

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN Anthony Ochoa Middle School

## Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

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

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

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

## CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and

community development, and community engagement. It is an equity-driven and assets-building school transformation program.

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

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

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

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

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

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the Capacity-Building Strategies.

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

## Capacity-Building Strategies Overview

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

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

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

# CCSPP: IMPLEMENTATION PLAN

## School Site Contact Information

### **Anthony W. Ochoa Middle School**

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Hayward, CA 94545

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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 Understanding and Commitment

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

#### **Shared Understanding and Commitment Built Around the Overarching Values**

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

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

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

Anthony Ochoa Middle School is in the initial implementation stage in developing a shared understanding of and commitment to the community schools approach. Our district, HUSD, has adopted a long-term commitment to implementing community school models district-wide. This commitment responds to both the many needs and challenges facing our school communities, in which the majority of students are from disadvantaged and historically underserved groups, and the ongoing feedback from students, families, and other stakeholders regarding the roles they want and

need for our schools. Our school and district discussions with school stakeholders such as members of our Local Curriculum Council, Site Based Decision-Making, and School Site Council, Department Chairs, our Family Engagement and Equity Specialist, staff, students, family memes, and community partners about the question, “Why a community school for my school?” has highlighted the commitment of our school community, like our district as a whole, to the overarching values of the California Community School Framework and the cornerstone commitments of community schools.

1. Racially-just, relationship-centered spaces. Ochoa Middle School develops our annual School Plan for Student Achievement (SPSA) in alignment with HUSD’s current Strategic Plan and Local Control Accountability Plan. “Relationship-centered schools” is the second of four goals in both district plans. To this end, HUSD staff work collaboratively with families and our community partners to ensure students have access to the social-emotional supports they need. Strategies for this purpose include focusing on building positive relationships in classrooms as a means to create learning partnerships, promoting students social-emotional learning and well-being through the use of SEL curriculum and/or school culture/climate initiatives, providing trauma-informed counseling and other services, and a focus on equity. We integrate Anti-Bias/Anti-Racism (AB/AR) training for staff schoolwide in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups. We convene regular meetings at our school as part of HUSD’s African American Student Achievement Initiative as spaces for African American students and their families to provide input into our ongoing work to more effectively address their academic, social, and emotional needs as part of our ongoing priority to bring about equitable, systematic, and transformative change in teaching and learning. In our community school work, we plan to advance our commitment to racially-just, relationship-centered spaces by continuing to honor our commitment to meet students where they are. As a district and site, we reflect and continue our learning about how to be anti-biased and anti-racist interrupters. At the site level we are working collectively as a community to disrupt the patterns of predictability that lead to inequitable outcomes for students and families. We encourage student voice, meeting with students and families regularly through site and district AASAI meetings, to reflect upon the data, and identify solutions that will best prepare our students for academic spaces in which they will continue to thrive.
2. Shared power. Ochoa Middle School has several ongoing structures and processes through which we share power in planning and providing an effective education to students. Our School Site Council brings together our Principal, certificated and classified staff members, parents (including an ELAC representative), and a student representative to make decisions regarding school programs and budgeting and to update our SPSA each year. Our English Learners Advisory Committee is a venue for parent representatives from families with different home languages to meet regularly and provide input into these decisions. Our Site-Based Decision Making (SBDM) team is composed of a representative number of staff from each of our labor partners – 5 HEA teachers, 2 SEIU Paraeducators, 2 SEIU M&O, 1 Administrator, 2 Parents, and 2 Students. This team, in conjunction with our Local Curriculum Council, regularly reviews student academic, discipline, and mental health data, and works with the administrator to prepare our School calendar, focus areas for the school year, and annual project. For example, if the SPSA identifies the need for academic intervention for specific student groups, the SBDM identifies which intervention(s) to implement, how, and when. Our Principal convenes an Instructional Leadership Team in which there is representation from each department: Special Education,

English, Math, Science, Social Sciences, Physical Education, Counseling, and Administration. Together we collaborate to plan and lead professional development for staff and ongoing inquiry to support effective teaching and learning. Together we establish our standards for learning and instructional focus areas for the year for both staff and students. Our Student Leadership Team is responsible for making sure that students have a voice and are able to contribute to the day to day happenings, instructional focus, social emotional well being and model leadership for other students on campus. Our student-elected President and Vice-President are active participants in our SBDM and School Site Council. To further develop stakeholder collaboration in leading our school's work on behalf of students and their families, we have created opportunities for parents through our Monthly Coffee with the Principal Meetings, Quarterly Parent Days, where parents may attend workshops and shadow their students. We plan and develop Parent Workshop Series and other learning opportunities via our partnership with The Parent Institute for Quality Education. Parents of our multilingual students can take classes to learn to be more proficient with English and technology. The goal is to create learning partnerships with the entire community to ensure that students, staff, and families are all learning together.

