

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN Cherryland 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

Cherryland Elementary School

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Principal: Heather Thorner

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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:

Cherryland 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. It’s important to note that Cherryland Elementary has the highest than any other elementary school in the city of Hayward with the largest English Language Learners population. They are located in unincorporated Hayward which can create it’s own challenges or not receiving the same city resources as other schools located in Hayward.

1. **Racially-just, relationship-centered spaces.** Cherryland 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. To this end, HUSD staff work collaboratively with families and our community partners to ensure students have access to the social-emotional supports they need. Strategies for this purpose include focusing on building positive relationships in classrooms as a means to create learning partnerships, promoting students’ social-emotional learning and well-being through the use of SEL curriculum and/or school culture/climate initiatives, providing trauma-informed counseling and other services, and a focus on equity. We integrate Anti-Bias/Anti-Racism (AB/AR) training for staff schoolwide in support of dismantling systems at our school that are inequitable or produce predictable outcomes for some student groups. We convene regular meetings at our school as part of HUSD’s African American Student Achievement Initiative as spaces for African American students and their families to provide input into our ongoing work to more effectively address their academic, social, and emotional needs as part of our ongoing priority to bring about equitable, systematic, and transformative change in teaching and learning. In our community school, we are dedicated to creating racially-just, relationship-centered environments. To advance this commitment, we are collaborating with Seneca to provide trauma-informed training for Cherryland staff. This training aims to help staff understand how trauma affects our most vulnerable student populations and to foster more thoughtful and compassionate responses to challenging behaviors.

Cherryland staff are adopting new support methods in the classroom, such as peace corners, to enhance this approach. We plan to utilize funding from the Hayward Promise Neighborhoods (HPN) grant to support these initiatives. Additionally, our school is working to strengthen social and emotional learning (SEL) practices, further promoting a supportive and inclusive educational environment.

2. **Shared power.** Cherryland 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), and a student 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 enhance our collaboration with partners in supporting our students and their families, we plan to strengthen our relationship with Padres Unidos. This community organization is dedicated to the well-being of Cherryland residents in the unincorporated area of Alameda County. Padres Unidos, composed of committed parents, regularly meets to support the entire Cherryland community, with a special focus on Cherryland Elementary students.

One of our primary goals is to increase parent volunteers for the 2024-2025 school year, thereby expanding classroom support. This initiative will help manage student behavior and foster stronger relationships between teachers and parents, promoting shared leadership roles. At Cherryland, it is everyone's responsibility to support our students.

Additionally, we will continue to build shared leadership through the Principal Cafe, a monthly meeting between parents and the school principals. This forum provides a safe space for parents to voice feedback, ideas, concerns, and challenges. It also helps parents learn how to navigate the school system effectively. Cherryland also has a Parent Teacher Organization (PTO) that contributes to decision making, has a board and raises money for Cherryland students. Furthermore, they also have an English Language Learner Committee (ELAC).

- 3. Classroom-community connections.** Goal #1 in HUSD's Strategic Plan and LCAP Goal #1 is "Deeper Learning." At Cherryland 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 Cherryland Elementary School, our School Based Decision Making team, is dedicated to deepening our understanding of identity to better serve our students and community. It is essential for Cherryland teachers to comprehend and appreciate the diverse identities of their students. To support this, Cherryland's Equity Team provides a range of resources, including lessons, videos, and books, which teachers can integrate into their classrooms.

In addition, the team is planning to host Solidarity Week with the assistance of Lynn Bravewoman, an Administrator on Special Assignment who specializes in professional

development in this area. Next year, Cherryland teachers will focus on developing grade-level specific approaches to enhance their teaching strategies.

This year, teachers received a condensed version of Seneca's six-part trauma-informed training series. The primary goal for Cherryland teachers is to understand students' identities and build stronger, trusting relationships to better support students dealing with trauma. By helping students learn to regulate their behavior and cope with trauma through the support of trusted adults, we aim to equip them with the necessary skills to succeed academically and beyond.

- 4. A focus on continuous improvement.** Cherryland Elementary School is committed to continuously improving students' educational experiences 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 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. 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 support grade level teams meetings to provide opportunities to come together to review data. They will then create a plan moving forward based on what has been learned and develop strategies to implement the plan within the classroom.

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.

Cherryland Elementary School is in between 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 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 focus groups by asking the students, “What are your hopes and dreams for Cherryland.” The responses will be shared with the Cherryland Community School team and goals will be drafted based on student input.
- Families and other community members, through Principal Cafe’s, Padres Unidos group,

Community School Teams, and working towards expanding the input of families' voices and targeting the families that aren't traditionally involved. We will work on creating one method of communication for the site so families aren't getting communication from multiple platforms.

- Certificated staff, classified staff, school leaders, and community partners through staff training and providing updates about Community Schools, what it is, and how the framework can support Cherryland.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Strengthen the work and effectiveness of our school's Coordination of Services Team (COST)	• 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 40 days. • Admin team working to create a clear process
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)	• 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	• 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
Create a Community School Site Team, co-facilitated by the full-time Community School Specialist and a designated HEA Representative	• School site recruited representatives from key partner groups (all bargaining units, Principal, Parents, Community Partner, and Students) 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 • 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. • The Co-Chairs of the CS Site Team warmly present the outcomes of the needs assessment to esteemed decision-making bodies like SBDM and SSC. This collaborative effort aims to ensure that our school community is informed about the progress of our Community Schools initiative and can work harmoniously towards alignment and shared goals.

