instruction. The survey included focusing on aspects of what teachers do that they find most helpful (i.e. flexible assignment due dates, equitable grading policies, assessment choice), challenges they identify as hindering their ability to be successful (i.e. assignments posted on LMS platforms with limited instruction, rigid deadlines, poor relationships with students), and identifying additional supports that would be help students be more successful in class.

An effort to engage more staff was focused around our Instructional Assistants (IA's). Every Thursday our school has a late start, and all teachers engage in professional development. However, IA's did not have a structured use of this time. Our community schools coordinator and teacher lead identified this group as an untapped source of shared leadership in the community schools strategy, and in conjunction with the school psychologist and assistant principal in charge of IA's, the team created a late start schedule for IA's that included one day of the month dedicated to professional development, and the other three Thursdays making positive phone calls home, per teacher recommendation. Per the coordinator and teacher lead's suggestion, this year IA's were also included as panelists next to teachers and administrators in our Senior Capstone Showcase event. Our intention is to continue building the capacity of our IA's to positively impact instruction and expand the shared leadership approach.

**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><b>Goal 1:</b> In the next needs and assets assessment cycle, increase the completion rate numbers of each educational partner</p>	<p>We hope to increase the completion rate of each educational partner group by 15% to ensure equity of voice among our community and foster a culture of collaboration. We plan to regularly conduct diverse community voice circles in order to address specific challenges.</p> <p>We plan to accomplish this by preceding surveys with face-to-face meetings with educational partners about the intention of the surveys and building relationships within these meetings to bolster intentional completion of the surveys we send out.</p>
<p><b>Goal 2:</b> Nutrition services and support- addressing food insecurity</p>	<p>The goal is to make progress towards reducing dependence on the food pantry, and we hope to aim for a slightly lower utilization rate in the coming years. For 2023-2024, we aimed for a 90% utilization rate. However, during 2023-2024, our focus changed as the market was still new and gaining momentum, therefore we pivoted to focusing on registering new families and targeting our marketing efforts towards enrolling new families. As a result, we successfully registered over 300 families.</p> <p>In 2024-2025, we hope to double this number and continue to provide additional support services.</p>
<p><b>Goal 3:</b> Integration of the needs and assets data through instructional practices</p>	<p>Intentionally integrate the data gathered from the community schools' needs and assets assessment into teachers' instructional practices, pedagogy, and curriculum, fostering a targeted and responsive approach to education that addresses the specific needs and builds on the assets within the community.</p> <p>This will be accomplished by having the community schools teacher lead collaborate with the site instructional coach, department chairs, parents, and students to determine ways to include needs and assets data into instruction.</p>

## 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><b>Community Bus tour (August 2023)</b></p>	<p>The district level community schools steering committee created a plan for each community school in the district to use the first two professional development days prior to the 2023-2024 school year to be focused on taking staff on a deep dive into the neighborhoods and communities where their students live. Our site was tasked with determining a 45 minute bus route within the school’s boundarie with the intention of helping staff become more familiar with our students’ lived experience. Our community school’s coordinator took the lead to create the route and script, and she elicited the help of our community school’s teacher lead, principal, our feeder pattern community school’s coordinator, alumni, parents, students, and site leadership cabinet. Various collaboration meetings were held throughout the month of July 2023 to create the script.</p> <p>Day one of the staff professional development was focused on giving updated demographic information of our student body, including videos of student testimonials of current, and former, students, sharing their qualitative perspectives on the community in which they live. Day two of the training, staff went on the bus tour, and upon return worked in smaller groups to reflect on how they could use the data into their curriculum and/or work they do on campus.</p> <p>The three major themes that emerged from staff when asked to reflect on the experience were:</p> <ol style="list-style-type: none"> <li>1. <b>Empathy and Compassion:</b> Many participants expressed a deeper understanding and empathy towards the challenges their students face in their daily lives, such as long commutes, crowded living conditions, financial hardships, and familial responsibilities. This theme is evident in responses that highlight the need to be more compassionate, understanding, and supportive towards students' needs and circumstances.</li> <li>2. <b>Awareness of Community Resources:</b> Several participants mentioned gaining awareness of the resources available in the community, such as food distribution centers, resource centers, parks, and community events. There is a recognition of the importance of connecting students to these resources to support their well-being and academic success.</li> <li>3. <b>Understanding Student Backgrounds and Communities:</b> Many responses emphasized the importance of understanding students' backgrounds, living situations, and the communities they come from. This understanding informs instructional practices, classroom environment, and support strategies tailored to meet students' individual needs. Participants also highlighted the significance of engaging with the community and recognizing its role in students' lives.</li> </ol>

