

Attachment III: Community School Implementation Plan Alder Grove Charter School

Alder Grove Charter School Implementation Plan Table of Contents

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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| Implementation Plan | Year 1: July 1, 2024-June 30, 2025 |
| District Name | South Bay School District |
| School Name | Alder Grove Charter School |
| Grades | TK-12 |
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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative.

Strategy 1: Shared Understanding and Commitment

Why a community school for Alder Grove Charter School?

Alder Grove Charter School (AGCS) has been incorporating aspects of the community school strategies since our founding, and continues to be committed to meeting our students where they are at the moment. Since 2006, we have been adhering to many of the practices and commitments listed in the California Community School Framework. We are now seeking additional guidance and support in becoming a community school where we can continuously improve the holistic services we offer to our students and families.

Visioning: Having the past year and a half at the visioning section of the Developmental Rubric. We have deepened our understanding of this framework. We have engaged families, students, educators, and community partners in dialogue about the Community School (CS) strategy. School administration educated themselves about Community School transformation. A CS Coordinator, Shana Langer, was hired. Having a Masters in Public Health and more than 20 years of teaching experience, she began the needs assessment and asset mapping process, helped to inform school staff, students, families and community about the Community School Framework, and convened a Community School Advisory Team. This ongoing process is helping us to utilize our assets, identify the gaps in our services, and formulate our priorities towards improvement.

Engaging: With the help of our planning grant, we have moved through the Visioning phase of Community School transformation. As we approach the last six months of the planning grant, we are transitioning from the Visioning stage into the Engaging stage. We have started to share the community school strategy more broadly on our website and through presentations to staff, conversations with families and community partners, and to our CS Advisory Team. Through engaging our educational partners, including students, families, staff, and community partners, our School Leadership and CS Advisory Team have identified priorities to focus our work.

The following reflects our understanding of the CS Overarching Values and adherence to the California CS Framework for ensuring that components are reflected in our community school implementation strategy that we've created through our needs assessment, asset mapping process and gap analysis. The Overarching Values are not separate from or in addition to the pillars or cornerstone commitments, but intertwined with these strategies.

Four Cornerstone Commitments

1. A commitment to assets-driven and strength-based practice

This grant's funds, which will be sustained in various ways after the grant has ended, will be used to serve the post-COVID heightened needs of all of our students and their families, as we capitalize on their assets and those of our families and community. The following are three examples of our strongest assets.

Asset: Strong Family Connections

One of the greatest assets at Alder Grove Charter is the close relationships we form with our students, families and our community. Since its founding, Alder Grove Charter School's prioritized establishing strong ties with families and our community. We provide every student with a personalized learning plan that aims to educate the whole child. We look to families as sources of wisdom and cultural competency. Because personalized learning is central to our mission, the active engagement of families and the community is woven into the structure of the school. This is a mission shared by all employees at Alder Grove Charter School. A goal and key priority of our Community School Implementation Plan will be a focus on increasing family participation and skills through better information, education and support.

Asset: Flexible and Personalized Learning Plans

Ours is a relatively small school (449 students, TK-12th) and many of our students live rurally, making it difficult to get to a school site on a daily basis. High gas prices are making it more challenging for parents who need to drive their students to and from school, sometimes from rural areas over 15 miles from the school. According to a survey of our families, 38% surveyed live over 15 miles from the school, 24% live 15-30 miles from school, and 24% live 5-15 miles away. To meet the needs of these students, classes are offered on campus 2-3 days/week, allowing parents to save resources. Some students do not come to campus at all, but meet with their teachers in their homes, or online.

This is a strength of our school and demonstrates our commitment to meeting each student's needs. Parents have chosen to enroll their children in our school, and we are dedicated to meeting their needs any way we can. Our goal to improve parent education and support will help bolster this asset.

Asset: Robust Special Education and Career and Technical Education (CTE) Departments

Our Special Education Department (SPED) and CTE Program are both strong assets of our school. AGCS has a disproportionate population for homeless and foster youth and a rising percentage of unduplicated students. This year, we have experienced a fast and steep increase in mental health and crisis intervention needs. We have 72% of students who are unduplicated, including students who are socio-economically disadvantaged, foster youth, and experiencing homelessness.

Meeting the needs of these students and their families is a priority. We also have a disproportionate number of students with disabilities (28% with IEPs or 504s).

As our needs have grown, so have the coordinated responses to the issues students face. During the early implementation phase of our community school, we will use funds from this grant. Once available, we will transition to using billable services through the CYBHI Statewide, Multi-Payer, School-Linked Fee Schedule to better integrate student supports by adding a social work intern, a school psychologist intern, and arranging for a local psychologist to see Medi-Cal students on campus. This additional staffing, some of which will be funded through Cal Poly University and the fee schedule, will strengthen our ability to help students recognize and develop their strengths and become thriving students in the face of adversity.