3. Classroom-community connections. Goal #1 in HUSD's Strategic Plan and LCAP Goal #1 is "Deeper Learning." At Ochoa and districtwide, we are committed to increasing students' deeper learning experiences, particularly for our underserved students. To this end, we emphasize building staff capacity to teach and interact with students in culturally responsive ways. Our focus on Culturally Responsive Teaching (CRT) helps us to connect students' education experience to their own experiences and thereby help maximize their interest, engagement, motivation, and learning. As a district we have embarked on a journey toward Anti-Bias/Anti-Racist learning spaces, where All students can feel seen and heard. Our staff have participated in a book study of Zaretta Hammond's *Culturally Responsive Teaching and the Brain* over the past three years and we are now involved in a book study that furthers the work using Jimmy Casas' *Culturize*.
  - a. To respect/honor students' cultural/linguistic identities, we celebrate diversity by acknowledging and educating students and staff about our diverse cultures and traditions. Teachers/Staff understand that equity work requires that we support students where they are.
  - b. We use supplemental reading materials in our core classes that highlight the diverse backgrounds and traditions of our community;
  - c. We ensure reading materials, activities, and clubs are representative of our populations providing all a voice.
  - d. Parents are welcomed monthly/quarterly to learn with their students by shadowing them through their day.
  - e. Advanced course offerings such as Algebra and Geometry, clubs and projects are designed to consider and educate one another; electives range from AVID/Puente (College & Career), Art, Financial Literacy, Guitar, Band, Orchestra, World Language, and Home Economics.

Families provide input as to the courses they'd like to see for students. We involve families in all that we do such as having assemblies for students and providing opportunities for parents/families to attend and learn with them. Well known authors, activists, successful professionals engage and inspire students as well as families.

To further deepen the connections between our classroom and students' life in the community, we plan to continue to provide professional development for teachers around Culturally Responsive Teaching.

4. A focus on continuous improvement. Ochoa is committed to continuously improving students' educational experience and outcomes. We have several structures and processes in place for this purpose. Our School Site Council regularly reviews many indicators of student engagement and achievement, including data on attendance, behavior, academic and English language proficiency assessment results, EL reclassification rates, referrals to the COST, California Healthy Kids Survey and California School Parent Survey results, to inform planning of programs, staffing, school culture and climate measures, budget allocations, and the yearly SPSA. Instructional Leadership Team conduits ongoing inquiry into the Culturally Responsive Teaching practices employed at the school, other Deeper Learning Practices, and AB/AR. Our teachers work in subject-specific professional learning communities (PLCs) to create units and lessons that are rigorous, engaging, aligned to the Common Core State Standards and NGSS, and in some cases cross-curricular. As part of their PLC they collaboratively engage in professional development and in cycles of inquiry in which they review student work and assessment scores and discuss strategies to make instruction more effective. In order to deepen our focus on continuous improvement, continue to work within our teams to maintain a positive school climate and culture that has a focus on family engagement and our collaborative learning partnerships as part of our community school work.

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

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

**Part A:** As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. 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.

Anthony Ochoa Middle School is in between the Visioning and Engaging stages in establishing collective priorities, setting goals, and taking action. We have a foundation for conducting a deep needs and assets assessment that reaches a majority of our students, staff, and family members, and other key school community stakeholders. We can draw on the “Community Schools Assets and Needs Assessment Guidebook” that HUSD’s Community Schools Steering Committee has developed, in collaboration with our external evaluator, as part of our district’s commitment to implementing community school models district-wide. The Guidebook provides a step-by-step guide for this process, which includes guidelines for building a Community School Site Team; a rubric to self-assess our readiness for CS implementation; guidance for reviewing extent student and other data and for inventorying of our school community assets; guidance on conducting qualitative data collection from stakeholders, including suggested questions for focus groups, listening sessions, and interviews; and guidance on reviewing and reflecting on the findings from the needs and asset assessment, establishing collective priorities and SMART goals, planning action steps, progress monitoring and continuous improvement.