<p><b>Disseminate needs and assets data collected from around classroom instruction and experience to teachers</b>  <b>Follow up with</b>  <b>(January 2024)</b></p>	<p>On January 26th, our professional development day for teachers delved deeply into our community school strategy, highlighting its pivotal role in providing essential support to marginalized groups within our community. The sessions were diverse and enriching, featuring Instructional Strategies Breakout Sessions covering various pertinent topics:</p> <ul style="list-style-type: none"> <li>● Universal Design for Learning</li> <li>● Cultivating a Culture of Voice over Compliance</li> <li>● Implementing Trauma-Informed Practices</li> <li>● Promoting Equitable Grading Practices</li> </ul> <p>The overarching goal of the January 26th PD was to explore the multifaceted concept of educating the whole child. This involved centering our professional learning on holistic education approaches, ensuring that every aspect of a student's well-being is considered. Additionally, we aimed to leverage the valuable insights gathered from our Community Schools Needs and Assets Survey, using this data to inform our strategies and plans for fostering a supportive learning environment.</p>
<p><b>Take teachers on deep dive into the needs and assets data collected from students around classroom instruction and experience</b>  <b>(February 2024)</b></p>	<p>On February 15, during the teacher late-start professional development hour, teachers structured protocol in their departments to deep-dive into the data collected from student classroom experiences. 363 students were surveyed about their classroom experience questions around aspects of what teachers do that students find most helpful (i.e. flexible dates, equitable grading policies, assessment choice), challenges students identify as to be successful (i.e. assignments posted on LMS platforms with limited instruction, rigid relationships with students), and determining additional supports in order to be successful.</p> <p>After the data analysis protocol, teachers were asked to reflect on the following question: <i>What do you think about in terms of your own practice?</i> The three most prominent themes regarding how teachers can improve their practice were:</p> <ol style="list-style-type: none"> <li>1. <b>Prioritizing Mental Health and Building Relationships:</b> There's a clear recognition among teachers of the importance of addressing mental health in the classroom and fostering positive relationships with students. This involves understanding their interests, providing support, and creating a nurturing environment where students feel comfortable expressing their needs.</li> <li>2. <b>Clarity of Instructions and Expectations:</b> Teachers recognize the need to be explicit about why they teach certain concepts, and ensure instructions and expectations are communicated effectively. This includes revisiting assignment descriptions, providing support for absent students and English learners, and being mindful of pacing to avoid rushing through material.</li> <li>3. <b>Flexibility and Equity in Teaching Practices:</b> Teachers aim to balance flexibility in their teaching approaches. They acknowledge the diverse needs and circumstances of their students and strive to provide equitable education while maintaining high expectations. This includes implementing fair late work policies, offering support during lunch or after school, using cooperative learning, and considering alternative grading methods like equity-based grading.</li> </ol>

## **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><b>Goal 1:</b> Foster a culture of shared leadership within Anaheim High School by leveraging our community school site team as a means for collaboration and decision-making among each educational partner</p>	<ol style="list-style-type: none"> <li>1. Create a site-specific proposal form that specifies the three site specific goals identified through the Whole Child Inventory process. Educate all educational partners on the Community Schools Site Team of the parameters on the use of funds as defined in the CCSPP</li> <li>2. Promote a shared decision-making process within the Community School Site team that encourages consensus building through a fist to five model. This model gauges the level of consensus within the group. The model encourages open communication and encourages participants to voice their concerns or support for specific initiatives</li> </ol>
<p><b>Goal 2:</b> Increase capacity of site team members to submit proposals in alignment with Annual Performance Report (APR) goals</p>	<ol style="list-style-type: none"> <li>1. Dedicate one site team meeting to analyzing the CCSF spending, ensuring all educational partners feel comfortable and knowledgeable parameters for spending.</li> <li>2. Support Community Schools Site Team members with writing and preparing proposals, connecting members with resources as needed. Since parents and students may not have as much familiarity with educational proposals, the community schools coordinator and teacher lead will continually check in with all educational partners to assess for accessibility and equity in proposal submissions.</li> </ol>
<p><b>Goal 3:</b> Share proposal form with all staff, students, and parents</p>	<ol style="list-style-type: none"> <li>1. The community schools site team will determine a roll-out process of the proposal form to all staff, students, and parents, continuing to consider each educational partners' capacity to submit appropriate proposals, and supporting and filling in gaps, as needed, to ensure equity of the process.</li> </ol>

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):

With the implementation of the Community Schools Site Team, Anaheim High School will continue to ensure that we promote equity and shared decision-making based on the needs and strengths of the community.