We have a shared commitment to serve all of our families, even as their situations have gotten more challenging, or may not necessarily be college-bound. Our CTE program is based in our community and is a great asset for many of our students. It has expanded to five pathways over the past three years in collaboration with community partners, and includes horticulture, construction trades, digital art/programming, music production, and culinary. The school has worked

with CTE Teach to support three teachers to earn their CTE credentials. Dual and concurrent enrollment classes through College of the Redwoods are also offered.

2. A commitment to racially-just and restorative, relationship-centered school climate:

The teacher-student-family relationship is at the center of AGCS's core approach to education. We prioritize the creation of the relationships, climate and conditions that are best for teaching and learning. We serve students from less advantaged families, foster and homeless youth, students of our local native communities, and students who live far from their local public schools. To effectively meet the needs of our population, we must have a relationship-centered school climate.

The individualized nature of our teaching model provides an inclusive setting, where students can feel seen, heard and understood. AGCS's personalized-learning structure allows weekly one-on-one focused time as teachers meet individually with every student and parent. The relationship that our credentialed teachers form with students and their families over the years helps ensure that each student's needs are met, their strengths and interests are recognized, and the gaps in their learning are addressed. As each teacher gets to know their students and families in individualized settings, each student's culture, race, and background is recognized as valuable cultural wealth which highlights the unique and valuable forms of knowledge, skills and abilities possessed by marginalized communities.

Another relationship-focused program at AGCS is our Positive Behavior and Intervention Supports (PBIS) program. The PBIS Committee meets regularly and consists of a team of teachers, staff, administrators and the CS Coordinator. Collaboratively, they work to ensure that each student feels safe, supported, welcomed and is able to experience a learning environment that fosters strong relationships and community. The Committee has implemented staff training, robust signage and an incentive program to reward positive behavior, and worked to make the overall culture of the school full of connection and overall more positive. Currently, our suspension rate is 0%. Our Implementation Plan includes improving our PBIS training for staff in order to keep strengthening the integrity of our program.

As a component of our Implementation Plan, we will partner with the Humboldt County Office of Education to train our teachers in Restorative Practices, Diversity/Equity/Inclusion training, and Social and Emotional Learning workshops. We will also hire a Social Work Intern to support students with mental health needs. Upon receiving this grant, we will partner with Humboldt Independent Practitioners Association (IPA) to provide empowerment groups for all students, with attention towards traditionally marginalized students, and to make referrals to community providers for students with mental health needs. These programs and professional development plans demonstrate a commitment to providing a racially just and restorative school climate.

3. A commitment to powerful, culturally proficient and relevant instruction:

Personalized learning allows individual curriculum choices to be racially-just, gives teachers the flexibility to include culturally relevant education across the curriculum, and encourages each student to understand the importance of their cultural wealth. Students, teachers and families work collaboratively to create a learning plan that supports motivation, competence and self-directed learning. This also allows us to respond to students' needs and address learning barriers.

Humboldt County is the home of the three largest Native American tribes in California, Yurok, Hoopa Valley, and Karuk. Alder Grove Charter School is located on traditional Wiyot land and our Native American student population is approximately 20 times that of the state school average. While our school community has shown a strong commitment to equity work, improvement in supporting our Native American students requires diligence. To address this, we plan to add professional development opportunities for teachers and staff, using a Community-Based Learning model with curricula such as the acclaimed locally written Native American Studies Model Curriculum (NASMC), Water Protectors, Save Our Salmon or other Traditional Ecological Knowledge (TEK) based curricula.

As a component of our implementation plan, we will work collaboratively with our local tribal members in the teaching of these curricula and expand field trips to include Native-focused destinations. Staff will continue to be actively involved in Equity Diversity and Inclusion training, as well as Restorative Practice training through the Humboldt County Office of Education.

4. A commitment to shared decision making and participatory practices:

Administration, Teachers and Staff: Shared power and collaborative leadership is embedded in the structure of our school (see Strategy 3). We are committed to a culture of shared decision making and participatory practices. One of the main goals of these practices is to create and foster strong relationships and community in a supportive environment.

Families: Although parents and guardians have many opportunities to participate in shared decision making (including participation in our Governance Council, Leadership Team, CS Advisory Committee, and LCAP Parent Action Committee), we hope to increase the number that are actively involved. One of the goals is to increase parent education and participation. We hope this will result in more parents in active leadership roles

Students: Students run an active Student Council and have representatives on the CS Advisory Committee and LCAP Parent Action Committee, as well as a representative attending Governance Council meetings.

Community Partners: Our Director of Secondary Programs, who is the CTE coordinator, works closely with many community partners. Several community partners are members of the CS Advisory Committee, and our administration frequently works collaboratively with other charter schools. As we evolve into a more comprehensive community school, we plan to add more ways to share power and decision making with more of our population.