Our school leadership utilizes a variety of data sources to stay abreast of students’ and their families’ needs in order to inform our planning. We monitor student attendance, chronic absenteeism, disciplinary referrals, and suspensions. Sources of student performance data we examine include quarterly district benchmark tests, English Language Proficiency Assessments for California (ELPAC) and reclassification rates, and California Assessment of Student Performance and Progress (CASPP) test results in English Language Arts, Math, and Science each year. We conduct the California Healthy Kids Survey annually, to gather information regarding students’ perception about our school climate of culture, sense of connection to the school and other developmental assets, social-emotional well-being, and behavioral risks. And we administer the California School Parent Survey each year to gather feedback from parents regarding their perceptions on how well the school is serving their children, engaging them in supporting their children’s education, and other areas of school climate and culture.

Teachers’ glean information regarding students’ academic and other needs in reviewing their work and test scores, and from discussions with their colleagues in their professional learning communities. We use student disciplinary referrals as opportunities to try to figure the root causes of students’ struggles. Our office keeps a log of students who are sent out of class. When they come to the office, we ask each one of them to explain, “Why were you asked to leave?” The Principal monitors data on these referrals and on how students answer that question. She brings this qualitative data to meetings with teachers to discuss big picture trends in student responses, while also looking at student demographics together. This type of inquiry informs our interventions for particular students, school climate and culture initiatives, and professional development plans.

Our exploration of students’ and families’ needs also encompass assessments of students who are referred to our Coordination of Services Team due to struggles in the attendance, school engagement, academic, behavioral, and/or social-emotional realms. We may engage students’ parents/caregivers to help identify underlying reasons for students’ difficulties and identify actions that can be taken to address them. On-site counselors will take student and family histories and may conduct psychometric testing to assist this process.

If awarded grant funding, we plan to build on our ongoing data collection and reflection by more deeply engaging our community in informing and guiding our community school planning and implementation. We will engage stakeholder groups as follows:

- Students will be engaged through student town hall meetings and focus groups
- Families and other community members, through focus groups, monthly coffee with the principal, quarterly parent days, and ELAC meetings.
- Certificated staff, classified staff, school leaders, and community partners will be engaged through one-on-one interviews, surveys, and SSC, LCC, ILT, SBDM meeting input.

Our school leaders and Community School Specialist will collaborate with our external evaluator to develop focus group and interview protocols for this needs assessment work.

We will conduct outreach to students and families to engage them in this needs assessment in English, Spanish, and other home languages as needed. This will include parent focus groups in Spanish and incorporation of Spanish and other languages to make community forums accessible to all school stakeholders.

As part of our regular processes, the above groups review student data and outcomes regularly establishing benchmarks for each initiative. We can continue to monitor baseline data and outcomes against student outcomes via CHKS survey, Panorama and LCAP Survey data, attendance, discipline and parent survey data will be used to map the school assets.

