

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN Winton 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

Winton Middle School

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Hayward, CA 94544

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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 school work:

Winton Middle School is committed to fostering a sense of unity, collaboration, and inclusivity among students, educators, parents, and the broader community. Together, they have developed strategic initiatives that prioritize strong relationships, promote active participation, and cultivate a supportive environment. Through innovative teaching methods, interactive programs, and a curriculum designed to address diverse needs, Winton not only educates but also nurtures a deep sense of belonging. Our school embraces the principles of community schools and recognizes the importance of

engaging stakeholders in decision-making processes, which ensures that a collective voice shapes our students' educational journey. By prioritizing collaboration, equity, and a holistic approach to education, Winton Middle School is in the Engaging and Transforming Phase. Here, a shared commitment to community schools thrives, and our school is realizing this collaborative vision as a true community hub.

Below are some of the ways Winton demonstrates our commitment to the California Community Schools Framework Overarching Values:

Racially-Just, Relationship-Centered Schools: Winton Middle School fosters racially just, relationship-centered schools through a collective and community-driven commitment to equity and social justice. Our annual School Plan for Student Achievement (SPSA) aligns with HUSD's Strategic Plan and Local Control Accountability Plan, reflecting our commitment to inclusive practices. The development of the SPSA is a collaborative effort shaped by input, evaluation, and feedback from members of the School Site Council (SSC), ensuring diverse perspectives are considered in the goal-setting process.

One prominent goal within our SPSA is to enhance students' access to social-emotional support, emphasizing positive relationships, trauma-informed care, and a focus on equity. Families, community partners, and staff collaborate to create a safe and welcoming school environment, prioritizing the holistic development of every student.

Our community's commitment to anti-bias/anti-racism initiatives is evident through professional development opportunities that encourage open conversations about race, privilege, and bias. By examining their biases, staff members learn how to dismantle systemic racism and foster an environment that actively addresses issues of equity.

Winton Middle School celebrates various cultures monthly, promoting inclusivity and diversity, instilling pride, and facilitating learning about achievements, leadership, advocacy, and community across different backgrounds. Conflict resolution is approached proactively through programs such as peer-to-peer support, mentor training, and student ambassadors.

At the same time, restorative justice practices have significantly reduced suspensions, benefitting all parties and the larger community. Our commitment extends to providing opportunities for student leadership, exemplified by the Black Excellence Project and Students Leaders for Equity and Anti-racism, as recommended by our wellness counselor. Additionally, extracurricular activities such as Bridge to College, YEP, and GATE Club support and nurture students' interests beyond the classroom, encouraging the exploration and development of diverse skills and talents. Through these initiatives, Winton Middle School actively works towards creating an inclusive, racially just, and relationship-centered learning environment.

Shared Power: Winton Middle School is dedicated to making decisions that are inclusive and collaborative and prioritize the well-being of all students. To achieve this, the school has established comprehensive structures and ongoing processes that empower various stakeholders to contribute to an educational experience that focuses on social-emotional growth, community commitment, and

academic success for every student.

The School Site Council, which includes the Principal, certified and classified staff, parents (including an ELAC representative), and a student representative, plays a pivotal role in decision-making regarding school programs and budgeting. Additionally, the Council updates the Single Plan for Student Achievement (SPSA) annually.

For parents of English learners, the English Learners Advisory Committee (ELAC) offers a platform for direct input to the School Site Council through an elected parent representative. ELAC meets monthly, discussing topics such as ELD courses, ELPAC testing, and navigating the secondary system. During Back to School Night, the ELAC Café provides parents/guardians with a chance to connect, ask questions, and visit classrooms while enjoying coffee and pastries.

