

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN Park Elementary 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

Park Elementary School

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Principal: Lori Oldham

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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:

Park Elementary School is in the Visioning 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 systemically under-recognized and under-resourced groups, and the ongoing feedback from students, families, and other partners regarding the roles they want and need for our schools. Our school is in the process of engaging our school community in dialogue and learning about the community school strategy. Our school and district discussions with school partners such as parents, students, staff, community groups, and district advisory groups about the question, "Why

a community school for my school?” have 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.

Racially-just, relationship-centered spaces. Park Elementary 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. 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. This year we held a In our community school work, we plan to advance our commitment to racially-just, relationship-centered spaces by supporting students’ social-emotional development with our SEL counselor and STARS (outside agency) counselor. Park held a AASAIFamily Game Night with board games, interactive games, music Our counselors support restorative practices and restorative circles in our classroom as well as providing individual and small group counseling. All of our students and teachers participated in 3 self-regulation and anti-bullying modules through Soul Shoppe. Students learned strategies to calm themselves during stressful times, communicate their feelings and needs to others and engage in pro-social behaviors that support building strong, positive relationships with peers and adults at school. With the support of our administrative staff, counselors and noon supervisors, we have created calming spaces across the school. Students can engage in a variety of activities at our indoor calming spaces during recesses, they can access the grounding environment of the school garden to self-regulate and calm and they have access to calming crates in their classrooms with a variety of tools to choose from for self-regulation. We build strong relationships with our families by providing regular opportunities to connect with the school through committees, workshops and volunteer opportunities. Park Elementary has established a new relationship this school year offering The Village Method Program. A community-based grassroots organization with a mission dedicated to making youth unstoppable. We do this by offering culturally responsive Youth Development, Family Engagement, and Community Outreach programming.

Shared power. Park Elementary School has several structures and processes through which we share power in planning and providing an effective education to students. Since 1996, HUSD has implemented Site Based Decision Making (SBDM) to ensure staff, parents, and students at individual school sites have means to exchange ideas and data and engage in collaborative decision-making. Our School Site Council (SSC) brings together our Principal, certificated and classified staff members, parents (including an ELAC representative) to make decisions regarding school programs and budgeting and to update our SPSA each year. Our English Learners Advisory Committee

(ELAC) is a venue for parent representatives from families with different home languages to meet regularly and provide input into these decisions. Our Principal convenes an Instructional Leadership Team in which teacher leaders collaborate to plan and lead professional development and ongoing inquiry to support effective teaching and learning. As part of this grant, our site established a Community School Site Team, composed of parents, classified and credentialed staff, at least one student, a community partner and our site Principal/AP, to engage in a comprehensive needs assessment process and develop collective priorities. These teams regularly review student academic and mental health data, school discipline data, and student grade data and trends to determine the next steps in discussion with staff and what data may be useful for their purposes. To further develop partner collaboration in leading our school's work on behalf of students and their families, we plan to regularly and transparently share decisions by groups in our weekly family bulletin. We conducted informal interview/discussions student groups to share priorities within the Park School Community.

Classroom-community connections. Goal #1 in HUSD's Strategic Plan and LCAP Goal #1 is "Deeper Learning." At Park Elementary School 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 life experiences and thereby help maximize their interest, engagement, motivation, and learning. At Park Elementary School, we center all of our work around the 4 Pursuits in the Culturally and Historically Responsive Literacy Framework by Gholdy Mohammad. Students and teachers engage in the Pursuits of Identity, Skills, Intellect and Criticality in all curricular areas. Together we learn how to develop the Identity, Skills, Intellect and Criticality of a reader, writer, mathematician, scientist, artist, musician, etc. All classes engaged in writing units that were planned within and across grade levels to create a clear developmental trajectory and consistency in writing instruction. Students had the opportunity to write texts that reflected their identities (personal narrative, research on topics of choice/interest and opinion writing). Teachers regularly receive culturally responsive texts to support instruction throughout the year (community building, Black History, Latinx Heritage, Asian American-Pacific Islander heritage, LGBTQ+ and Autism Acceptance). Our students also have the opportunity to engage in extracurricular activities or clubs that further allow them to highlight their identities. To further deepen the connections between our classroom and students' lives in the community, we plan to continue to provide professional development for teachers and staff around Culturally Responsive Teaching. We will also continue to implement restorative practices focused on teaching self-regulation and conflict resolution. We have used the work of Soul Shoppe in all classrooms and we will continue to use this program next year to support climate and anti-bullying initiatives. We will expand our offerings for families to include evening events focused on academics - Literacy Night, Math Night, and a STEAM Night.