Our school leaders and Community Schools Specialist will map the identified needs and resource gaps and share with existing site shared leadership teams, students, parents, and community groups. These needs will then be addressed and monitored through the Community School Site Team, COST, and site leadership.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
<p>Strengthen the work and effectiveness of our school's Coordination of Services Team (COST)</p>	<ul style="list-style-type: none"> <li>● 2% increase each year in the % of students referred to COST who receive appropriate support (related to attendance, academic, social-emotional, and/or behavioral issues).</li> <li>● The average time between referral to COST and the student being connected to appropriate support does not exceed 6 days.</li> </ul>
<p>Strengthen the school's Multi-Tiered System of Supports (MTSS) so that students have access to effective universal (Tier 1), targeted (Tier 2) especially academic interventions for struggling students and social-emotional learning supports, and intensive (Tier 3) supports to needed intervention and supports (attendance, academic, behavioral, social-emotional, mental health)</p>	<ul style="list-style-type: none"> <li>● Improved school climate, as evidenced by student California Healthy Kids Survey responses on feeling safe at school, connected to the school, meaningfully engaged in school, having caring relationships with adults at school, and their motivation to learn; and by increases in parent/caregiver satisfaction with the school's learning environment, as indicated by California School Parent Survey responses</li> <li>● Improved student engagement in school, as indicated by improvement in average daily attendance, chronic absenteeism, and suspension rates</li> <li>● Improved student social-emotional skills, as evidenced by Panorama survey results regarding students' social-emotional learning</li> <li>● Increases in students meeting standards in state ELA, Math, and Science testing</li> </ul>
<p>Increase family engagement and the capacity of parents/caregivers to support their children's education</p>	<ul style="list-style-type: none"> <li>● Yearly increases in the number of parent/caregiver contacts with the school, as tracked in HUSD ParentForce database.</li> <li>● Yearly increases in the percentage of parents/caregivers reporting the school effectively promotes family involvement, as reported via the California School Parent Survey.</li> <li>● Yearly increases in the percentage of parents/caregivers reporting that the school provides them with resources to meet their child's academic, social and emotional needs, as reported via the California School Parent Survey.</li> </ul>

### 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>District level: Develop a Community School implementation rubric and aligned dashboard which HUSD schools will use to monitor their community school implementation and track related student outcomes</p>	<ul style="list-style-type: none"> <li>● District CS Steering Committee develops a CS implementation rubric and dashboard, aligned with the California Community Schools Framework, Capacity-Building Strategies Developmental Rubric, and the four pillars of effective community schools</li> <li>● HUSD Community Schools Director collaborates with site-level Community School Specialists and external evaluator to establish process and timeline for gathering and uploading CS implementation data into the Dashboard</li> </ul>
<p>Site level: Create a Community School Site Team, co-led by a designated teacher and full-time Community School Specialist</p>	<ul style="list-style-type: none"> <li>● Principal designates representatives from key stakeholder groups for CS Site Team</li> <li>● CS Site Team plans and engages the school community in conducting a needs assessment and maps school community assets</li> <li>● CS Site Team refines our Community School Implementation Plan</li> <li>● CS Site Team assists SSC in planning and budgeting for programs and services</li> <li>● CS Site Team conducts self-assessments against the CS Implementation rubric each semester to track progress, inform priorities to deepen and continually improve implementation, and assist us in annual performance reporting to CDE on our progress under the CCSPP grant</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 of other graphic):

Anthony Ochoa Middle School is in the Engaging stage in terms of collaborative leadership. As noted under Strategy 1, we have several existing structures and programs through which different school stakeholders contribute to the school's leadership. Our School Site Council (SSC) brings together our Principal, certificated and classified staff members, parents, and two student representatives to make decisions regarding school programs and budgeting and to update our SPSA each year. Parent representatives on our English Learners Advisory Committee meet regularly and provide input into these decisions. As part of HUSD's African American Student Achievement Initiative, we convene meetings of our African American students and their parents to provide input into school programs. Members of our Site-Based Decision Making (SBDM) team carry out the work of the SPSA under the School Site Council's direction. Our Principal convenes an Instructional Leadership Team in which there is representation from each department Special Education, English, Math, Science, Social Sciences, Physical Education, Counseling, and Administration who collaborate to plan and lead professional development to and ongoing inquiry to support effective teaching and learning. Our Community School Specialist is responsible for facilitating our Coordination of Services Team and helping coordinate the work of some of partner agencies providing on-site services. Our Family Engagement Specialist helps coordinate school activities and events, facilitates educational workshops for parents, and conducts outreach to parents of students who are having frequent absences or other challenges at school. In addition, through our Parent Ambassador program, a designated parent volunteer is trained to help engage school families in site-based decision making and school activities, and help link families to needed health and other resources at the school and in the community. Our After-School Site Coordinator leads our on-site expanded learning program. Our Student Leadership Team elects our student body president and student ambassadors. And each year we identify a student who, as our "Student Ambassador," receives training, takes part in the Student Leadership Council, represents their peers in keeping school leaders informed about student priorities, and ship Council, and participates in the Superintendent's Advisory Council.

