CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

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

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

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

● **Racially-just, Relationship-centered Spaces:** Hamilton Elementary serves a diverse student body, with 93.8% socioeconomically disadvantaged students and 44.7% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP, SPSA, and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.
● **Shared Power:** Collaboration with families and community members is integral to decisionmaking. Input from surveys, site councils, Community Schools Advisory, POD Leadership, and ELAC/DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.
● **Classroom-Community Connections:** Through partnerships with organizations like Glenn County Office of Education, The Boys and Girls Club, Upward Bound|ETS through CSU-Chico, Chester Walker Public Library, and other community organizations, Hamilton Elementary bridges classroom learning with real-world community experiences.
● **Focus on Continuous Improvement and Possibility Thinking:** Hamilton Elementary utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps.

Developmental Plans to Reflect These Values:

- **Professional Development:** Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion***:* We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to participate in events on school campuses, and the Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and supports.
- **Integrated Student Supports***:* Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.
- **Data-driven Improvement***:* Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory
- Cross communication and collaboration with the school Wellness Team for the implementation and delivery of referral process for educational and social-emotional services

Students: Students will be central to the planning process as their experiences and voices reflect the school's mission.

Process:

- Student leadership opportunities in ASB (Associated Student Body)
- Utilize student surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations, such as the PTO, ELAC/ DELAC committees and site councils.

Community Partners: Partners such as the Boys and Girls Club of Northern California, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, Growing Healthy Children, and California State University, Chico, Butte College, local businesses, social services, and others will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Hamilton Elementary will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

● Cultural Competence in Outreach: Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
● Community Liaison Role: Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
● Flexible Participation: Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

● Surveys: Regular, multilingual surveys to capture broad input.
● One-on-One Interviews: Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.
● Visioning Exercises: Collaborative work via the School Site Council to define goals and aspirations for the school.
● Communications: Hamilton Elementary engages families and the community by sharing regular communications via Parent Square, newsletters, website, and social media.

By employing these processes and engaging all groups inclusively, Hamilton Elementary will build a shared vision and actionable priorities that reflect the community's needs, assets, and aspirations, paving the way for meaningful community school transformation.

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

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

Collective Priority	Outcome/Indicators you aim to improve
Priority 1: HES will strengthen partnerships with families and the community by creating meaningful opportunities for engagement, building capacity for families to support student learning, and promoting consistent, two-way communication.	• Family participation in school-sponsored learning and engagement events increases, as measured by sign-in data and family survey results. • Two-way communication between school staff and families is consistent and accessible, with families reporting they feel informed and heard. • Families demonstrate increased confidence in supporting student learning at home • Community partnerships result in expanded resources and learning opportunities available to students and families, tracked through partnership agreements and event participation.
Priority 2: By the end of the 2026-2027 school year, the Community School Leadership Team (site, district, and advisory level) will leverage findings from the 2025-2026 LCAP survey as a foundation for shared understanding, using the data to align stakeholder priorities and inform school-wide decisions. A refreshed needs and assets assessment will be conducted in May 2027 to measure growth and identify emerging needs.	• Present and discuss 2025-2026 LCAP survey findings with all stakeholder groups to build shared understanding of the school's needs and available assets. • Publish an updated asset map and report of findings from the LCAP survey analysis within the first semester of the 2026-2027 school year to serve as a shared reference point for decision-making. • Administer a refreshed needs and assets assessment in May 2027, with a target of at least 75% family participation and 90%

	staff participation, to measure progress, capture shifts in community needs, and inform priorities for the following school year.
Priority 3: HES will foster a safe, inclusive, and supportive school environment that promotes students' social-emotional well-being, strengthens relationships for all students. HES will ensure access to responsive supports for students impacted by trauma and mental health and social emotional needs.	• Staff consistently implement trauma-informed practices and relationship-building strategies, as measured by observation data and staff survey results. • Tiered supports are in place and accessible for students across all levels of need, with utilization rates monitored through MTSS data.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps and Outcomes
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	• Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. • Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. • Develop a partnership sustainability plan that documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.
Goal 2: HES will increase academic achievement for all students by delivering rigorous, standards-aligned instruction, using data to inform teaching practices, and providing targeted interventions to meet the diverse learning needs of all students.	• Students demonstrate growth in literacy and math proficiency, as measured by assessment data, with instruction connected to community contexts and student experience. • Instruction reflects students' cultural assets and community connections, with families and community partners engaged as resources in the learning process.
Goal : HES will accelerate English Learner progress in both language acquisition and	• Provide professional development on culturally responsive teaching practices,