To implement the directives of the SPSA under the School Site Council's guidance, the Site-Based Decision Making (SBDM) team is made up of teachers, the Principal, classified support staff, and a parent and student representative. For instance, when the SPSA identifies the need for academic intervention for specific student groups, the SBDM determines the interventions to implement, how, and when. The Principal facilitates an Instructional Leadership Team, where department chairs collaborate on professional development and continuous inquiry to support effective teaching practices. This team regularly reviews student academic and mental health data, discipline data, and grade trends to inform discussions with staff. The insights gained are then shared appropriately with the Coordination of Services Team, Site-Based Decision Making, and the entire faculty. This allows for better guidance on instruction, addressing social-emotional needs, and fostering a safe and culturally responsive school climate. Counselors and family engagement specialists meet a variety of students' SE needs, as well as academic interventions, and celebrate student success. They provide individualized counseling, coordinate Student Success Team meetings, expedite services for at-risk or students in crisis, and plan monthly student assemblies addressing academics, anti-bullying, suicide prevention, managing anxiety, and a host of other topics. The Family Engagement Specialist is part of the SBDM Team and contributes ideas that improve school climate. She assists families experiencing food and housing insecurity; provides information on continuing education for parents who want to continue higher education or obtain GED, and hosts monthly family meetings to update parents on school events, upcoming opportunities, answer questions, and provide training school platforms such as Infinite Campus and Remind. Counselors and the Family Engagement Specialist share power through their service to students and families, as well as their thoughtful communication with teachers and other staff, often requesting feedback and facilitating meetings to gather ideas. Finally, our Student Leadership group (with advisor guidance) plays an active role in decisions that affect school culture through planning, co-organizing, and leading events such as electives nights, drama club, dances, and other activities.

Classroom-Community Connections: Winton Middle School aims to provide students with an enriched learning experience that fosters curiosity, promotes student agency, develops community, and encourages empathy and leadership skills. Our commitment to academic success and lifelong learning is reflected in our SPSA and LCAP Goals #1-5: Deeper Learning, which aligns with HUSD's vision for innovative and critical thinking experiences in various subject areas, including Language and Literacy, Math, English Language Development, and VAPA. Our goals are designed to deepen

learning for all students while addressing the needs of underserved populations such as English Language Learners, socioeconomically disadvantaged youth, students with disabilities, African-Americans, and Latinx. We emphasize building staff capacity to teach and interact with students in culturally and developmentally responsive ways, creating inclusive learning environments where students' interests, cultural and linguistic strengths, ideas, and experiences are valued and affirmed. We use various strategies to achieve this, including inclusive curriculum, project-based learning, student-driven inquiry, and collaborative learning opportunities. For instance, our ELA department provides multicultural texts such as *Brown Girl Dreaming*, *Poet X*, *American Born Chinese*, and *Ghost*, allowing students to make meaningful connections with characters and explore themes and experiences that relate to their identities and cultures. Project-based learning is highly engaging and effective, and we use the 5E model to encourage students to Engage, Explore, Explain, Elaborate, and Evaluate. We also use cooperative learning strategies like Think-Pair-Share, Numbered Heads, Gallery Walks, and Jigsaw to facilitate a deeper understanding of core concepts and provide student agency and a sense of shared responsibility. We recognize that ensuring an equitable, productive education for our students is a community-wide responsibility. We have built relationships with various organizations, including Scholastic and Hayward Public Library, to bring reading opportunities to our students through book fairs and a mobile library service called Curbie. Our COST specialist and Community Coordinator work with local organizations like Kaiser to bring mental health education to our students through a production called Ghosted. Our music teacher has forged relationships with Cal State East Bay to provide students with opportunities to perform with college students and challenge their musical aptitude. Through extensive community outreach, our counseling team has secured various speakers, including our Mayor, to discuss leadership, cultural pride, social justice and giving back to the community.