To further develop stakeholder collaboration in leading our school's work on behalf of students and their families, we plan to:

- Establish a Community School Site Team that is co-facilitated by the Community School Specialist and a designated teacher and includes representatives of all key stakeholder groups and linkages to the school's SSC, SBDM Team, ELAC, AASAI participants, and Student Leadership Council.
- Engage high numbers of individuals who are representative of different school stakeholder groups (students, parents/caregivers, certificated and classified staff, community partners, and community members) in our needs assessment and asset mapping process.
- Combine our SSC and Community School Site Team for our Community School implementation and annual SPSA planning efforts.

## **Strategy 4: Coherence: Policy and Initiative Alignment**

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

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

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Align our Community School strategy and Implementation Plan with the HUSD LCAP and School SPSA</p>	<ul style="list-style-type: none"> <li>● Create a Community School Site Team representative of different school stakeholder groups</li> <li>● Combine and align our Community School implementation planning with the annual SPSA planning by integrating the CS Site Team and School Site Council</li> <li>● Refine our Community School Implementation Plan each spring</li> <li>● Incorporate our Community School Implementation strategies and goals in our School Plan for Student Achievement each year</li> </ul>
<p>Expand and refine school MTSS in alignment with findings of needs assessment, student and family support needs, identified service/resource gaps, and collective priorities</p>	<ul style="list-style-type: none"> <li>● Conduct needs assessment, asset mapping, and collective priority setting process.</li> <li>● Identify new high-priority supports (extracurricular for students/families and/or professional development for educators)</li> <li>● Plan refinements, and additions to MTSS</li> <li>● Identify and access any partnerships and funding needed to make new interventions/supports possible</li> </ul>
<p>Strengthen Coordination of Service Team (COST) school-wide referral system, processes, and effectiveness</p>	<ul style="list-style-type: none"> <li>● Inform all certificated and classified staff, parents/caregivers, and students about the existence and purpose of the school COST and the process for making referrals</li> <li>● Engage key school staff and district and community service providers as multidisciplinary COST team participants</li> <li>● CS Specialist convenes COST meetings at least every two weeks to discuss referrals and triage students to needed supports</li> <li>● CS Specialist provides consistent follow-up to expedite student/family linkages to needed supports and keep abreast of students' evolving needs</li> <li>● CS Specialist tracks COST referrals, linkages, and outcomes in HUSD COSTForce database</li> <li>● COST and Community School Site Teams review COST data regularly to inform ongoing improvements in COST processes and identify new partnerships/resources to help address student/family needs</li> </ul>

## Strategy 5: Staffing and Sustainability

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

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

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>HUSD will hire diverse, multilingual staff who are representative of our school families to lead our community school implementation, optimally engage stakeholders in this effort, and coordinate services for students and their families.</p>	<ul style="list-style-type: none"> <li>● HUSD Human Resources Department develops job descriptions, posts job notices for open positions, and screens applicants.</li> <li>● Job descriptions include priority for bi/multilingual staff who reflect the cultural, ethnic, and linguistic diversity of our students and families and are familiar with and have experience working with urban young people and families from historically underserved communities.</li> <li>● Leadership from HUSD’s Student and Parent Support Programs office, including the HUSD Community School Director, will collaborate with the School Principal to interview and select appropriate candidates.</li> </ul>
<p>HUSD and our school will identify resources to sustain the school’s full-time CS Specialist position and other district and site-level staff listed below beyond the CCSPP grant period.</p>	<ul style="list-style-type: none"> <li>● HUSD Community School Steering Committee collaborates with district leaders as part of district budgeting and LCAP planning each year to identify resources to help implement, sustain, and deepen our community school models.</li> <li>● School Principal, in collaboration with district leadership, develops a plan for sustaining key community school staffing positions and other expenses during year 4 of the grant period and incorporate it in updates of the CS Implementation Plan. The sustainability plan will include a detailed budget and funding sources to cover budget costs.</li> </ul>