academic achievement by implementing designated and integrated ELD, monitoring student progress, and building staff capacity through ongoing professional learning.	funds of knowledge, and indigenous ways of knowing. • Develop classroom activities that reflect students' cultural and linguistic backgrounds, drawing from community stories, traditions, and histories. • 100% of teachers participate in professional development sessions on culturally responsive teaching.

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 and Outcomes
Goal 1: By December 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups at each school and establish a District Community School Advisory with representatives from all site-level advisories to foster collaboration, align initiatives, and address district-wide needs.	Action Steps: • Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. • Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. • Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: • Community School Advisory includes representatives from at least five stakeholder groups by December 2026. • 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.
Goal 2: By June 2027, fully integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council, DELAC,	• Conduct a cross-committee goal alignment review at the start of the year to identify shared priorities and ensure

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Hamilton Elementary operates through a well-structured system of shared governance that emphasizes collaboration among stakeholders at both the district and site levels. This approach ensures that decision-making reflects the needs and perspectives of the entire school community while empowering site-level leadership to address specific campus priorities.Features Supporting Shared Governance and Leadership at Hamilton Elementary and Hamilton Unified School District:

- Collaboration and Communication: District and site leaders meet regularly (e.g., HUDLES, SSC,ELAC, POD Leadership) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, principal coffees, and newsletters foster two-way communication.
- Support for Equity and Inclusion: Translation services and child care are provided during meetings to ensure equitable participation. Programs like the Student Leadership Team and Community School Advisory Committees reflect the district's commitment to meeting site-specific needs.
- Data-Informed Decision Making: Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- School Site Councils (SSCs): Comprised of students, staff, parents, and administrators at each site. Collaboratively develop the School Plan for Student Achievement (SPSA) to improve performance and achieve campus-specific goals.
- Site-Based English Learner Advisory Committees (ELACs): Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.
- Grade Level Professional Learning Communities (PODS): Engages grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- Community School Advisory Committee: Meets on a quarterly basis, engaging diverse stakeholders, including students, parents, community members, and school site and district staff, to prioritize needs based on data from local assessments. Guides the creation of Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

● Community Schools Leadership HUDLE: Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.

● District English Learner Advisory Committee (DELAC): Includes representatives from sitebased ELAC groups (parents, administrators). Provides district-wide guidance on the needs of English learners, ensuring their voice in program planning and implementation.

● HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.

● Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) and ESSER III Expenditure Plan are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making. HUSD's and Hamilton Elementary School's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice from district leaders to individual parents and students is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Items and Outcomes

Goal 1: By June 2027, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness of the community school model among all stakeholders.	**Action Steps:** • Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. • Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. • Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. • Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. **Outcomes:** • The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. • Active community partners grow by at least 20% over the prior year with services documented and tied to identified needs. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes. • The Community School Advisory meets consistently with diverse, representative

	membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations, to ensure sustainable support for community school efforts.	**Action Steps:** • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP and SPSA goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation. **Outcomes:** • Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan. • At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Hamilton Elementary will manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their families.

Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Elementary will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model.
Social Service Coordinator	Social Services Coordinator will connect students and families with vital resources to support their academic, social, and emotional well-being. This ensures they have access to the tools and services needed for success.
Wellness Counselor	The Hamilton Elementary Wellness Counselor will provide direct support to students through individual and group counseling while assisting the Social Services Coordinator in connecting students and families with needed resources. Working collaboratively with students, teachers, and the site leadership team, the Wellness Counselor will deliver tiered social-emotional and mental health support, facilitate referrals for mental health services, and help families access basic resources to support student well-being and success.
School Nurse	The Hamilton Elementary School Nurse will serve as a key member of the student wellness team, providing direct health services, conducting screenings, and managing the ongoing medical needs of students. The School Nurse will collaborate with the Wellness Counselor, Social Services Coordinator, and site leadership to ensure students' physical health needs are identified and addressed, and will support families in accessing community health resources and navigating health-related referrals.
Campus Supervisor	Through resources provided by the California Community Schools Partnership Program (CCSPP), Hamilton Elementary will expand campus supervisor hours to strengthen student safety, support, and connection throughout the school day. Campus Supervisor will serve as a trusted, visible adult on campus, fostering positive relationships with students, reinforcing behavioral expectations, and helping identify students in need of additional support. Expanded hours will allow for greater coverage during transitions, lunch, and before and after school periods, contributing to a safer and more welcoming school environment.