Looking towards our future evolution as a community school, we hope to expand our ties with the community through more access to mental health and social wellness services, offering CTE experiences to more students, and continuing to expand our community-based offerings to our school. Parents have expressed the need and desire for more outdoor-focused activities, which will be one of our priorities. The Community School Coordinator, who has work experience coordinating #CalifornianForAll College Corps* (College Corps), will supervise 2-4 College Corps members, beginning in September 2024, who will serve as a connection to our local state university and community college. The Director of Special Services will mentor a student social work intern and our School Psychologist will continue to mentor a school psychology intern. These mentorships will enable us to expand our services and provide further connection to the community. We are currently in the process of applying for eligibility to bill Medi-Cal through the reimbursable fee

schedule when it becomes available to schools. This will allow us to continue to provide services and be reimbursed through the fee schedule.

With grant funding, we will be expanding our understanding and use of Community-Based Learning. One priority is to establish partnerships with local Native tribes and be trained in Native American curricula.

*This is a state-funded program that partners with CalPoly Humboldt and College of the Redwoods to place college undergraduates in local nonprofits and schools.

Focus on continuous improvement:

This grant will allow our focus on continuous improvement to expand and grow (Strategy 9). Through self-evaluation processes, such as the WASC accreditation process and setting priorities in the LCAP, we are always searching for ways to improve our services for our students, families and staff. The Community School Planning Grant has allowed us to reach out to more families and students to help us with our improvement plans and find more ways to remove all barriers to learning. One of the key elements of our CS implementation strategy will be to retain our community school coordinator, Shana Langer, who has been trained and has been working with the Community School Framework under our current CS Planning Grant. She will continue to engage the CS Advisory Team during regularly scheduled meetings, reviewing data and rising plans as needed. The community school coordinator will conduct ongoing outreach to students, families and community partners to ensure that community school initiatives are based on the demonstrated needs of our students and families.

To ensure data-informed decision making and continuous improvement, we will partner with PARSEC Education and Rise Advising Services to support ongoing, collaborative assessment of our CS approach through surveys and data analysis. Family Discussion Nights and World Cafes, as well as staff and family focus groups, conducted by our CS Coordinator will be ongoing. Empathy interviews, conducted annually with every family, will be recorded and analyzed. To measure CS success, we will consider indicators beyond test scores, including interviews, wellness surveys, NWEA Map assessment results, and other surveys.

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

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.

Setting Collective Goals: During the course of our planning grant, we developed a plan and initiated a deep needs and assets assessment that reached a majority of students, staff, families and many of our community members. We explored access to a wide range of support and services such as health/mental health care, extended programming, learning recovery strategies, family engagement and school climate. We executed the needs and assets assessment and gap analysis, and have so far been able to engage over 50% of students, staff, families and most of our community partners in identifying their top community school priorities and vision. This spring, we will be producing a finding report and publicly sharing the results from our needs and assets assessment. It was through this process that we arrived at our collective priorities:

- 1) To strengthen the integration of services and increase our capacity to support student mental, social, physical and academic wellness;**
- 2) To improve our guidance, education, support and resources for families and increase their involvement and leadership in the Community School transformation process;**
- 3) To improve student success in math through increased student and family support, programming and professional development;**
- 4) To improve the quality of Native American instructional content and relevance.**

Engaging different groups and the processes that were used to, and will be used, engage them (Needs Assessment):

As an educational community, we are very grateful that the CCSPP Planning Grant has given us the opportunity to conduct a thorough needs assessment, including asset mapping and gap analysis. The results of this process were analyzed by our CS Advisory Team, teachers and School Coordinators. Together we developed our goals and priorities that have guided the development of our Community School Implementation Plan and our efforts to better support equitable and inclusive student success.

Teachers and Staff: Fall 2023-Spring 2024

- CS Coordinator presented information about the Community School Initiative at the October 2024 Staff Meeting. Discussion and questions followed.
- We used a Community Asset Mapping and Needs/Gap Analysis tool (based upon the National Center for Community Schools Resource Inventory and Needs Assessment Report.), first with the School Coordinators, then teachers, the CS Advisory Team and with Teacher Focus Groups. This tool helped ensure we approached our needs assessment and gap analysis from an asset-based perspective.
- Teacher Focus Groups allowed smaller groups of teachers to delve deeper into the asset mapping and gap analysis process. Feedback was recorded and analyzed for themes.
- Once our priorities were narrowed down, teachers were asked to complete a short survey rating these priorities.