A Focus on Continuous Improvement: Winton is committed to enhancing the educational experience and outcome of its students by using various structures and processes. The School Site Council regularly reviews different indicators of student engagement and achievement, such as 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. The results of these assessments are used to plan programs, staffing, school culture and climate measures, budget allocations, and the yearly SPSA. The Instructional Leadership Team and Local Curriculum Council conduct ongoing inquiry into the Culturally Responsive Teaching practices employed at the school, other Deeper Learning Practices, and AB/AR. The teachers work in subject-specific professional learning communities to design rigorous, engaging, and aligned units and lessons that cater to the Common Core State Standards. They also collaboratively engage in professional development and inquiry, review student work and various assessment data, and discuss strategies to make instruction more effective. To deepen our focus on continuous improvement, we collect and analyze data to identify strengths and opportunities for growth among individual students and within specific grade levels. We present and discuss this data at staff meetings each quarter, building at the grade level rather than strictly departmental, utilizing collaboration time, and utilizing data analysis to develop customized academic interventions for struggling students and extend learning opportunities for high-achieving students. We are working to build a dedicated intervention period to support student academic proficiency and explore ways to become a more robust and productive PLC by building time for collaboration beyond our weekly Wednesday department meetings. By doing this, we can exchange ideas, discuss challenges, find

solutions, and rotate teacher presentations of educational technology apps, SEL integration, and best practices that benefit our students' academic and emotional well-being.

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.

Winton Middle School is currently at the stage of establishing collective priorities and goals, positioned between the Visioning and Engaging stages. We are committed to a structured assessment process that ensures a comprehensive understanding of our needs and assets to inform our community school planning and implementation. We draw upon the "Community Schools Assets and Needs Assessment Guidebook," which was developed by HUSD's Community Schools Steering Committee in collaboration with our external evaluator.

Our leadership team is dedicated to utilizing various data sources to gain insights into the needs of our students and families. We examine academic performance indicators such as benchmark tests, CAASPP results, and school climate and culture assessments. We conduct surveys like the California Healthy Kids Survey and the California School Parent Survey. Our teachers are also actively involved in contributing to this effort by reviewing student work, discussing needs within their professional learning communities, and, in tandem with site leadership, the COST team, academic and wellness counselors, and our Family Engagement specialist analyzing disciplinary referrals to identify the root causes of student struggles.

Our exploration of students' and families' needs extends beyond the classroom to our Coordination of Services Team, where on-site counselors conduct assessments and engage parents/caregivers to identify underlying reasons for challenges. If granted funding, we plan to deepen our data collection and reflection by engaging our community through various stakeholder groups, such as students, families, certificated and classified staff, school leaders, and community partners.

We propose integrating surveys, participation in existing shared leadership teams, and classroom focus groups to involve students. Families and community members will be engaged through existing shared leadership teams, focus groups on Parent Days, and surveys. Certificated staff, classified staff, school leaders, and community partners will be approached through interviews, COST meeting feedback, surveys, and existing shared leadership teams. Together with our external evaluator, our school leaders and community school specialists will develop focus groups and interview protocols to ensure a rigorous needs assessment process. We will conduct outreach efforts in English, Spanish, and other languages as needed, including parent focus groups in Spanish and incorporating various languages to make community forums accessible. Mapping the identified needs and resource gaps will involve existing site-shared leadership teams, students, parents, and community groups.

Our commitment to an inclusive needs assessment extends to historically marginalized groups, including African-Americans, Latinx, Special Needs students, and Asian-Pacific Islander communities. To involve students from these groups, we plan to implement targeted outreach, ensuring surveys and focus groups capture their unique perspectives. We intend to integrate the experiences of historically marginalized groups into existing shared leadership teams, recognizing the importance of representation in decision-making. Engagement with families and community members from these groups will occur through specific focus groups, surveys, and targeted participation in existing shared leadership teams. Certificated staff, classified staff, school leaders, and community partners representing historically marginalized groups will be approached through culturally sensitive interviews, feedback from Coordination of Services Team (COST) meetings, surveys, and inclusion in existing shared leadership teams.

The Community Schools Team, COST, and our Community Schools Specialist will serve an essential role in addressing and monitoring these needs, fostering a continuous improvement cycle to enhance our school community's overall well-being and success.