A focus on continuous improvement. Park Elementary School 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 the planning of

programs, staffing, school culture and climate measures, budget allocations, and the yearly SPSA. The Local Curriculum Council conducts ongoing inquiry into the Culturally Responsive Teaching practices employed at the school, and other Deeper Learning Practices. Our teachers work in professional learning communities to create units and lessons that are rigorous, engaging, aligned to the Common Core State Standards, and, in some cases, cross-curricular. As part of their PLC, they collaboratively engage in professional development and inquiry, in which they review student work and various assessment data and discuss strategies to make instruction more effective. In order to deepen our focus on continuous improvement, we plan to continue the focus on growth mindset in all areas. Our teachers create and analyze FastBridge data boards to monitor and celebrate reading progress. As part of our CAASPP progress initiative, we have an annual assembly that recognizes students who have met/exceeded standard in ELA and Math. Additionally, we recognize students who are near or below standard who made significant progress toward standard. We recognize our Reclassified English Learners in an annual ceremony with families. We offered a variety of after school clubs (art, crafts, sports, music/dance, cultural).

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.

Park Elementary School is in the Visioning stage in establishing collective priorities, setting goals, and taking action. We have a foundation used to conduct a deep needs and assets assessment that reaches a majority of our students, staff, and family members and other key school community partners. We have drawn on the “Community Schools Needs and Assets Assessment Guidebook” that HUSD’s Community Schools Leadership Team 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 capacity for CS implementation, guidance for reviewing student and other data, and for inventorying of our school community assets, guidance on conducting qualitative data collection from partners, 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 (CAST) 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.

Our exploration of students’ and families’ needs also encompasses inquiry 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. Our site Coordination of Services Team regularly reviews aggregate COST referral data to identify trends and needs for additional services.

Using this 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 partner groups as follows:

- Students, through revising the school climate survey we give to our 3rd-6th grade students. We included questions that asked for their input on activities and needs that they would specifically like us to address. We also conducted a focus group with our Student Leadership Team to provide us more details and specific input on how to improve their school experience at Park. Their ideas included sports activities after school, social-emotional programs/activities to support improving interactions between students and decrease instances of negative student interactions.

- Families and other community members, through continuing to work with our school committees such as SBDM, SSC, ELAC and AASAI. We will continue to regularly request input and feedback from parents at Coffee with the Principal and through surveys sent home to families.
- Certificated staff, classified staff, school leaders, and community partners through we will continue to solicit feedback from staff through a variety of anonymous surveys (annual needs assessment, professional development feedback) and actively engage our school committees and decision making groups such as SBDM, SSC and ILT.

We conducted outreach to students and families to engage them in this needs assessment in English, Spanish, and other home languages. This included parent focus groups in Spanish and the incorporation of Spanish and other languages to make community forums accessible to all school partners.

Our Community Schools Team Co-Chairs mapped our schools assets and identified resource gaps which will be shared 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 our Community Schools Specialist as well as 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 you continually engage students, staff, families and community members.

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"> ● 3% increase each year in the number of students referred to COST who receive appropriate support (related to attendance, academic, social-emotional, and/or behavioral issues). ● The average time between referral to COST and the student being connected to appropriate support does not exceed 30 days (exceptions holidays/breaks).
<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"> ● 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 ● Improved student engagement in school, as indicated by improvement in average daily attendance, decreased chronic absenteeism, and suspension rates ● Improved student social-emotional skills, as evidenced by California Healthy Kids Survey results regarding students' social-emotional learning ● Increases in students meeting standards in state ELA, Math, and Science testing
<p>Increase family engagement and the capacity of parents/caregivers to support their children's education</p>	<ul style="list-style-type: none"> ● Yearly increases in the number of parent/caregiver contacts with the school, as tracked in HUSD ParentForce database. ● Yearly increases in the percentage of parents/caregivers reporting the school effectively promotes family involvement, as reported via the California School Parent Survey. ● 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.

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>Create a Community School Site Team, co-facilitated by the full-time Community School Specialist and a designated HEA Representative</p>	<ul style="list-style-type: none"> ● School site recruited representatives from key partner groups (all bargaining units & Principal) for CS Site Team ● CS Site Team plans and engages the school community in conducting a needs and assets assessment. ● CS Site Team reviews and provides feedback of our Community School Implementation Plan to ensure it reflects the work of our site

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):

Park Elementary School is in the Transforming stage in terms of collaborative leadership. As noted under Strategy 1, we have several existing structures and programs through which different school partners contribute to the school’s leadership. Our School Site Council (SSC) brings together our Principal, certificated and classified staff members, parents and community members, and a student representative 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. Our Principal convenes an Instructional Leadership Team in which teacher leaders collaborate to plan and lead professional development 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. In addition, our school site supports collaborative leadership with multiple committees for staff, students and families. We have School Site Council (SSC), English Learner Advisory Council (ELAC), AASAI (African-American Student Achievement Initiative) and Parent-Teacher Organization (PTO), Site-Based Decision Making (SBDM) and Instructional Leadership Team (ILT). Our students have the opportunity to participate on the Student Leadership Team and our Black Student Union.