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):

Cherryland Elementary School is in the Visioning 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 including working with Youth to have a Cherryland Youth Advisory Committee. In addition, our school site supports collaborative leadership through Padres Unidos. These parent groups lead specific opportunities to engage families such as the Multicultural night. Staff also work towards increasing connections to black families through the annual Black Family Conference.

With the Community School Team please add other examples:

- Student leadership opportunities
- School-wide events
- specific opportunity to reach out to the families (workshop examples etc.)

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 HUDS LCAP and Cherryland Elementary School's SPSA	• Created a Community School Site Team representative of different school partner groups • Combine and align our Community School implementation planning with the annual SPSA planning by integrating the CS Site Team and School Site Council • 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	• 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	• 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 HUDS 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
HUSD and Cherryland 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.	- 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.
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.	- 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

Mathew Clark, HUSD Community Schools Director	- Lead HUSD Community School Steering Committee - Oversee community school implementation at
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	HUSD schools • Co-train (with our Community Schools Coordinator) the site-level Community School Specialists • Co-convene and co-facilitate district-wide professional learning community for Community Schools Specialists • Help broker and coordinate district and school partnerships for the benefit of students and families
Heather Thorner, School Principal	• Align CS initiative with other site initiatives • Oversee educational programming and community school leadership • Coordinate administrative oversight
Carol Rivera, HUSD Community School Coordinator	• Co-train, coordinate, and supervise the CS Specialists • 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 • 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
Geraldine Gomez, EL Specialist and HEA Co-Chair Representative,	• The 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. • Understands the needs of multilingual learners at our site and advocates for students and their families. • Provides a perspective of collaborative voice with teachers, parents, and staff. • Supports the English Language Advisory Committee,

	ELAC, for parents of multilingual students.
Yvette Gomez, Community Schools Specialist	• 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 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
Sheyenne Davis, Social-Emotional Learning Counselor	• 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.

Rosemary Vazquez, Family Engagement Specialist	• 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, 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)
Robbin Johnson-Perez, Youth Enrichment Program (YEP) Site Coordinator	• 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 plan to utilize Hayward Promise Neighborhoods grant, in-kind resources from Seneca, and in-kind counselors from the East Bay Agency for Children (EBAC). One of the benefits of Cherryland is it's located in an unincorporated area and the demographics of students/families and the overall community allow for the school site to have additional funding opportunities that other schools may not be able to apply for. These additional funding resources and future opportunities will support Cherryland 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: EPAC, Seneca, and Reading for Kinder through HPN.

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.	• Community School Specialist invites key community partners, including 3 EBAC counselors, 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 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.	• 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:

Cherryland Elementary 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. Cherryland Elementary School benefits from this partnership. CHSC provides technical assistance to the district to support us in developing community school models at our schools. In addition, CHSC provides professional development for our Community School Specialist, Social-Emotional Learning Counselor, and Family Engagement Specialist, including training focused on promoting students' social-emotional learning and strengthening relationships between adults and students.

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

- Alameda County Health Department and Behavioral Health Department - monthly clinic for families
- La Familia provides the personnel for the monthly clinics
- Eden United Church
- Padres Unidos
- My Eden Voice, a grassroots organization
- Cherryland Community Association

- Ashland Community Association
- Alameda County Community Development Agency - working towards a grant to create a community center
- UC Extension - Healthy Living support and nutritional workshops
- Alameda County Community Food Bank - food resources every other week
- Davis Street - provides Christmas presents and other items
- Wellness Center - provide books and backpacks once a year
- Cal State University East Bay
- Raising a Reader
- Tandem

Other partnerships we plan to establish or will explore:

- 4c's of Alameda County - Hayward
- Breath Mobile
- Girls on the Run

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
Build knowledge about community school models and implementation among all school staff.	• The HUSD Community School Leadership and CS Teacher Instructional Leaders engage site CS Specialists in a 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.
Build knowledge and skills regarding community-based curriculum and pedagogy and its importance in community schools among all school staff and school families .	• 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
HUSD's and Cherryland 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)	• 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. • Family Engagement Specialist collaborates with the CS Specialist to incorporate training and sharing of information about the CS Site Team work into family workshops and activities. • 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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Carry out the actions detailed in our Community School Implementation Plan	• 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.	By May of 2026, on the CHKS, an increase by 5% of the students will feel more connected to a teacher or staff member. By May of 2026, according to the dashboard, students will increase by 5 % on both Reading and Math CAASPP tests.
Continually assess and advance our progress in implementing a community school model.	• 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 evaluator to complete CCSPP Annual Performance Reports for our site as required.	By May of 2026, Parent participation will increase by 3%. 82% of parents felt encouraged to participate in their child's school.

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.	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	By May of 2026, we will increase our input from parents by 3%, from 73% to 76%.
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