### Key Staff/Personnel

<p>Mat Clark, HUSD Community Schools Director</p>	<ul style="list-style-type: none"> <li>● Lead HUSD Community School Steering Committee</li> <li>● Oversee community school implementation at HUSD schools</li> <li>● Co-train (with our Community Schools Coordinator) the site-level Community School Specialists</li> <li>● Co-convene and co-facilitate district-wide professional learning community for</li> <li>● Community Schools Specialists</li> <li>● Help broker and coordinate district and school partnerships for</li> </ul>
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	the benefit of students and families
Makilia Rowe-Andrews, School Principal	<ul style="list-style-type: none"> <li>● Align CS initiative with other site initiatives</li> <li>● Oversee educational programming and community school leadership</li> <li>● Coordinate administrative oversight</li> </ul>
Carol Rivera, HUSD Community School Coordinator	<ul style="list-style-type: none"> <li>● Help train and coordinate the CS Specialists;</li> <li>● Co-convene and co-facilitate the CS Specialists' PLC meetings</li> <li>● Visit school sites regularly and provide ongoing coaching and support to the CS Specialists</li> <li>● Liaise with the external evaluator</li> <li>● coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes</li> </ul>
Bonnie Mashack-Lewis, Community School Co-Chair,	<ul style="list-style-type: none"> <li>● Participate on HUSD Community School Steering Committee</li> <li>● Provide professional development, coaching, and technical assistance to secondary CS Site Teams and SC Specialists to support implementation and deepening of community school models</li> </ul>
Annabelle Zendejas, Community School Specialist	<ul style="list-style-type: none"> <li>● Co-convene and -facilitate (with a certificated teacher) the Community School Site Team</li> <li>● Co-lead the needs and asset mapping, goal setting, and action planning process</li> <li>● Conduct outreach to students and families about available resources at the school and how to access them</li> <li>● Coordinate school climate and culture initiatives</li> <li>● Coordinate allocation of space for student and family support services and special events</li> <li>● Convene and facilitate Coordination of Services Team meetings and development of action plans on behalf of referred students; follow-up with families regarding measures recommended with their children; work with other COST members and the families to connect students/families to prescribed supports</li> <li>● Coordinate and liaise with the school's community partners, and conduct outreach to establish new partnerships and access additional resources to address student/family needs</li> <li>● Coordinate twice-yearly Community School Implementation assessments</li> <li>● Help coordinate yearly school planning for the School Plan for Single Achievement and deepen our community school implementation work</li> </ul>
Ashley Bell, Social-Emotional Learning Counselor	<ul style="list-style-type: none"> <li>● Engage students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating</li> </ul>

	<p>education and adult life</p> <ul style="list-style-type: none"> <li>● Provide Tier 3 counseling support for students</li> <li>● Coordinate restorative justice circles, community building circles and other social and emotional support for students</li> <li>● Work in partnership with the CS Specialist to ensure students referred to COST have a warm handoff to services</li> <li>● Train teachers on integrating social-emotional learning into instruction, and to respond appropriately to student behavior challenges, as well as in mental-health first aid, trauma awareness, and strategies to promote their own wellness and resilience.</li> </ul>
<p>Sonia Hiester, Family Engagement Specialist</p>	<ul style="list-style-type: none"> <li>● Conduct outreach to parents about school events, activities, and resources available</li> <li>● Communicating with parents whose children are having difficulties in school</li> <li>● Follow up with families when children are frequently absent</li> <li>● Help coordinate events for families, such as workshops and student performances and celebrations</li> <li>● Lead family education workshops</li> <li>● Recruit family members to volunteer in a range of roles and activities at the school (during the school day and in the expanded learning program)</li> </ul>
<p>Ryan Edmonson, Youth Enrichment Program (YEP) Site Coordinator</p>	<ul style="list-style-type: none"> <li>● Coordinate the school's YEP after-school expanded learning program</li> <li>● Enroll students in the YEP</li> <li>● Scheduling YEP activities</li> <li>● Supervising other YEP staff</li> <li>● Coordinate the work of community partners and volunteers in the YEP</li> <li>● Collect data on YEP services and students</li> </ul>