**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. The AHS Community School Site Team meets 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.

### 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><b>Goal 1:</b> The Community School Coordinator and Community School Teacher Lead develop, plan and execute the community schools model</p>	<ol style="list-style-type: none"> <li>1. Ensure consistency and cohesion of the community schools strategy at Anaheim High School.</li> <li>2. Strive to continuously foster community-building among current and new staff members.</li> <li>3. Ensure foundational understanding of community schools, expectations, roles and responsibilities.</li> </ol>
<p><b>Goal 2:</b> Build intentional systems/structures around the braiding of resources, including funding, staff and services at Anaheim High School.</p>	<ol style="list-style-type: none"> <li>1. Identify available funding streams, including AHS general funds, Title I, and community school funds in order to implement various programs and services and leverage additional funding sources, partnerships, or grants to sustain and/or expand initiatives over time.</li> </ol>

**Key Staff/Personnel**

<p>Community School 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 School 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 12CCSPP: Implementation Plan Template 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 achievement. Leads AUHSD FSCS commitment to powerful, culturally proficient and relevant instruction.</p>

<p>Family and Community Engagement Specialists (FACES)</p>	<p>Integrate the FACES within the Community School Site team to oversee the implementation of current and new strategies for family and community engagement using the needs and assets data. 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 community resources; refers students and families to community programs; responsible for school to home communication.</p>
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

The district has integrated the Community School Coordinator position at Anaheim High School into its Local Control and Accountability Plan (LCAP) priorities, ensuring sustained funding beyond the initial five-year grant. This funding approach ensures the ongoing role of the Community School Coordinator, while also continuing to advocate within the LCAP for the sustained inclusion of the Community Schools Teacher Lead and any other support systems that have been put in place to support the Community Schools model.

*Anaheim High receives services from a Licensed Vocational Nurse. A portion of those services are potentially billable to Medi-Cal, which will contribute to the continued funding and sustainability. We have expanded our hearing, vision, and dental services at our community school to create new revenue streams, which not only ensures integrated support but also strengthens the framework established by the Community Schools team and offset the fiscal impact of having such services on-site.*

Other resources from local, private foundations, the County of Orange, and ongoing, in-kind services from community partners will allow for the continuation of activities at Anaheim High. Additionally, Anaheim High has fulfilled its vision to dedicate resources and space with the establishment of the Anaheim High School Community Schools Resource Center (CSRC) on campus that is available to students, families, and the community at large. Educational partners have access to a permanent food pantry, social services benefits enrollment, vision clinics, hygiene products, school supplies, gently used clothing closet, and more.

## 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><b>Goal 1:</b> Establish and strengthen new and or/current collaborative partnerships that align with Anaheim High’s holistic approach to student support, including mental health services, self-esteem programs, positive mentorship initiatives, and student engagement activities.</p>	<ol style="list-style-type: none"> <li>1. Provide opportunities for the school community to access resources, services and programs based on their unique needs identified via the needs and asset assessment.</li> <li>2. Provide space within the Anaheim High School’s Community Schools Resource Center to be able to provide community partner services in a centralized, easily accessible location. We collaborated with the City of Anaheim to designate a section of the public street adjacent to the CSRC as two-hour parking specifically for families accessing these services. Previously, this area had a no-parking restriction during school hours.</li> <li>3. Girls Inc, neutral ground, serve the people, families together community schools interns</li> </ol>
<p><b>Goal 2:</b> Community Asset Mapping</p>	<ol style="list-style-type: none"> <li>1. By leveraging the efforts of the ROP Community Health Pathways Internship, Anaheim High School will utilize the findings and connections established by the interns concerning communities, local nonprofits, and community-based organizations that provide support in public and community health. These resources will be utilized to offer further assistance to our school community.</li> </ol>
<p><b>Goal 3:</b> Collect input from students and families that have accessed services to further strengthen our partnerships.</p>	<ol style="list-style-type: none"> <li>1. Utilizing surveys, community voice circles, and one-on-one interviews, along with attendance rates and grades, to evaluate the effectiveness of services and determine which are most beneficial and necessary, while identifying any that may be unnecessary and should be discontinued.</li> </ol>