Teachers and Staff: Continued Engagement for Implementation:

To more fully engage teachers and staff in the implementation of our Community School and ongoing

needs and asset assessment, frequent opportunities for engagement and feedback will be prioritized:

- Our partner, Humboldt County Office of Education, will provide Diversity, Inclusion and Equity training to school staff.
- Staff will be trained in the process of conducting empathy interviews at the beginning of each semester.
- Our McKinney-Vento Liaison and SPED teacher will conduct a training before the beginning of the school year and in January/February on signs of homelessness, stress and food insecurity and the referral process for McKinney-Vento and mental health services.
- In August 2024, we will begin the school year with a Community School inservice, planned by the Community School Coordinator, school administrator and school leadership. This will include a review of our goals, visioning activities, the systems that are in place for ongoing review and evaluation of our process, and ways for continuous feedback.
- At monthly staff meetings, there will be time for reflection, evaluation and revision of our Community School implementation process. Teachers and staff will have time to discuss priorities and strategies with administration and the Community School Coordinator.
- Staff will have full access to communication with the Community School Coordinator and Teacher Coordinators, and will be encouraged to discuss their needs at any time. All feedback will be recorded and used for further reflection, evaluation and revision.
- Teacher and staff focus groups will be offered twice/year to allow for deeper feedback and discussion about the Community School Framework and implementation process.
- Goals will be tied to the school's current strategic plan.
- With grant funding, there will be opportunities for teachers and staff, together with the CS Coordinator, to attend Community School Framework training.
- A Teacher/Staff survey will be conducted annually to further assess this group's perspective of the implementation effort.

Students: Fall 2024-Spring 2025

- Each student meets individually with their credentialed teacher on a weekly basis, often with a parent or guardian present.
- Each student has their own individualized learning plan, which gives our teachers a unique opportunity to focus on individual needs and assets.
- The CS Coordinator made several presentations to the Student Council about the Community School initiative. They were then asked to rank possible questions for student surveys. This input was considered when designing our student survey.

- A Student Survey was co-designed for 6th-12th grade students with Parsec Education. A total of 79 students out of 256 participated, giving 252 responses. This student data was analyzed for themes and will be presented to staff, families and students.
- Students, grades K-5, were led through a group discussion which asked them what helped them feel good at school, and what drained them at school. A total of 42 students participated and data was analyzed for themes. These surveys will be given at least twice next year, and revisions have been made. We expect to see the participation increase significantly.

Students: Continued Engagement for Implementation:

- Grant funding will be used to improve teacher training and awareness of issues that historically marginalized populations face so they can better support students dealing with these issues.
- 2-4 College Corps members from Cal Poly Humboldt and College of the Redwoods will conduct student support groups, friend groups, field trips and tutoring sessions. They will be trained in equity issues and be able to assess the needs and assets of the students they work with by conducting ongoing interviews and check-ins with students.
- A School Psychologist intern and a Social Work intern from Cal Poly Humboldt will have meaningful interactions with students and be able to address individual needs and make referrals, as well as focus on the assets, including cultural assets, of each student.
- AGCS will be contracting with Humboldt Independent Practitioners Association (IPA), who will not only provide an on-site wellness center, but will also offer voluntary empowerment groups: Girls Group, Young Men's Council, and Unity Circle/Diversity Club.
- In order to go deeper into the needs analysis of our families and students, we will continue to monitor and analyze data from existing methods such as our LCAP data, School Dashboard, PBIS data, Student Wellness Surveys, WASC process CAASPP scores, NWEA MAP data, student grades, attendance, suspension and graduation rates.
- We will begin the year conducting empathy interviews with all students and families. This data will be analyzed for themes, assets and gaps.
- In collaboration with Parsec Education and the CS Advisory Team, a student survey will be created specifically for our students and will address academic, social and emotional needs of students. This will be conducted twice per year. The Community School Coordinator, with the technical assistance and data expertise of Parsec Education, will conduct these student surveys.
- The Community School Coordinator will present findings to the PBIS team, and time will be given at PBIS Team meetings to assess the needs and assets of students.
- The Community School Coordinator will meet regularly with the Director of SPED to be apprised of needs and gaps in the services for our students.

*This is a state-funded program that partners with CalPoly Humboldt and College of the Redwoods to place college undergraduates in local nonprofits and schools.

Families: Fall 2023-Spring 2024

To more fully engage our families is a priority. Due to the personalized-learning, student-centered mission of our school, our families are an essential part of our students' education. It is the parents and guardians that work with their students each day. To more fully engage parents and guardians we will continue to involve them in deep needs and asset assessments.

- Back to School family surveys were created collaboratively with the School Coordinators and Administration. A total of 155 (out of a total of 301 families) were completed and data compiled. These results showed us some of the services that families wanted and also validated our LCAP data.
- One-on-one interviews with the CS Coordinator and parents/guardians were held at events and when a parent/guardian requested them.
- Community Asset Mapping and Needs/Gap Analysis Tool used with CS Advisory Team which includes several parents. Discussion and comments helped to form our Implementation Plan priorities. Comments and input can be seen on Attachment IV-a.

Families: Continued Engagement for Implementation

- Parents and guardians will be invited to monthly Parent Cafes, in-person and virtually, where we will review our goals, what we've accomplished, and elicit feedback. For these cafes, traditionally marginalized families will be called to be personally invited.
- Grant funding will allow AGCS to organize two Field Days, where families and students are invited to participate in games and community building activities.
- Parents and guardians will continue to be encouraged to join various school committees, including the Community School Advisory Team.
- We will contract with Humboldt Independent Practitioners Association (IPA), who will provide an on-site Wellness Center 3 days/week, open to both students and families. By providing this service, we will be able to engage families who might not come to campus otherwise. Teachers will conduct empathy interviews with every family in September of 2024, and then again in January of 2025 and then twice annually thereafter.
- Families will have access to contacting the Community School Coordinator to schedule individual meetings.
- Teachers will be trained to recognize signs of housing and food insecurity and homelessness, so we can better serve this vulnerable population.
- A Back-to-School survey will be sent to families, to assess their needs and assets.