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

HUSD and our partners have strong track records in accessing funding through which we are progressively building out our community schools vision, infrastructure, and pillars of effective community schools. We also have a strong track record in implementing and then sustaining new support services that our students' and their families need and that can help students succeed in school. For instance, we first implemented on-site expanded learning programs in 1997. Today that program, HUSD's Youth Enrichment Program, operates at all HUSD schools, offering not just after-school academic support and enrichment, but at many sites, before school, on intercession days, and in the summer. We have sustained and grown the YEP using grants from CDE: After School Education & Safety, 21st Century Community Learning Center and 21st Century ASSETS,

and most recently, Expanded Learning Opportunity Program grants. We have utilized California Learning Communities for School Success, California Community Schools Partnership (cohort 2), and federal Full-Service Community School and Promise Neighborhood grants (awarded to our partner Cal State East Bay) to implement and sustain components of a community school model, such as Coordination of Services Teams (to help integrate and triage support services and partnerships) and staff to convene and facilitate them. We have a long-term partnership with Alameda County Center for Healthy Schools & Communities, which helps provide and fund school-based mental health and health services, leveraging Medi-Cal (EPSDT, LEA Medi-Cal Billing, School-Based Medi-Cal Administrative Activities) and other funding streams (state Mental Health Service Act, Alameda County Measure A Essential Health Services) which are ongoing resources for services for vulnerable children and families.

HUSD has a history of allocating Local Control Funding Formula and HUSD General Fund monies to sustain staffing and services we have implemented in response to our school communities' needs, such as our Family Engagement Specialists and Social-Emotional Learning Counselors. We also anticipate that our program evaluation will document our initiative's positive impact, helping to demonstrate the value of investing in our community schools model to stakeholders and funders who share our interest in ensuring children's success in school and well-being.

## **Strategy 6: Strategic Community Partnerships**

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

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

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Staff from key community partners providing services at the school will participate in our Coordination of Services Team regularly or on an as needed basis.</p>	<ul style="list-style-type: none"> <li>● Community School Specialist invites key community partners, such as the City of Hayward’s Youth &amp; Family Services Bureau and Fred Finch Counseling, to be part of our COST.</li> <li>● COST meets weekly to triage referred students to needed supports, including those provided on- and off-site by community partners.</li> </ul>
<p>The CS Site Team will identify and engage additional community partners to help fill gaps in vital supports for students and families and professional development for educators we identify in our needs assessment and asset mapping.</p>	<ul style="list-style-type: none"> <li>● Conduct needs assessment, asset mapping, and collective priority setting process.</li> <li>● Identify new high-priority supports (extracurricular for students/families and/or professional development for educators)</li> <li>● Identify and reach out to engage appropriate community partners that can provide identified supports</li> <li>● Identify and access any funding needed to make the partnerships possible</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:

Ochoa Middle School is in the Engaging stage in developing strategic community partnerships.

Alameda County Health Care Services Agency’s Center for Healthy Schools & Communities (CHSC) is an integral partner in HUSD’s community school initiative. Ochoa Middle School benefits from this partnership. CHSC provides technical assistance to the district to support us in developing community school models at our schools. CHSC also provides clinicians, as well as funding for partner agencies Fred Finch Counseling and Hayward Youth & Family Services Bureau) to provide behavioral health services on site at our school. In addition, CHSC provides professional development for our Community School Specialist, Social-Emotional Learning Counselor, and Family Engagement Specialist, including training focused on promoting students’ social-emotional learning and strengthening relationships between adults and students.

Our school works in partnerships with other local community organizations to strengthen our services for students and families and their outcomes.

- La Familia oversees our Parent Ambassador program and provides training and support to our Parent Ambassador.
- Chabot College, located in Hayward, offers its “Bridge to College” program at our school, in which students may enroll and receive credit for college level courses and make visits to the campus, providing students with early exposure to college and career pathways.

- Silicon Valley Education Foundation will bring its Elevate Math academic enrichment program to our on-site after-school Youth Enrichment Program (YEP), providing curriculum, professional learning resources, recruitment and training of college mentors for students.
- America SCORES Bay Area brings its program that combines soccer, nutrition education, poetry, and community service learning to students in our YEP.
- Niroga Institute provides yoga and mindfulness workshops to students after school.
- Bay Area Creative provides its renowned SPARC poetry program and filmmaking instruction for Ochoa students in the YEP.
- Eden Area Regional Occupational Program partners with us for the STEMulate Summer Academy, promoting STEM learning and exposing students to STEM career pathways.
- School administrators, teachers, and classified staff at our school also benefit from the district's professional development provider partners, including Alameda County Office of Education, Partnership for Children and Youth, California School Age Consortium, and CircleUP Education.

