

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

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CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

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

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

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

The Site Leadership Team (SLT), with the support of the Community Schools Director, Tenisha Tate-Austin, have gathered and reviewed information from students, parents, admin, faculty, staff, and key community partners including Community Action Marin and the YMCA. What has emerged is a shared understanding of key barriers to the student experiences and outcomes that all hope to see. As a result, the SLT has agreed to develop Hamilton School as a Community School under the CA Community Schools Framework as a process to address the following barriers collaboratively:

- Need of before school care – Families and school staff noted that some students arrive at school well before school start times due to parent work schedules.
- Need for bi-lingual mental health services – While the school does offer mental health services, there are no bi-lingual providers currently, limiting access for many of our English Learner students.

- School climate needs improvement – Feedback from students suggests many do not feel included in the campus culture nor do they feel adequately supported. Bullying also emerged as a significant problem.
- Need for aligned parent voice in decision-making – The planning process has uncovered disconnects among key parent groups on campus. The PTA, ELAC and an associated Mother’s Group of Latina Mothers, and the school foundation RISE have noted the need to deepen their shared understanding of the school community and to expand their capacity for collaboration. This is an essential step in establishing shared power.

The SLT has committed to continuing to work together to identify, test, and implement successful strategies to address each of these priority areas through partnership. As the SLT prepares to submit the Implementation Grant application in February 2024, the team is moving from the Visioning stage to the Engaging stage of building Shared Understanding & Commitment.

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

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

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

The Needs and Assets Assessment conducted by the SLT during the planning process represents the beginning of a continual process of rigorous, collaborative learning by the SLT and the rest of the school community. As the SLT continues its work in the months and years ahead, it will continue to gather, analyze, and share data and its learning throughout the school community. Additionally, the SLT is committed to updating its priorities and strategies continuously as new understanding emerges.

The ongoing Needs and Assets Assessment will include:

- Review of key student experience and outcomes data, including:
 - School attendance rates
 - Chronic absenteeism rates
 - Middle school dropout rates
 - Proficiency scores, English Language Arts and Math
 - Pupil suspension rates
 - Pupil expulsion rates
 - School climate surveys
 - Other locally determined measures
- Annual YouthTruth surveys to provide insights into the student experience, school climate, and academic rigor
- Periodic, targeted surveys of key constituencies in the school community to better understand the barriers and opportunities within the community
- Periodic presentations to public meetings of the SLT and other engaged groups like the Mother's Group, faculty, and community partners to elicit feedback and validation for current priorities and initiatives
- Quarterly presentations to the District Trustees on priorities and progress at the site and district levels

All of the above engagement activities will be offered in English and Spanish. Formal bodies like the SLT will have carefully maintained rosters to ensure they represent all constituencies and ethnicities within the community.

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

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

Draft Collective Priority	Outcome/Indicators you aim to improve
Improved School Climate- The number of students reporting that our school fosters a culture of respect and fairness will increase by one decile. (Positive and Restorative School Climate)	<ul style="list-style-type: none"> • Reduced incidents of bullying • Improved scores by one decile in the annual YouthTruth survey questions related to campus climate • Identify a snapshot metric that is easy to implement regularly to better understand the student experience
Bi-lingual Mental Health Services and Newcomer support. Increase coordination of services for Newcomer students, to include appropriate academic interventions and connection to support services. (Integrated Student Supports)	<ul style="list-style-type: none"> • Increased number of EL students receiving mental health services • Higher retention rate by providers for EL students receiving mental health services • Identify a snapshot metric that is easy to implement regularly to better understand the student experience • Increase in the number of students making adequate progress on the ELPAC Summative.
Collaborative Leadership amongst Site Teams (better communication will foster deep trust amongst site teams, provide for feedback on programming and foster a sense of connectedness for each group on campus.	<ul style="list-style-type: none"> • The Community School Implementation process will be included in all School Site Council Meeting Agendas. • Increase communication amongst site level teams. • Integration of Community Schools Planning Team into the School Site Council.