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 your first year as you continually engage students, staff, families, and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Strengthen the work and effectiveness of our school's Coordination of Services Team (COST)	<ul style="list-style-type: none"> ● 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). ● The average time between referral to COST and the student being connected to appropriate support does not exceed six days.
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)	<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, 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
Increase family engagement and the capacity of parents/caregivers to support their children's education	<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 the coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the 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 sites 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"> ● 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 ● 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
<p>Site level: Create a Community School Site Team, co-led by the full-time Community School Specialist, the Principal, and a designated certificated staff member</p>	<ul style="list-style-type: none"> ● Principal designates representatives from key stakeholder groups for CS Site Team ● CS Site Team plans and engages the school community in conducting a needs assessment and maps school community assets ● CS Site Team refines our Community School Implementation Plan ● CS Site Team assists SSC in planning and budgeting for programs and services ● 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

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):

Winton Middle School is currently in the Engaging stage of collaborative leadership. Strategy 1 highlights several existing structures and programs that allow different stakeholders to contribute to the school's leadership. The School Site Council (SSC) brings together the Principal, certificated and classified staff members, parents, and a student representative to make informed decisions about school programs and budgeting and to update the School Plan for Student Achievement (SPSA) annually. Additionally, parent representatives on our English Learners Advisory Committee provide

valuable input into these decisions. As part of HUSD's African American Student Achievement Initiative, we regularly meet with African American students and their parents to obtain input into school programs.

Moreover, our teachers nominate outstanding students for yearly awards in recognition of their achievements. Meanwhile, members of our Site-Based Decision Making (SBDM) team carry out the SPSA's work under the School Site Council's guidance. Our Principal convenes an Instructional Leadership Team that collaborates to plan and lead professional development and ongoing inquiry to support effective teaching and learning. Additionally, our Community School Specialist is responsible for facilitating our Coordination of Services Team and helping coordinate the work of some of our partner agencies providing on-site services.

Furthermore, our Family Engagement Specialist (FES) plays a crucial role in coordinating school activities and events, facilitating educational workshops for parents, and conducting outreach to parents of students facing frequent absences or other challenges at school. Our FES also spearheads donations of food, clothing, household supplies, and other items for families and students in need, particularly during holiday periods. Our After-School Site Coordinator leads our on-site expanded learning program, which includes tutoring, a homework center, and extended learning opportunities.

Lastly, our Student Ambassador Team, guided by our counselors, supports school functions and serves as hosts and presenters whenever we have visitors on campus. The Student Ambassador team meets regularly to brainstorm, organize, and prepare for school functions such as assemblies, dances, Fun Fridays, and school-wide community-building activities. They are an integral part of our collaborative leadership approach.

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 a designated teacher and Community School Specialist 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
Align our Community School strategy and Implementation Plan with the HUSD LCAP and Winton Middle School SPSA	<ul style="list-style-type: none"> ● Create a Community School Site Team representative of different school stakeholder groups ● Combine and align our Community School implementation planning with the annual SPSA planning by integrating the CS Site Team and School Site Council ● Refine our Community School Implementation Plan each spring ● Incorporate our Community School Implementation strategies and goals in our School Plan for Student Achievement each year
Expand and refine school 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"> ● Conduct needs assessment, asset mapping, and collective priority-setting process. ● Identify new high-priority supports (extracurricular for students/families and/or professional development for educators) ● Plan refinements, additions to MTSS ● 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"> ● 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 ● Engage key school staff and district and community service providers as multidisciplinary COST team participants ● CS Specialist convenes COST meetings at least every two weeks to discuss referrals and triage students to needed supports ● CS Specialists provides consistent follow-up to expedite student/family linkages to needed supports and keep abreast of students’ evolving needs ● CS Specialists track COST referrals, linkages, and outcomes in HUSD COSTForce database ● 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

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"> ● 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 Director, will collaborate with the Winton Middle 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"> ● 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. ● 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 incorporates it in updates of the CS Implementation Plan. The sustainability plan will include a detailed budget and funding sources to cover budget costs.