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

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and

private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families.In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill three existing staff members (four at Hamilton Elementary) in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP and SPSA to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps and Outcomes
Goal 1: By June 2027, build and expand community collaborations by establishing at least two new partnerships at the school level, prioritizing partnerships that advance equitable opportunities and improve resource access for students and families.	**Action Steps:** • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. **Outcomes:** • At least four new partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.
Goal 2: By June 2027, strengthen and expand partnerships with community health and wellness organizations to deliver	**Action Steps:** • Recruit and maintain active health and

comprehensive, equitable support for student mental and physical well-being across all school campuses.	wellness partnerships, including physical health, dental, mental health, and culturally responsive providers, to expand on-site and mobile services across all campuses with priority given to underserved students and families. • Host at least two wellness awareness workshops annually for students, families, and staff. • Build staff capacity through professional development on trauma-informed practices, mental health awareness, and culturally responsive approaches to student wellness. **Outcomes:** • At least 2 to 3 active health and wellness partnerships are in place with documented service agreements, and on-site or mobile services reflect a 20% increase in utilization over the prior year. • At least three mental health awareness workshops are held annually with documented attendance. • Leverage the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain and expand mental health services through reimbursement for eligible student supports.

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:

Hamilton Unified School District has established and continues to expand partnerships aligned with its vision for integrated student supports, enriched learning, family engagement, and collaborative leadership.

Pillar 1: Integrated Student Supports
HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children's Interagency Coordinating Council. Boys and Girls Clubs of the North

Valley provides after school and summer programming, including educational support, social-emotional support, leadership opportunities, and resources for families.

Pillar 2: Expanded and Enriched Learning
CSU-Chico partners with HUSD to provide services through Upward Bound and Educational Talent Search, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Boys and Girls Clubs of the North Valley provides after school and summer programming, including educational support, social-emotional support, leadership opportunities, and resources for families. GCOE Friday Night Live provides opportunities for student mentorship and prevention education. Reading Pals provides literacy support after school.

Pillar 3: Family and Community Engagement
HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers eye glasses for students in need.

Pillar 4: Collaborative Leadership
Hamilton Elementary School engages diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student athletics, POD Leadership, student leaders participation in School Board Meetings, and parent participation in School Site Council, Community Schools Advisory, PTO, DELAC, and ELAC.

Future Focus
HUSD will continue to evaluate and expand partnerships based on community needs, including exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

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Strategy 1: Shared Commitment, Understanding, and Priorities

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Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its

commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

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

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

Hamilton High School recognizes the importance of community schools in fostering a supportive and inclusive environment. By engaging students, families, and community partners, the school aims to promote equity, access, and holistic development through the California Community Schools Framework. Below is how the school's mission aligns with each of the framework's overarching values:

- **Racially-just, Relationship-centered Spaces:** Hamilton High School serves a diverse student body, with 72% Hispanic students, 82.5% socioeconomically disadvantaged students and 11.6% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.
- **Shared Power***:* Collaboration with families and community members is integral to decision making. Input from surveys, site councils, Community Schools Advisory Council, and ELAC/ DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.
- **Classroom-Community Connections:** Through partnerships with organizations like the Hamilton City Lions Club, GCOE, CSU-Chico, Upward Bound, Butte College,, and many others, Hamilton High School bridges classroom learning with real-world community experiences. This year, Hamilton High School will participate in the statewide peer-leading and learning network, CEI (Community Engagement Initiative).
- **Focus on Continuous Improvement and Possibility Thinking***:* Hamilton High School utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps. For instance, ongoing efforts to improve chronic absenteeism and academic achievement demonstrate a commitment to growth and innovation.