Other partnerships we plan to establish or will explore:

- with Chabot College for youth mentoring programs
- PEL Learning Center for individual and small group tutoring support for students
- Project Eden for educational awareness for students around drug and alcohol abuse

## Strategy 7: Professional Learning

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

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

## Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Build knowledge about community school models and implementation among all school staff.</p>	<ul style="list-style-type: none"> <li>● The HUSD Community School Director and CS Teacher Instructional Leaders engage site CS Specialists in PLC to advance their knowledge regarding community school models and practices, support implementation, share experiences, and problem solve.</li> <li>● Staff professional development during prep week in August and throughout the school year provides spaces for the CS Specialist and others to present in CS models and practices.</li> </ul>
<p>Build knowledge and skills regarding community-based curriculum and pedagogy and its importance in community schools among all school staff and school families .</p>	<ul style="list-style-type: none"> <li>● Incorporate content on the concept and practice of community-based curriculum and pedagogy in ongoing educator professional development on Equity, AB/AR, and Culturally Relevant Instruction</li> <li>● CS Site Team engages in study sessions on community-based curriculum and pedagogy</li> <li>● CS Site Team works with Instructional Leadership Team to assemble curriculum lesson plans and instructional materials for centering community-based curriculum and pedagogy in classroom learning in all subject areas.</li> <li>● Professional learning communities prioritize promoting instructional content and practices that are relationship-centered, culturally-affirming, and community-based.</li> <li>● PLCs engage in inquiry on teachers' success in transforming their instructional practices accordingly.</li> <li>● Training and coaching for YEP staff incorporates the concept and practice of community-based curriculum and pedagogy, and provides ideas for aligned lessons and instructional materials.</li> <li>● School-day and expanded learning programs provide opportunities for students to engage with the broader school and Hayward community.</li> </ul>

## Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

improving their sense of ownership and agency.

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

### Site Level Goals and Measures of Progress

Goals	Action Steps
<p>HUSD’s and Ochoa Middle School’s commitment to Equity, Anti-Bias/Anti-Racism, and Culturally Relevant Instruction and related professional development to support them will incorporate and emphasize community-based curriculum and culturally affirming pedagogy both during the school day and the Youth Enrichment Program (on-site expanded learning program)</p>	<ul style="list-style-type: none"> <li>● Incorporate content on the concept and practice of community-based curriculum and pedagogy in ongoing educator professional development on Equity, AB/AR, and Culturally Relevant Instruction</li> <li>● CS Site Team engages in study sessions on community-based curriculum and pedagogy</li> <li>● CS Site Team works with Instructional Leadership Team to assemble curriculum lesson plans and instructional materials for centering community-based curriculum and pedagogy in classroom learning in all subject areas.</li> <li>● Professional learning communities (PLCs) prioritize promoting instructional content and practices that are relationship-centered, culturally affirming, and community-based.</li> <li>● PLCs engage in inquiry on teachers’ success in transforming their instructional practices accordingly.</li> <li>● Training and coaching for YEP staff incorporates the concept and practice of community-based curriculum and pedagogy, and provides staff with aligned ideas for lessons and instructional materials.</li> <li>● School-day and expanded learning programs provide opportunities for students to engage with the broader school and Hayward community.</li> </ul>
<p>[Add goals here]</p>	<p>[Add action steps here]</p>

### Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the development of an evaluation plan

for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Carry out the actions detailed in our Community School Implementation Plan</p>	<ul style="list-style-type: none"> <li>● External evaluator designs a project evaluation plan and data collection timeline aligned with the CCSPP Annual Performance Report-School Sites.</li> <li>● HUSD CS Director and CS Teacher Instructional Leaders collaborate with site-level CS Specialists and external evaluator to establish a process and timeline for gathering and uploading CS implementation data into the dashboard.</li> <li>● CS Site Team identifies our current baseline phase (visioning, engaging, transforming) in each of our CS capacity-building strategies.</li> <li>● CS Site Team conducts a self-assessment to identify our phase on implementing each strategy twice each year.</li> <li>● CS Site Team uploads data on our CS implementation and capacity-building phases on our CS implementation strategies into the dashboard.</li> <li>● CS Site Team collaborates with evaluator to complete CCSPP Annual Performance Reports for our site as required.</li> </ul>	<p>Please see outcomes/indicators throughout this Plan.</p>

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