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

- Established a Community School Site Team that is co-chaired by the Community School Specialist and a designated HEA Representative and includes representatives of all key partner groups. This team meets at least once a month to work on the needs and asset assessment and plan project implementation and integration of the Community Schools framework into our site's initiatives.
- Continued to engage high numbers of individuals who are representative of different school partner groups (students, parents/caregivers, certificated and classified staff, community partners, and community members) in our needs assessment and asset mapping process.
- Combined 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
Align our Community School strategy and Implementation Plan with the HUSD LCAP and Park Elementary School's SPSA	<ul style="list-style-type: none"> ● Created a Community School Site Team representative of different school partner groups ● Review and update our Community School Implementation Plan each spring ● Align our Community School Implementation strategies and goals with our School Plan for Student Achievement each year
Expand and refine school Multi-Tier Systems of Support (MTSS) in alignment with findings of needs assessment, student and family support needs, identified service/resource gaps, and collective priorities	<ul style="list-style-type: none"> ● Continue to revisit the needs assessment, asset mapping, and collective priority-setting process. Review the progress of new programs and services and adjust services if and when needed. ● Identify new and/or continue high-priority supports (extracurricular for students/families and/or professional development for educators) ● Identify and access any partnerships and funding needed to make new interventions/supports possible
Strengthen Coordination of Service Team (COST) school-wide referral system, processes, and effectiveness	<ul style="list-style-type: none"> ● Continue to inform all certificated and classified staff, parents/caregivers, and students about the existence and purpose of the school COST and the process for making COST requests ● Engage key school staff and district and community service providers as multidisciplinary COST team participants ● CS Specialist convenes COST meetings at least once a month to discuss referrals and triage students to needed supports ● CS Specialist provides consistent follow-up to expedite student/family linkages to needed supports and keep abreast of students' evolving needs ● CS Specialist tracks COST requests/referrals, linkages, and outcomes in HUSD COSTForce database ● COST and Community School Site Teams review COST data regularly to inform ongoing improvements and trends in COST processes and identify existing and new partnerships/resources to help address student/family needs

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/multicultural Community School Specialists who are representative of our school families to lead our community school implementation, optimally engage partners in this effort, and coordinate services for students and their families.</p>	<ul style="list-style-type: none"> ● HUSD Human Resources Department develops job descriptions, posts job notices for open positions, and screens applicants. ● 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. ● Leadership from HUSD’s Student and Parent Support Programs office, including the HUSD Community School District leads, will collaborate with the School Principal to interview and select appropriate candidates.
<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"> ● Leadership from HUSD’s Student and Parent Support Programs office, including HUSD’s Community School District leads, identifies and supports writing additional grants applications to support the expansion and sustainability of Community School services based on our school’s needs and asset assessment. ● 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.

Key Staff/Personnel

	<ul style="list-style-type: none"> ●
<p>Lori Oldham, School Principal</p>	<ul style="list-style-type: none"> ● Align CS initiative with other site initiatives ● Oversee educational programming and community school leadership ● Coordinate administrative oversight
<p>Carol Rivera, HUSD Community School</p>	<ul style="list-style-type: none"> ● Co- train, coordinate, and supervise the CS Specialists

<p>Coordinator</p>	<ul style="list-style-type: none"> ● Co-convene and co-facilitate the CS Specialists' PLC meetings ● Visit school sites and provide ongoing coaching and support to the CS Specialists ● Liaise with the external evaluator ● coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes <ul style="list-style-type: none"> ● Supervise the COST team ● Prepare and coordinate presentations for stakeholders ● Utilize Salesforce to assess data for school resources ● Provide professional development to site teams ● Provide leadership and support for effective program and service implementation. ● Promote students' academic success, health, and well-being ● Collaborate with school administrators, district officials, and community partners ● Create a collaborative and supportive atmosphere
<p>Elvia Gauzin, HEA Co-Chair Representative</p>	<ul style="list-style-type: none"> ● Co-Chair works with the Community School Specialists to facilitate the Community School Site meetings. ● Helps provide support and feedback to the overall site reporting on the progress of the Community School Framework as it pertains to instruction and student learning outcomes.
<p>Julie Pineda, Community Schools Specialist</p>	<ul style="list-style-type: none"> ● Co-convene and -facilitate (with a certificated staff member) the Community School Site Team ● Co-lead the needs and asset assessment, goal setting, and action planning processes ● Conduct outreach to students and families about available resources at the school and how to access them ● Coordinate school climate and culture initiatives ● Coordinate allocation of space for student and family support services and special events ● 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