Developmental Plans to Reflect These Values:

- **Professional Development**: Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion**: The school plans to enhance parent and community involvement by expanding its outreach programs, improving communication channels, and hosting regular forums for

feedback. We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to attend events on school campuses. The Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and support.

- **Integrated Student Supports***:* Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.
- **Data-driven Improvement:** Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Professional development sessions to gather insights on classroom-community connections.
- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory

Students: Students will be central to the planning process as their experiences and voices reflect the school's ultimate mission.

Process:

- Conduct grade-level forums and student-led discussions.
- Utilize peer surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations like the DELAC committee and site councils.

Community Partners: Partners such as the Hamilton City Lions Club, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, California State University, Chico, Butte College, local businesses, and social services, among others, will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Hamilton High School will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

- Cultural Competence in Outreach: Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
- Community Liaison Role: Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
- Flexible Participation: Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

- Surveys: Regular, multilingual surveys to capture broad input.
- One-on-One Interviews: Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.
- Meetings/Forums: Large-scale events to share findings and gather collective input.

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

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

Draft Collective Priority	**Outcome/Indicators you aim to improve**
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	• Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. • Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. • Develop a partnership sustainability plan that documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.
Priority 2: In the 2026-2027 school year, utilize data from all assessments and surveys to drive continuous improvement and deepen our understanding of the school's evolving needs and available resources.	• Administer and analyze all school-wide assessments and surveys, ensuring at least 75% participation from families and 90% participation from staff. • Conduct ongoing focus groups, including sessions specifically for marginalized groups, to contextualize data and ensure community voices inform decision-making. • Review and update the asset map and findings report annually, using current data to identify trends, gaps, and opportunities for growth.

	• Present data findings to the Community School Leadership Team and subcommittees each semester to align priorities and adjust strategies for continuous improvement.
Priority 3: By June 2027, enhance academic equity and integrated student support by continuing to close the achievement gap for all student groups, particularly English learners and socioeconomically disadvantaged students.	• Achieve a reduction in the performance gap for English Language Arts and Mathematics by 10 points on the California Dashboard, with measurable progress documented annually toward this two-year target. • Ensure 100% of teachers participate in professional development aligned to equity and integrated support, with feedback surveys indicating at least 85% satisfaction. • Implement individualized intervention plans for all identified at-risk students within the first 90 days of the academic year, with progress monitored and adjusted each semester.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

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

Site Level Goals and Measures of Progress

Goals	**Action Steps**

Goal 1: By the end of Year 2, we will deepen and expand strong partnerships with families and local community organizations to embed real-world relevance, cultural diversity, and community-driven learning across all classrooms.	• Strengthen the Community Advisory Council by increasing membership, diversifying representation, and engaging students, families, and community partners. • Deepen existing partnerships with community organizations while actively recruiting at least 2-3 new partners to co-create additional project-based learning opportunities tied to real-life community needs. • Expand quarterly events to include more student-led components and culturally responsive programming, with intentional outreach strategies to engage historically underrepresented families.
Goal 2: By the end of year 2, we will have fostered a sense of student ownership by designing learning experiences connected to real-life issues and challenges within their community	**Action Steps:** • Train teachers in project-based learning and inquiry driven approaches that enable students to explore issues relevant to their lives and communities. • Develop student-led initiatives or projects that address community challenges (e.g., sustainability, local history). • Incorporate student voice through regular class discussions, surveys, and leadership opportunities in shaping their learning experiences. **Outcomes:** • Student participation on Community Schools Advisory and Community Engagement Initiative • Student participation on Community Engagement Initiative (CEI) team

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
Goal 1: By December 2026, expand Community School Advisory to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators)	Action Steps: ● Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. ● Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. ● Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: ● Community Schools Advisory includes representatives from at least five stakeholder groups by December 2026. ● 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.
Goal 2: By June 2027, continue to integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness team, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision making processes.	● Conduct a cross-committee goal alignment review at the start of the year to identify shared priorities and ensure the Community School Advisory's work is reflected across all governance bodies. ● Establish consistent communication structures and a unified meeting calendar to ensure transparent information flow and encourage active cross-committee participation.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other

graphic):