- An End-of-the-Year survey will be sent to families, to provide feedback for the school's ongoing reflection, evaluation and revision process.
- AGCS will produce a findings report and publicly share the results from surveys and needs assessments with families and all interest holders. Changes will be made accordingly.
- As part of our implementation plan, teachers will be required to conduct at least one empathy interview annually.

Community Partners and Community Members: Fall 2023-Spring 2024

- The CS Coordinator attends CTE meetings and presents information and updates about CS progress.
- The Director of Secondary Programs is an active member of the CS Advisory Team and participated in needs assessments activities.
- Community Partners are represented on the CS Advisory Team and participate in needs assessment activities.
- AGCS Superintendent works collaboratively with other charter school and district school administrators.
- The coordinator of Eureka Boys and Girls Club's Teen Lounge is an active member of the CS Advisory Team. AGCS and Boys and Girls Club are currently in the process of discussing future collaboration for after school and other inclusive activities.

Community Partners and Community Members: Ongoing Engagement for Implementation

More fully engaging and expanding our community partners is crucial for the implementation of our Community School.

- The Community School Advisory Team will play a key role in this process, as will the Director of Secondary Programs and the Career and Technical Education (CTE) team.
- MOU's with Community Partners will explicitly outline expectations of providing safe and welcoming environments for students and families.
- The CS Coordinator will offer opportunities for Community Partners to receive training on equity and inclusion.
- The Advisory Team will have a goal to increase community partner representation.
- We plan to establish and expand partnerships, supports and services that intentionally address locally defined needs and compliment locally defined assets.
- The Community School Coordinator will meet weekly with the CTE team to review the needs and assets of our established community partners.

- The Community School Coordinator will bring results from student, family and staff needs assessment to the CTE team in order to discuss any community partner expansion possibilities.
- Our College Corps members will be tasked with working with our current community partners and reaching out to other community partners. Because College Corps members meet weekly with other members, they will have access, knowledge and connections to a broad range of community partners.
- The Community School Coordinator will check in regularly with community partners, informally surveying and recording their insights, needs, assets and gaps that they see in the needs of our students and community. There will be an ongoing process of reflection, evaluation, revision and action.

Historically Marginalized Student and Family Groups

The majority of our students come from historically marginalized groups, including more than 70% unduplicated students who struggle with poverty, food insecurity and housing insecurity, with learning disabilities, and who identify as LGBTQ+, homeless, foster youth, and Native American. These students will be engaged through the following additional targeted activities and needs assessment to help address their needs.

- Our partner, Humboldt County Office of Education, will provide Diversity, Inclusion and Equity training to school staff to help us provide a more inclusive environment.
- Credentialed teachers meet with each student weekly.
- Grant funding will be used to improve teacher training and awareness of issues that historically marginalized populations face so they can better support students dealing with these issues.
- Staff will be trained in the process of conducting empathy interviews at the beginning of each semester to help them have a better understanding and support of these students' situations.
- Our McKinney-Vento Liaison will conduct a training before the beginning of the school year and in January/February on signs of homelessness, stress and food insecurity and the referral process for McKinney-Vento and mental health services to get more students connected to these services.
- We will also focus on improving our Native American education by introducing and training staff with Native American focused curriculum, and by providing powerful, culturally relevant instruction, to better serve our Native American students. Staff will be trained in a Traditional Ecological Knowledge (TEK) curriculum, which will be offered to students and families.
- AGCS will be contracting with Humboldt Independent Practitioners Association (IPA), who will not only provide an on-site wellness center, but will also offer voluntary empowerment groups: Girls Group, Young Men's Council, and Unity Circle/Diversity Club. These groups are

facilitated by a racially and culturally diverse staff.

- MOU's with Community Partners will explicitly outline expectations of providing safe and welcoming environments for students and families.
- The CS Coordinator will offer opportunities for Community Partners to receive training on equity and inclusion to ensure they are providing safe and welcoming environments.
- The needs assessments (surveys, focus groups, etc.) conducted will have an intentional focus on the impact the CS implementation has on our historically marginalized students. Results will be analyzed and revisions made to our plan, according to findings.
- AGCS will continue to actively recruit and hire a more diverse staff that better reflects our student population, while working to ensure that we have a safe and welcoming environment.