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
Alignment of the School Site Council and CS Site Leadership Team	<ul style="list-style-type: none"> • Complete the governance mapping process • SLT develops an initial proposal of how structures and process might shift • Initial proposal is presented to all governance bodies at the site level, it is revised • A consensus plan is adopted
Diversification of Governance Bodies in Ways that Are Appropriate to Advance Shared Decision-Making	<ul style="list-style-type: none"> • Establish a common roster format for each governance body that captures demographics • Support each body in reflecting on and setting goals for diversity of composition and inclusive meeting practices • Consistent use of post-meeting feedback surveys to provide anonymous insights on the accessibility and inclusiveness of decision-making processes

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

The school-level Site Leadership Team comprises parents, teachers, staff, counselors, admin, and representatives from community-based providers with programs in operation at Hamilton or serving students in the community. The Site Leadership Team aims to democratize decision-making by elevating the voices of all constituencies in the school community. This group meets monthly. The SLT started meeting in September 2023 and will continue to meet indefinitely.

At Hamilton Meadow Park, the School Site Council was initially approached to serve as the Site Leadership Team. After facing some challenges to align the SSC with the purpose of the SLT, the CS Director worked with the Principal to proceed with the CS planning process by creating a separate Site Leadership Team. This team is comprised of the Assistant Principal, Family Liaison, faculty, classified employees, representatives of the deeply engaged Mother's Group that largely represents Latino families on campus, the ELAC President, and key nonprofit partners including the YMCA, North Marin Community Services, and Community Action Marin. The SLT has already identified including representation from the PTA and RISE, a foundation supporting the school, as a goal by the end of the 2023-24 school year.

As the planning process advances, the SLT will lead a process of mapping the governance bodies throughout the school community, identifying who participates in each, what authority each body holds, and the decisions each makes. This will be analyzed to create an initial proposal of how governance can evolve in the school community to include more student, family, and community voices, resulting in shared decision-making.

Hamilton is moving through the Visioning stage of establishing Collaborative Leadership.

Strategy 4: Coherence: Policy and Initiative Alignment

Establishing coherence and alignment across policies and initiatives is critical in the success of the community school strategy. Coherence helps clarify purpose, ensures efficient use of resources,

avoids conflicting policies, creates synergy and the amplification of impact, and promotes sustainability.

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Align SPSA and CS Implementation Priorities	<ul style="list-style-type: none"> Following the analysis of the governance structures in the school community, determine the relationship between the SSC and SLT Ensure collaboration between the SSC and SLT in establishing priorities in the current year SPSA Develop process for continuing to work toward alignment of goals, priorities, and strategies moving forward
Align SPSA and LCAP Priorities	<ul style="list-style-type: none"> Following the analysis of the governance structures in the school community, determine the relationship between the LCAP planning team and SLT Ensure collaboration between the LCAP planning team and SLT in establishing priorities in the upcoming LCAP Develop process for continuing to work toward alignment of goals, priorities, and strategies moving forward

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Develop a Job Description for the CS Site Leads	<ul style="list-style-type: none"> Review versions used in partner districts in the county and work with CSEA to develop a version that all can adopt
Hire CS Site Lead by August 2024	<ul style="list-style-type: none"> Post approved job descriptions by May 2024 Convene hiring panels for each position that include representatives of each of the constituencies on the SLT's

Key Staff/Personnel

District CS Director / EL Director	<ul style="list-style-type: none"> • Formation and facilitation of the District Advisory Council • Technical support to the CS Site Leaders • Participation in the county CS Director Network facilitated by MCOE • Potentially hire and oversee consultant to delegate these tasks
CS Site Lead	<ul style="list-style-type: none"> • Convene and facilitate the Site Leadership Team • Lead the ongoing development of the site Needs & Assets Assessment

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

At this early stage of the process, there are three strategies the SLT is using to ensure sustainability for new processes, strategies, and initiatives that emerge during the implementation process:

1. Develop infrastructure and capacity for community engagement, collaborative leadership, and shared decision-making within existing staff and processes at the school site and district, not just within new CS staff. This will institutionalize skills and processes related to Improvement Science, convening and facilitating inclusive meetings that result in shared power, and gathering data and creating accessible visualizations.
2. Include local and regional funders as Site Leadership Team and District Advisory Council members from the beginning of the process. Explicitly name the role they currently play within the existing system of supports, and highlight ways they can contribute to shifting how partners can be incentivized to collaborate.
3. Develop new programs and initiatives with non-CCSPP funding sources from the initial design phase. For example, mental health programs will be designed through partnerships and staffing models that ensure maximizing reimbursements from Medi-Cal and private insurers.