	<p>students/families to prescribed supports</p> <ul style="list-style-type: none"> ● 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 ● Coordinate twice-yearly Community School Implementation assessments ● Help coordinate yearly school planning for the School Plan for Single Achievement and deepen our community school implementation work
<p>Brandy Aldridge, Social-Emotional Learning Counselor</p>	<ul style="list-style-type: none"> ● Engage students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating education and adult life ● Provide Tier 3 counseling support for students ● Coordinate restorative justice circles, community building circles and other social and emotional support for students ● Work in partnership with the CS Specialist to ensure students referred to COST have a warm handoff to services ● 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.
<p>Sandra Morales, Family Engagement Specialist</p>	<ul style="list-style-type: none"> ● Conduct outreach to parents about school events, activities, and resources available ● Communicating with parents whose children are having difficulties in school ● Follow up with families when children are frequently absent ● Help coordinate events for families, such as workshops and student performances and celebrations ● Lead family education workshops ● 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)
<p>Buick Tuua, Youth Enrichment Program (YEP) Site Coordinator</p>	<ul style="list-style-type: none"> ● Coordinate the school’s YEP after-school expanded learning program ● Enroll students in the YEP ● Scheduling YEP activities

- Supervising other YEP staff
- Coordinate the work of community partners and volunteers in the YEP
- Collect data on YEP services and students

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, HUSD 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. HUSD has 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 received support 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. In addition our school has developed sustainable partnerships with the following community partners: STARS Inc Behavioral Health Group, La Clinica Oral Health Initiative, Puente Comunitario, and the Hayward Public Library.

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 partners 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
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.	<ul style="list-style-type: none"> ● Community School Specialist invites key community partners, such as STARS to be part of our COST. ● COST meets at least once a month to triage referred students to needed supports, including those provided on- and off-site by community partners.
The CS Site Team & COST 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.	<ul style="list-style-type: none"> ● Conduct needs assessment, review asset mapping, and collective priority setting process. ● Identify new and existing high-priority supports (extracurricular for students/families and/or professional development for educators) ● Identify and reach out to engage appropriate community partners that can provide identified supports ● Identify and access any funding needed to make the partnerships possible

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:

Park Elementary School is in the Visioning 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. Park Elementary 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 agency STARS Inc Behavioral Health Services. In addition, Alameda County Office of Education & CHSC provide professional development for our Community School Specialist. CHSC also provides professional development for our 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, including:

- STARS Inc Behavioral Health Services
- La Familia Oral Health Initiative
- Community Matters
- Eden Garden Club

Other partnerships we plan to establish or will explore:

- Hayward Public Library Homework Support Center
- Vision/Eyeglass Services

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 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"> ● 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 ● CS Site Team engages in study sessions on community-based curriculum and pedagogy ● 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. ● Professional learning communities prioritize promoting instructional content and practices that are relationship-centered, culturally-affirming, and community-based. ● PLCs engage in inquiry on teachers' success in transforming their instructional practices accordingly. ● 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. ● School-day and expanded learning programs provide opportunities for students to engage with the broader school and Hayward community.

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 Park Elementary 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"> ● 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 ● CS Site Team engages in study sessions on community-based curriculum and pedagogy ● Professional learning communities (PLCs) prioritize promoting instructional content and practices that are relationship-centered, culturally affirming, and community-based. ● PLCs engage in inquiry on teachers' success in transforming their instructional practices accordingly. ● 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. ● School-day and expanded learning programs provide opportunities for students to engage with the broader school and Hayward community.

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
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<p>Carry out the actions detailed in our Community School Implementation Plan</p>	<ul style="list-style-type: none"> ● External evaluator designs a project evaluation plan and data collection timeline aligned with the CCSPP Annual Performance Report-School Sites. ● 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. ● CS Site Team identifies our current baseline phase (visioning, engaging, transforming) in each of our CS capacity-building strategies. ● CS Site Team uploads data on our CS implementation and capacity-building phases on our CS implementation strategies into the dashboard. ● CS Site Team collaborates with evaluator to complete CCSPP Annual Performance Reports for our site as required. 	<p>Ensure that on all areas of the rubric we are minimally at the “engaging” level.</p>
<p>Continually assess and advance our progress in implementing a community school model.</p>		

<p>Achieve outcome targets under Strategy 2: Collective Priorities: Setting Goals and Taking Action PRINCIPAL work with Co-Chairs to discuss some possible ideas for continuous data collection. They were provided training in this area.</p>	<ul style="list-style-type: none"> CS Site Team and School Site Council gather outcome data as part of annual processes for refining the CS Implementation Plan and updating the School Plan for Student Achievement 	<p>Increase by 5% in both ELA and Math on the CAASPP assessment</p> <p>Increase by 5% the number of students classified as RFEP</p> <p>Decrease by 5% the chronic absenteeism rate</p>
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