As we initiate the implementation of our Community School, deeply assessing the needs and assets of our community will be an ongoing priority. Our desired outcome is to effectively and meaningfully engage all students, teachers, families, and community partners in the process of needs assessment so our students can have a successful, positive and healthy school experience. Once funded, our CS Advisory Committee will use both quantitative and qualitative data to identify our four main pillar/focus statements. Our school will continue to engage in focus groups, surveys, community meetings and interviews as part of our ongoing Needs and Assets Assessment, and will use the information to guide ongoing professional development. Frequently assessing the needs of our students and how we are meeting them will help build the community school we envision. The Community School Advisory Team and school leadership will remain flexible and attuned to take advantage of any opportunities or address any challenges that arise as we work to achieve our goals.

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

| | |
|--|--|
| <p>Priority 1: To strengthen the integration of services and increase our capacity to support student mental, social, physical and academic wellness.</p> | <ul style="list-style-type: none"> ● Number of students referred to mental health services community partners. ● Number of families and students who access the IPA Wellness Center. ● Number of students needing crisis interventions (PBIS data). ● Number of students who complete our mental health screening tool. ● Student survey responses on social, physical and academic wellness indicators. |
| <p>Priority 2: To improve our guidance, education, support and resources for families and increase their involvement and leadership in the Community School transformation process.</p> | <ul style="list-style-type: none"> ● Number of parents/guardians attending workshops. ● Number of parents/guardians completing online onboarding courses. ● Number of parents/guardians attending Back to School Night. ● Number of parents/guardians attending Family Cafes and focus groups. ● Number of parents/guardians involved in the Leadership Committee and CS Advisory Team. ● Number of Empathy Interviews completed. ● Number of Family Surveys completed. ● The parents'/guardians' experience with educating their child. |
| <p>Priority 3: To improve student success in math through increased student and family support, programming and professional development.</p> | <ul style="list-style-type: none"> ● Semester math grades. ● Number of math tutoring hours available and accessed by students. ● Attendance in math support classes. ● CAASPP scores. ● Amount of time parents/guardians spend on teaching and practicing math skills each day. ● Number of teachers completing math-specific professional development. ● The percent of high school students who successfully complete a 3rd year of A-G math. |

Strategy 3: Collaborative Leadership

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

| Goals | Action Steps and Measures of Progress |
|--|--|
| <p>Goal 1: Increase effective family participation in school decision-making processes.</p> | <p>1a) <u>Action Step</u>: Parents/families are actively recruited to participate in the Community School Advisory Team, Leadership Committee, Governance Council and LCAP committees. Leadership identification and recruitment is especially focused on historically excluded family groups to ensure a diverse representation reflective of the school community.</p> <p>1a) <u>Measure of Progress</u>: Number of family members and diversity of families who participate in the Community School Advisory Team, Leadership Committee, Governance Council and LCAP committees.</p> <p>1b) <u>Action Step</u>: Parents/families are provided with opportunities to give input and participate in decision making outside of the scheduled meetings.</p> <p>1b) <u>Measure of Progress</u>: Number of family members who give input and participate in decision making outside of the scheduled meetings.</p> <p>1c) <u>Action Step</u>: Collaborative coaching is provided to all leadership teams.</p> <p>1c) <u>Measure of Progress</u>: Collaborative leadership meetings are well attended by parents and guardians.</p> |
| <p>Goal 2: Increase leadership skills of teachers, staff, CS Advisory Team and administration by providing collaborative leadership development coaching, which is asset-based and inclusive, for staff and CS Advisory Team as part of the transformation to a community school.</p> | <p>2a) <u>Action Step</u>: Offer collaborative leadership coaching to staff by RISE Advising Services.</p> <p>2a) <u>Measure of Progress</u>: The number of staff, teachers, administration and Advisory Team members who consistently attend collaborative leadership coaching sessions and incorporate learnings into robust and effective meetings.</p> |

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| <p>Goal 3: Increase effective participation of educators, students and community partners in school decision-making processes.</p> | <p>3a) <u>Action Step</u>: Create focus group opportunities, facilitated by RISE Advising Services, for interest holders to discuss improvement strategies and share their ideas with colleagues and administration.</p> <p>3a) <u>Measure of Progress</u>: Number of interest holders who participate in focus groups facilitated by RISE Advising Services.</p> <p>3b) <u>Action Step</u>: Invite school staff members to serve on the CS Advisory Team.</p> <p>3b) <u>Measure of Progress</u>: Maintain attendance of at least 3 school staff members on the Community School Advisory Team.</p> <p>3c) <u>Action Step</u>: Create opportunities for frequent discussions to occur with families, students, educators and community partners about how to improve decision-making processes and measure impact of engagement.</p> <p>3c) <u>Measure of Progress</u>: Number of interest holders who provide feedback and suggestions regarding the community school transformation process.</p> <p>3d) <u>Action Step</u>: Create and utilize consistent systems to support students, families, and staff.</p> <p>3d) <u>Measure of Progress</u>: Community School Coordinator will maintain records of support.</p> |
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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):

AGCS Shared Governance and Leadership Structure (see diagram below)

AGCS has an intentional, collaborative structure that ensures that all constituents have a voice in decisions surrounding school issues and operations. It is through these interwoven leadership structures that priorities get decided and power is shared.