Strategy 6: Strategic Community Partnerships

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Strengthen existing partnerships	<ul style="list-style-type: none"> • Include representatives of existing partners to join the SLT • Create space for them to share their work, priorities, assets, and barriers with the rest of the SLT • Identify overlapping values and new opportunities to collaboratively serve students and families
Build new partnerships specifically related to the SLT strategies.	<ul style="list-style-type: none"> • Outreach to organizations and groups working with students and families in the school community • CS Site Lead builds relationships with one or more key contacts within the org or group • Add the group to the asset assessment, clearly noting their priorities, strengths, and existing programs • When opportunities to collaborate around SLT strategies emerge, invite them to join the SLT

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:

The SLT includes the following existing community partners:

- Community Action Marin – As one of the key social service agencies in the community, CAM partners with the school to offer a preschool on campus.
- YMCA – As the existing partner to provide afterschool programming through the ELOP grant, the Y is an essential partner to the school community

The SLT's priorities suggest that new partnerships may be needed. These may include:

- Other preschool and childcare providers in the community, including Hamilton Montessori, and the North Bay Children's Center
- Health care providers to expand mental health services and improve campus climate, including Marin Community Clinics and Marin County Health and Human Services

As the SLT's strategies are developed further and become more detailed, there are likely additional partners that will need to be identified.

Strategy 7: Professional Learning

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

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

to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps
CS Site Lead and Family Liaison have skills to support social service enrollment	<ul style="list-style-type: none"> • Attend an Application Assistor training from SF Marin Food Bank • Coordinate promotion of CalFresh, Medi-Cal, and CalWORKS with Community Action Marin and North Marin Community Services on and off campus in the broader school community • Develop a data system for the CS Site Lead and Family Liaison to ensure they are delivering timely support for enrollment and re-enrollment processes
CS Site Lead develops expertise in the CS Framework and successful implementation models	<ul style="list-style-type: none"> • CS Site Lead attends <ul style="list-style-type: none"> ◦ A Boot Camp in the first two months in the position ◦ The national Community Schools and Family Engagement Conference (Site admin will also attend) ◦ CA CS Summit each spring

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Increase student engagement in designing and implementing solutions to barriers emerging from the CS process using Cogenerative Groups	<ul style="list-style-type: none"> • Ensure students are able to attend and participate fully in the SLT • Explore the development of strategies that center students and faculty collaborating to design solutions to challenges • Integrate the design and implementation processes into coursework
Ensure instructional practices are culturally responsive and effective	<ul style="list-style-type: none"> • Focus on instructional strategies that support English Language Learners with identified coaching for teachers • Faculty will utilize a data inquiry cycle to monitor progress.

Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Reduce incidents of bullying by 30% by June 1st, 2025.	<ul style="list-style-type: none"> • Use Improvement Science processes to establish a team to understand factors impacting rates of bullying • Develop strategies to test and begin PDSA cycles • Elevate successful strategies and institutionalize them 	<ul style="list-style-type: none"> • Faculty and admin begin tracking reports of incidents of bullying in a central location. • Reduce reported incidents of bullying to faculty and admin by 30% by June 1st, 2025.
Reduce chronic absenteeism by 10% points by June 1st, 2025.	<ul style="list-style-type: none"> • Use Improvement Science processes to establish a team to understand factors impacting absenteeism • Develop strategies to test and begin PDSA cycles • Elevate successful strategies and institutionalize them 	<ul style="list-style-type: none"> • Reduce chronic absenteeism by 10% points by June 1st, 2025.

Developed by the California Department of Education and State Transformational Assistance Center, November, 2023.