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:

Upon completion of the assessment cycle, Anaheim High will continually identify opportunities and develop strategies for sharing and redirecting services for students and families to address issues of mental health, food insecurity, medical and dental care, and education. Programs and services will be available directly on our community school campus. Through the community asset mapping process, Anaheim High will leverage the assets of the community and provide broad perspectives to understand gaps and overlaps in assets, needs, services and programs by bringing attention to patterns and data at the school level. In the 2022-2023 needs and assets cycle it was determined that there's a strong demand for programs and services that provide opportunities for students to be engaged and find mentors. The community schools site team determined that we would focus on the following partnerships this year:

### **Newly Onboarded Community Partners:**

- **Girls Inc.**--The Community Schools Site Team approved a proposal to hire Girls Inc., a 12-week female empowerment program that meets with a cohort of students to work on the following: Improve self esteem, boost grades, prepare for higher education, become active in their communities, explore science, math, engineering, & technology, become economically independent women
- **Neutral Ground:** Partners with schools and their teams in integration services that directly address gang involvement and influence on school climate. Anaheim High School suggested adding one more day using community school funds, on top of the two days provided by the District Community Schools Steering Committee and the two days funded by Anaheim, making it a total of 5 days available at our school site. This pilot project will require Anaheim to establish data elements that will be collected and analyzed to evaluate the services and potential ongoing partnership. The goal is to see less violence at the school, more students showing up to class, more students attending classes regularly (since some wander around the school instead of being in class), and better academic performance overall.
- **LGBTQ Center OC:** The mission of this organization is to advocate on behalf of the Orange County Lesbian Gay Bisexual Transgender and Queer/Questioning communities and provide services that ensure its well-being and positive identity. Two representatives from the organization sit on the Community Schools Site Team, and support our site's Gay-Stratight Alliance Club and provide additional mental health support to the school.
- **Serve the People** Provide access to students on campus to receive a vision check up and glasses if it is determined they need it. Parents can fill out consent forms online, saving them from having to take time off work to bring their child in for these exams. Students are called out of class to get their checkup during a regular class period.
- **Families Together:** Similar to Serve the People, Families Together offers immunizations and sports physicals on campus for parents' convenience.

**Partnerships We Will Continue to Sustain and Strengthen:**

- **Project S.A.Y:** Project S.A.Y. (Support Anaheim's Youth) is the City of Anaheim's Youth Development Program. The Community Services Coordinator, which is based at Anaheim High School two to three days a week, uses a combination of youth outreach, case management, school interventions, assistance to parents, community education, youth leadership development, health and fitness, and education and employment to engage youth in positive and constructive activities to promote the healthy development of young people. The Coordinator serves as Anaheim High's direct connection to City of Anaheim resources and services, including housing and utilities assistance, which families can access once they meet eligibility requirements. The Coordinator continues to be an integral part of the Family and Community Engagement team.
- **Community Health Initiative of Orange County (CHIOC):** CHIOC connects families and community members to affordable and quality healthcare and social services. Representatives are on campus once a month assisting Anaheim High families with enrollment to MediCal, CalFresh, CalWorks and other benefits.

**Future Partnerships We Plan to Onboard:**

- **Ala-teen:** Based on data collected through the needs and assets survey, students have expressed a desire to have support around substance abuse/misuse, including the impact of alcoholic caregivers. Alateen is for young people aged 13 to 18 who have been affected by someone else's drinking. The intention of the program is for teens to share their experience, strength, and hope with other teens.
- **Simon Silva:** The need for opportunities for students and parents to feel engaged and connected to the school was addressed through a new partnership with world renowned artist, Simon Silva. Mr. Silva focuses on using art as a foundation for learning and engaging in artistic acts nurtures sustainable equity for all. A proposal for Mr. Silva's services was granted through the community schools site team as a way to engage our most at-risk students, including English learners, students from our Independent Learning Center, parents, and staff. The workshop focused on explaining how the Arts (specifically Visual Arts) can be used to nurture creativity, and how important the arts will be in the age of Artificial Intelligence.
- **Outside Agencies to Support Staff with Professional Development:** As we continue to survey staff around their needs in serving the whole child, the community schools coordinator and teacher lead will actively seek professional development from community partners who are experts in areas such as equity, racially just and inclusive practices, trauma informed instruction, and Specific Designed Academic Instruction in English (SDAIE). All of these instructional approaches have been identified through the needs and assets process as areas in which to grow.