I. School Leadership (concentric circles)

- A. AGCS Governance Council, (center circle) is our school's Board of Directors, composed of parents, teachers, administration and community members, is the center of our leadership structure and oversees the overall management of the school. Minutes are shared each month with the entire staff.
- B. The Leadership Team receives input from all interested parties (parents, teachers, community members, students, classified staff) to inform the development of our LCAP, as well as giving input on policies and procedures, assisting with the hiring process, and reviewing documents that will eventually reach the Governance Council. Our principal leads this team.
- C. School Coordinators is the school's administration team, which meets monthly to discuss concerns and needs of staff and students, to ensure teachers, staff and students are being supported, and programs are running smoothly. Each credentialed teacher is assigned a mentor called an Advisory Teacher, who is there to support the teacher in any way necessary and get input to bring to the School Coordinator meeting or to administration. The departments represented include post-secondary (Director of Secondary Programs), day-to-day operations (Principal/Director of Operations), curriculum and audited paperwork compliance (Advisory Teachers), special education (Director of Special Services), the Superintendent/Executive Director, and the Community Schools Coordinator.
- D. The Community School Advisory Team meets monthly and consists of administration, teachers, staff, parents, students and community partners. It is charged with the responsibility of monitoring the planning and implementation of the community school strategy.

II. Teams/Committees/Clubs (spokes)

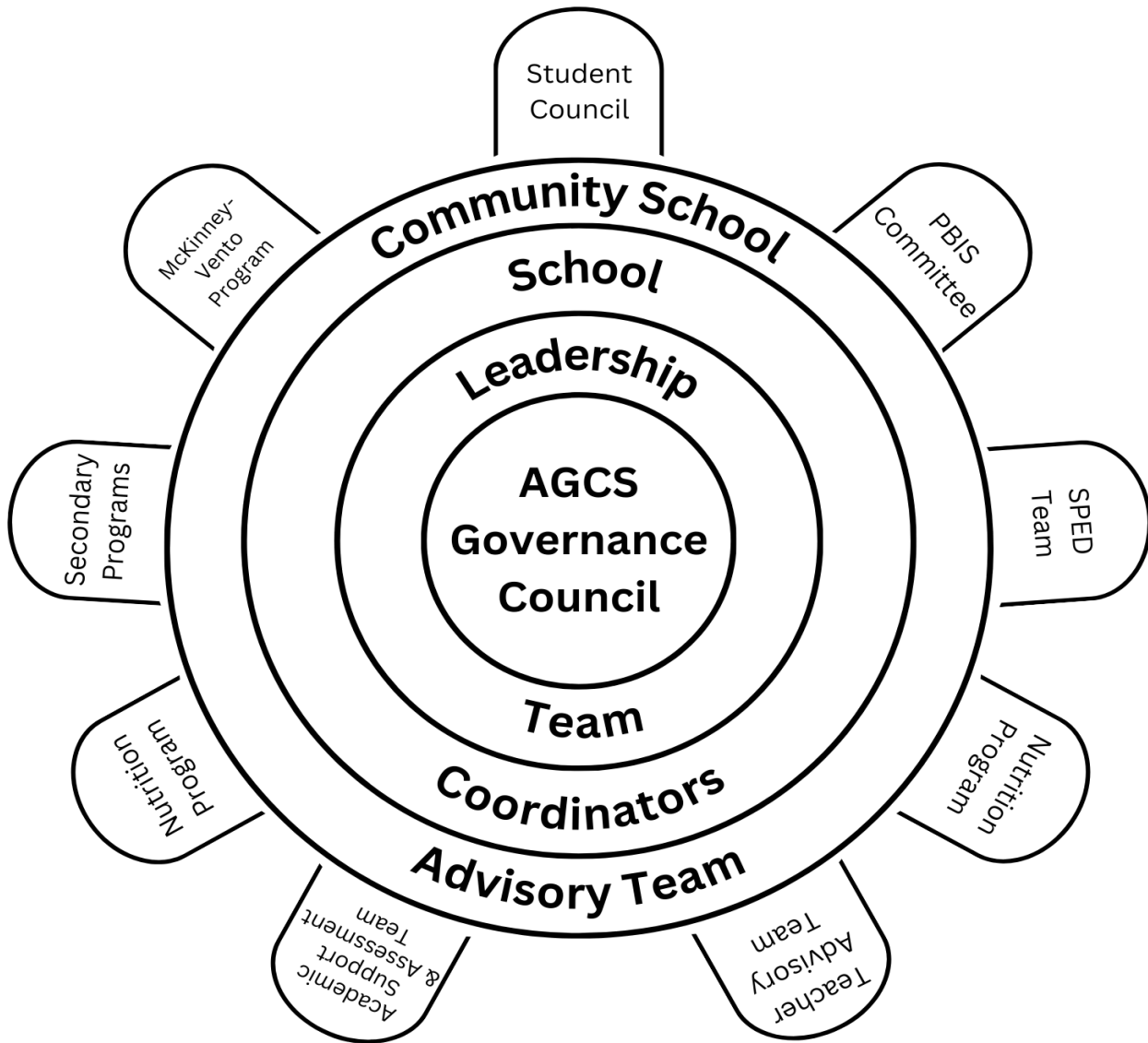
Each of the teams/committees/clubs around the circles provide services and support to students, as well as data and/or input on issues relevant to the group's goals. Many of these groups include staff, parents and students.