Features Supporting Shared Governance and Leadership at Hamilton High and Hamilton Unified School District:

- Collaboration and Communication: District and site leaders meet regularly (e.g., HUDLE, SSC, ELAC) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, phone calls, home visits, and newsletters foster two-way communication.
- Support for Equity and Inclusion: Translation services and child care are provided during meetings to ensure equitable participation.
- Data-Informed Decision Making: Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- School Site Councils (SSCs): Composed of students, staff, parents, and administrators
- Site-Based English Learner Advisory Committees (ELACs): Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.
- Grade Level Professional Learning Communities: Engage grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- Community School Advisory Committee: Engages diverse stakeholders, including students, parents, community members, and district staff, to prioritize needs based on data from local assessments. Guide the creation of Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

- HUDLE: Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.
- District English Learner Advisory Committee (DELAC): Includes representatives from site based ELAC groups (parents, administrators). Provides district-wide guidance on the needs of English learners, ensuring their voice in program planning and implementation.
- Bond Oversight and Safety Committees: The Bond Oversight Committee ensures accountability for district bond expenditures.
- HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.

- Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making.

HUSD's and Hamilton High School's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice—from district leaders to individual parents and students—is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	**Action Steps**
Goal 1: By June 2027, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness and understanding of the community school model among students, families, staff, and community members.	**Action Steps:** ● Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. ● Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. ● Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. ● Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. **Outcomes:** ● The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. ● Active community partners grow by at least 20% over the prior year with services documented and tied to identified needs. ● The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning.

	• At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.	**Action Steps:** • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP and SPSA goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation. **Outcomes:** • Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan. • At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Hamilton High School will lead and manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their families.
Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Unified will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model. To ensure sustainability and access to additional resources, the district may cross-train this individual as a wellness coach or certified health worker, leveraging funding opportunities like CalAIM.
Social Service Coordinator	Connecting students and families with vital resources to support their academic, social, and emotional well-being. This ensures they have access to the tools and services needed for success.
Dean of Students	The Hamilton High Deans of Students will assist the Director of Community Schools and Family Engagement in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.

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

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families.In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill three existing staff members in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress:

Goals	Action Steps
Goal 1: By June 2027, build and expand community collaborations by establishing at least two new partnerships at the school level, prioritizing partnerships that promote equitable opportunities and improve resource access for students and families.	**Action Steps:** • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. **Outcomes:** • At least two new partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.

Goal 2: By June 2027, strengthen and sustain the communication strategy established in 2025-2026 by deepening community engagement, improving feedback mechanisms, and ensuring messaging is consistently reaching and resonating with all stakeholder groups.	**Action Steps:** ● Evaluate the effectiveness of current communication channels through stakeholder surveys and engagement data, and refine the strategy based on findings. ● Expand two-way communication by creating structured opportunities for families, students, and community members to provide ongoing input and feedback. ● Ensure all communications remain culturally responsive, multilingual, and accessible across all platforms and channels. ● Continue developing engaging, timely content that highlights school successes, partnership opportunities, and community resources across all communication channels. **Outcomes/Indicators:** ● At least 75% of surveyed families and community members report feeling informed and aware of school initiatives, opportunities, and resources. ● Documented evidence of stakeholder feedback being collected and used to adjust or improve communications at least twice throughout the year. ● All major communications are consistently translated and distributed across multiple channels, with measurable growth in reach and engagement over the prior year.
Goal 3: By year 3, collaborate with at least three local organizations to share facilities, expertise, and resources to create mutually beneficial programs.	**Action Steps:** ● Identify community partners ● Initiate partnerships ● Develop programs together ● Provide training and support ● Promote programs to the community ● Evaluate program effectiveness ● Sustain and grow the partnerships **Outcomes:** ● Enhanced program offerings and availability ● Increased equity in access. ● Strengthened relationships and partnerships

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:

Pillar 1: Integrated Student Supports
HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children's Interagency Coordinating Council.

Pillar 2: Expanded and Enriched Learning
CSU-Chico partners with HUSD to provide services through Upward Bound, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Healthy Rural California sponsors a Med-Ed Club on campus at Hamilton High School, providing career exploration activities for Hamilton High and Ella Barkley students interested in pursuing careers in healthcare.