Key Staff/Personnel

<p>Mat Clark, HUSD Community Schools Director</p>	<ul style="list-style-type: none"> ● Lead HUSD Community School Steering Committee ● Oversee community school implementation at HUSD schools ● Co-train (with our Community Schools Coordinator) the site-level Community School Specialists
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	<ul style="list-style-type: none"> ● Co-convene and co-facilitate district-wide professional learning
Carol Rivera, HUSD Community School Coordinator	<ul style="list-style-type: none"> ● Help train and coordinate the CS Specialists; ● Co-convene and co-facilitate the CS Specialists' PLC meetings ● Visit school sites regularly 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
Lisa Tess, Principal Winton School Principal	<ul style="list-style-type: none"> ● Align CS initiative with other site initiatives ● Oversee educational programming and community school leadership ● Coordinate administrative oversight
Ian Baker, Community School Teacher Instructional Leader, for secondary schools (to be hired)	<ul style="list-style-type: none"> ● Participate on HUSD Community School Steering Committee ● Provide professional development, coaching, and technical assistance to secondary CS Site Teams and SC Specialists to support implementation and deepening of community school models
Raven Johnson, Winton Community School Specialist	<ul style="list-style-type: none"> ● Co-convene and -facilitate (with Principal and a designated teacher) the Community School Site Team ● Co-Lead the needs and asset mapping, goal setting, and action planning process ● 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 students/families to prescribed supports ● 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
Karen Fernandez, Winton	<ul style="list-style-type: none"> ● Engage students in groups to build the social-emotional skills

<p>Social-Emotional Counselor</p>	<p>essential for learning, getting along with others, and navigating education and adult life</p> <ul style="list-style-type: none"> ● 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>Karina Gutierrez, Family Engagement Specialist</p>	<ul style="list-style-type: none"> ● Conducting 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>Luis Diaz, 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. 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 that 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 La Familia, to be part of our COST. ● COST will meet at least biweekly to triage referred students to needed supports, including those provided on- and off-site by community partners.
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.	<ul style="list-style-type: none"> ● Conduct needs assessment, asset mapping, and collective priority-setting process. ● Identify new 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:

Winton 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. Winton 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 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 partnership with other local community organizations to strengthen our services for students and families and their outcomes.

- La Familia provides social-emotional counseling.
- 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.
- Southern Alameda County Chapter of the NAACP Youth Program provides weekly academic

support (Wednesdays in the library).

- Bay Area Creative provides its renowned SPARC poetry program for Winton students in the YEP.
- TRIO Aspire is a federally-funded program operating in partnership with Chabot College that provides academic support through after-school tutoring and study groups.
- Tech Trek, a nationally recognized STEM program that provides a fully-funded opportunity for middle girls to participate at a week-long science camp at a regional university.
- 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.

Additional partnerships we plan to cultivate include:

- Girls, Inc. - Eureka! is a trauma-informed program for 7th-grade girls that promotes college and career readiness while increasing confidence and self-esteem. The program offers college field trips, fun field trips (kayaking, ropes courses, etc.), and mentorship.
- Hayward Parks and Recreation (HARD) partnership for student programs and learning opportunities through the YEP.
- NAACP youth mentoring programs for marginalized and underperforming student groups.

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"> ● 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. ● 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.
<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 Winton 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"> ● 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 (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
<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 evaluators to establish a process and timeline for gathering and uploading CS implementation data into the dashboard. 	
<p>Continually assess and advance our progress in implementing a community school model.</p>	<ul style="list-style-type: none"> ● CS Site Team identifies our current baseline phase (visioning, engaging, transforming) in each of our CS capacity-building strategies. ● CS Site Team conducts a self-assessment to identify our phase on implementing each strategy twice each year. ● 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 an evaluator to complete CCSPP Annual Performance Reports for our site as required. 	<p>Please see outcomes/indicators throughout this Plan.</p>

<p>Achieve outcome targets under Strategy 2: Collective Priorities: Setting Goals and Taking Action</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>Enhance the number of students referred to the COST that receive suitable support</p> <p>Reduce the average time between referral to COST and connection to appropriate support</p> <p>Improve various indicators of school climate and students' social-emotional skills</p> <p>Decrease ADA and chronic absenteeism rates</p> <p>Increase proficiency in ELA, Math, and Science subjects</p> <p>Enhance school's effectiveness in promoting family involvement and providing resources to meet their children's academic, social, and emotional needs.</p>
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