Pillar 3: Family and Community Engagement
HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers scholarships, student speaker contests and leadership opportunities and hosting community events throughout the year.

Pillar 4: Collaborative Leadership
Hamilton High School engages diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student leaders participation in School Board Meetings, and parent participation in PTO, DELAC, and ELAC.

Future Focus
HUSD will continue to evaluate and expand partnerships based on community needs, including

exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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District Superintendent contact: Jeremy Powell
jpowell@husdschools.org
Director of Community Schools & Family Engagement: Rachel Sanchez
rfsanchez@husdschools.org

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for

my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

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

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

Ella Barkley High School recognizes the significance of community schools in fostering a supportive and inclusive environment. By engaging students, families, and community partners, the school aims to advance equity, access, and holistic development through the California Community Schools Framework. Below is how the school's mission aligns with each of the framework's overarching values:

- **Racially-just, Relationship-centered Spaces:** Ella Barkley High School serves a diverse student body, with 100% socioeconomically disadvantaged students and 35% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.
- **Shared Power:** Collaboration with families and community members is integral to decision making. Input from surveys, site councils, and ELAC/DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.
- **Classroom-Community Connections:** Through partnerships with local organizations, Ella Barkley School bridges classroom learning with real-world community experiences. Initiatives such as the Expanded Learning Opportunities Grant highlight the school's focus on extended learning that integrates academic and social-emotional support. Organizations include GCOE, CSU-Chico, Upward Bound, Butte College, Hamilton City Lions Club, and many others.
- **Focus on Continuous Improvement and Possibility Thinking:** Ella Barkley High School utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps. For instance, ongoing efforts to improve chronic absenteeism and academic achievement demonstrate a commitment to growth and innovation.

Developmental Plans to Reflect These Values:

- **Professional Development:** Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion***:* The school plans to enhance

parent and community involvement by expanding its outreach programs, improving communication channels, and hosting regular forums for feedback. We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to participate in events on school campuses, and Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and supports.

- **Integrated Student Supports***:* Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.
- **Data-driven Improvement***:* Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Use focus groups and visioning exercises during professional development sessions to gather insights on classroom-community connections.
- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory

Students: Students will be central to the planning process as their experiences and voices reflect the school's ultimate mission.

○ **Process:**

- Conduct grade-level forums and student-led discussions.
- Employ interactive visioning exercises to gather input on school culture, safety, and support.
- Utilize peer surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations, such as the DELAC committee and site councils.

Community Partners: Partners such as the Boys and Girls Club of Northern California, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, Growing Healthy Children, and California State University, Chico, Butte College, local businesses, and social services will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Process: Ella Barkley will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

- Cultural Competence in Outreach: Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
- Community Liaison Role: Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
- Focused Forums: Host forums specifically tailored to the unique experiences of marginalized groups to ensure their feedback is not overshadowed.
- Flexible Participation: Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

- Surveys: Regular, multilingual surveys to capture broad input.
- One-on-One Interviews: Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.

- Focus Groups: Small, diverse groups to explore specific issues in depth.
- Visioning Exercises: Community workshops to collaboratively define goals and aspirations for the school.
- Meetings/Forums: Large-scale events to share findings and gather collective input.

By employing these processes and engaging all groups inclusively, Ella Barkley will build a shared vision and actionable priorities that reflect the community's needs, assets, and aspirations, paving the way for meaningful community school transformation.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Priority 1: By the end of the 2026-2027 school year, sustain and strengthen the Community School Advisory by deepening the engagement of diverse representatives from administrators, certificated and classified staff, students, family members, and community partners.	• Maintain inclusive team membership by annually reviewing and refreshing representation to reflect the full diversity of our school community. • Continue monthly site-level and quarterly district-level meetings with a focus on data-informed decision making, reviewing progress toward school goals, and refining priorities based on community input. • Strengthen subcommittee structures in the areas of academics, equity, and social-emotional learning by setting measurable goals, tracking outcomes, and reporting findings back to the full team.

Priority 2: In the 2026-2027 school year, utilize data from all assessments and surveys to drive continuous improvement and deepen our understanding of the school's evolving needs and available resources.	• Administer and analyze all school-wide assessments and surveys, ensuring at least 75% participation from families and 90% participation from staff. • Conduct ongoing focus groups, including sessions specifically for marginalized groups, to contextualize data and ensure community voices inform decision-making. • Review and update the asset map and findings report annually, using current data to identify trends, gaps, and opportunities for growth. • Present data findings to the Community School Leadership Team and subcommittees each semester to align priorities and adjust strategies for continuous improvement.
Priority 3: By June 2027, enhance academic equity and integrated student supports by continuing to close the achievement gap for all student groups, particularly English learners and socioeconomically disadvantaged students.	• Achieve a reduction in the performance gap for English Language Arts and Mathematics by 10 points on the California Dashboard, with measurable progress documented annually toward this two-year target. • Ensure 100% of teachers participate in professional development aligned to equity and integrated supports, with feedback surveys indicating at least 85% satisfaction. • Implement individualized intervention plans for all identified at-risk students within the first 90 days of the academic year, with progress monitored and adjusted each semester.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	• Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. • Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. • Develop a partnership sustainability plan that documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.

Goal 2: By the end of year 2, we will have fostered a sense of student ownership by designing learning experiences connected to real-life issues and challenges within their community	**Action Steps:** ● Train teachers in project-based learning and inquiry driven approaches that allow students to explore issues relevant to their lives and communities. ● Develop student-led initiatives or projects that address community challenges (developing a community garden or improvement project) ● Incorporate student voice through regular class discussions, surveys, and leadership opportunities in shaping their learning experiences. **Outcomes:** ● Student participation on Community Schools Advisory and Community Engagement Initiative ● At least one new event or student leadership opportunity per semester related to community engagement ● 90% of students report a greater sense of ownership and relevance in learning, as measured by end-of year surveys.

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
Goal 1: By December 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups at each school and establish a District Community School Advisory with representatives from all site-level advisories to foster collaboration, align initiatives, and address district-wide needs.	Action Steps: ● Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. ● Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. ● Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: ● Community Schools Advisory includes representatives from at least five stakeholder groups by December 2026. ● 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.

Goal 2: By June 2027, fully integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council, DELAC, ELAC, through aligned priorities, shared communication, and collaborative decision-making.	• Conduct a cross-committee goal alignment review at the start of the year to identify shared priorities and ensure the Community School Advisory's work is reflected across all governance bodies. • Establish consistent communication structures and a unified meeting calendar to ensure transparent information flow and encourage active cross-committee participation.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Ella Barkley operates through a well-structured system of shared governance that emphasizes collaboration among stakeholders at both the district and site levels. This approach ensures that decision-making reflects the needs and perspectives of the entire school community while empowering site-level leadership to address specific campus priorities.Features Supporting Shared Governance and Leadership at Hamilton High/Ella Barkley and Hamilton Unified School District:

- Collaboration and Communication: District and site leaders meet regularly (e.g., HUDLES, SSC,ELAC) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, principal coffees, and newsletters foster two-way communication.
- Support for Equity and Inclusion: Translation services and child care are provided during meetings to ensure equitable participation. Programs like the ASB and Community School Advisory Committees reflect the district's commitment to meeting site-specific needs.
- Data-Informed Decision Making: Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- School Site Councils (SSCs): Comprised of students, staff, parents, and administrators at each site (Ella Barkley included in HHS SSC) collaboratively develop the School Plan for Student Achievement (SPSA) to improve performance and achieve campus-specific goals.
- Site-Based English Learner Advisory Committees (Ella Barkley included with HHS) (ELACs): Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.
- Grade Level Professional Learning Communities: Engages grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- Community School Advisory Committee: Meets on a quarterly basis, engaging diverse stakeholders, including students, parents, community members, and school site and district staff, to prioritize needs based on data from local assessments. Guides the creation Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

- Community Schools Leadership HUDLE: Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.
- District English Learner Advisory Committee (Ella B included with HHS) (DELAC): Includes representatives from site based ELAC groups (parents, administrators). Provides district-wide guidance on the needs of English learners, ensuring their voice in

program planning and implementation.
● HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.
● Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making. HUSD's and Ella Barkley's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice from district leaders to individual parents and students is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By August 2026, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness of the community school model among all stakeholders.	**Action Steps:** • Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. • Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. • Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. • Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. **Outcomes:** • The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. • Active community partners grow by at least 20% over the prior year with services documented and tied to identified needs. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report

	awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations, to ensure sustainable support for community school efforts.	**Action Steps:** • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation. **Outcomes:** • A braided funding tool is developed or identified to guide sustainability planning by June 2028. • Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan. • At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Ella Barkley will lead and manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their families.

Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Elementary will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model.
Dean of Students	The Hamilton High Deans of Students will assist the Director of Community Schools and Family Engagement in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.
School Nurse	The Hamilton High/Ella Barkley School Nurse will serve as a key member of the student wellness team, providing direct health services, conducting screenings, and managing the ongoing medical needs of students. The School Nurse will collaborate with the Wellness Counselor, Community School Coordinator, and site leadership to ensure students' physical health needs are identified and addressed, and will support families in accessing community health resources and navigating health-related referrals.
Campus Supervisor	Through resources provided by the California Community Schools Partnership Program (CCSPP), Hamilton Elementary will expand campus supervisor hours to strengthen student safety, support, and connection throughout the school day. Campus Supervisor will serve as a trusted, visible adult on campus, fostering positive relationships with students, reinforcing behavioral expectations, and helping identify students in need of additional support. Expanded hours will allow for greater coverage during transitions, lunch, and before and after school periods, contributing to a safer and more welcoming school environment.

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

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families.In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill five existing staff members (four at Hamilton Elementary) in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By June 2027, build and expand community collaborations by establishing at least four new partnerships at the school level (HHS and Ella Barkley), prioritizing partnerships that advance equitable opportunities and improve resource access for students and families.	**Action Steps:** • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. **Outcomes:** • At least four new school-level • partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.

Goal 2: By June 2027, strengthen and sustain the communication strategy established in 2025-2026 by deepening community engagement, improving feedback mechanisms, and ensuring messaging is consistently reaching and resonating with all stakeholder groups.	**Action Steps:** ● Evaluate the effectiveness of current communication channels through stakeholder surveys and engagement data, and refine the strategy based on findings. ● Expand two-way communication by creating structured opportunities for families, students, and community members to provide ongoing input and feedback. ● Ensure all communications remain culturally responsive, multilingual, and accessible across all platforms and channels. ● Continue developing engaging, timely content that highlights school successes, partnership opportunities, and community resources across all communication channels. **Outcomes/Indicators:** ● At least 75% of surveyed families and community members report feeling informed and aware of school initiatives, opportunities, and resources. ● Documented evidence of stakeholder feedback being collected and used to adjust or improve communications at least twice throughout the year. ● All major communications are consistently translated and distributed across multiple channels, with measurable growth in reach and engagement over the prior year.

Goal 3: By year 3, collaborate with at least three local organizations to share facilities, expertise, and resources to create mutually beneficial programs.	**Action Steps:** ● Identify community partners ● Initiate partnerships ● Develop programs together ● Provide training and support ● Promote programs to the community ● Evaluate program effectiveness ● Sustain and grow the partnerships **Outcomes:** ● Enhanced program offerings and availability ● Increased equity in access. ● Strengthened relationships and partnerships

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:

Hamilton Unified School District has established and continues to expand partnerships aligned with its vision for integrated student supports, enriched learning, family engagement, and collaborative leadership.

Pillar 1: Integrated Student Supports
HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children's Interagency Coordinating Council.

Pillar 2: Expanded and Enriched Learning
CSU-Chico partners with HUSD to provide services through Upward Bound, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Healthy Rural California sponsors a Med-Ed Club on campus at Hamilton High School, providing career exploration activities for Hamilton High and Ella Barkley students interested in pursuing careers in healthcare.

Pillar 3: Family and Community Engagement
HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers scholarships, student speaker contests and leadership opportunities as well as hosting community events throughout the year.

Pillar 4: Collaborative Leadership
Ella Barkley and HHS engage diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student leaders participation in School Board Meetings, and parent participation in PTO, DELAC, and ELAC.

Future Focus
HUSD will continue to evaluate and expand partnerships based on community needs, including exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

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