- A. The PBIS Committee meets monthly, reports to the rest of the school through newsletter contributions, plans staff development training, events and incentives for students, and promotes positive school culture. This committee consists of teachers, staff, volunteers and administration.
- B. The Student Council meets weekly and addresses issues of student concern and interest, as well as organizing student events. A representative of the Student Council attends the Governance Council meetings, and is a member of CS Advisory Team and LCAP PAC.

- C. The McKinney-Vento (MV) Program provides vital services for our homeless and foster youth. Our MV Liaison attends Governance Council and teacher meetings, is a member of the SPED Team as well as the CS Advisory Team.
- D. Our Secondary Programs include our high school, dual and concurrent enrollment and our CTE program. The Director of Secondary Programs attends Governance Council meetings and is a member of the CS Advisory Team.
- E. Our Support Staff support the workings of the front office, reception, attendance, class scheduling, maintenance, technology, etc. They meet monthly with the Principal, who attends the Governance Council, Leadership Team, Assessment and Academic Support Team, CS Advisory Team and staff meetings.
- F. The Assessment and Academic Support Team meets with students and families when students have low attendance or low grades. This is part of our early intervention strategy. School administration and credentialed teachers are part of this team.
- G. The Advisory Teacher Team are lead teachers with a vast knowledge of curriculum, teaching methods, instructional materials, and audited paperwork compliance. They pre-audit all paperwork, review master agreements and other important paperwork, as well as guide teachers in matters related to the school. They are a general resource for instructional related questions.
- H. Our Nutrition Program provides freshly cooked breakfast and lunch to all students, K-12, Monday-Friday. Meals are cooked at the Jefferson Community Center (JCC), one of our community partners. The head of our Nutrition Program is also on the PBIS committee.
- I. Our SPED Team works with students with IEPs and 504s, and is also available to any student who needs support or is in crisis. A member of our SPED team is also on the CS Advisory Team, and the head of SPED (Director of Special Services) Team attends Governance Council and the School Coordinators meetings.

AGCS hosts several school-wide family events throughout the year to engage families. These include seasonal celebrations, music and theater, college and career planning, parent information nights, parent orientation, field day, 8th and 12th grade graduations, and celebrations of student success. One of our priorities in this grant is to increase and improve ways in which we engage and include families in school leadership and our decision-making process.

**Alder Grove Charter School Governance and Leadership Structure
(Diagram below)**



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 |
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| <p>Goal 1: Community school strategy is integrated and aligned with all existing school-wide strategic plans.</p> | <p>1a) <u>Action Step:</u> School leadership, staff, students, families and community partners collaborate to review and integrate existing school wide strategic plans to ensure community school strategy is integrated into them.</p> <p>1b) <u>Measure of Progress:</u> WASC and LCAP align with community school implementation plans goals and strategies. LCAP goals in academic support, family engagement, and post-secondary programs are in alignment with Community School strategy.</p> <p>2a) <u>Action Step:</u> Continue to ensure that Community School strategies and LCAP are aligned.</p> <p>2b) <u>Measure of Progress:</u> LCAP and community school strategies are aligned.</p> |
| <p>Goal 2: Multi-year professional development plan is put in place to train staff in PBIS and MTSS framework, trauma informed practices, equity diversity and inclusion awareness, community-based curriculum, math instruction and restorative practices.<i>f</i></p> | <p>1a) <u>Action Step:</u> The MTSS/PBIS and Community School frameworks will be used to integrate and coordinate efforts in training staff.</p> <p>1b) <u>Measure of Progress:</u> A multi-year professional development plan is created for each area of improvement and staff are enrolled to participate.</p> <p>2a) <u>Action Step:</u> Research-based practices will be implemented to promote equity, positive mental health, social-emotional well-being and academic achievement.</p> <p>2b) <u>Measure of Progress:</u> Mental health outcomes will improve for students across all tiers measured by annual screeners, attendance will increase, and CAASPP scores in mathematics will improve.</p> |

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.

Alder Grove Charter School is fully committed to creating long-lasting systems and supports that serve all the students and families of our school community. Our hope is that the implementation of our CS strategies serve to target all of our student population. At AGCS, we have experienced a ten-fold increase in mental health crises since last year. We have 72% of students who are considered socio-economically disadvantaged, foster youth or experiencing homelessness. Twenty-eight percent of our students have either IEPs or 504s.

The AGCS staff is quite stable, and teachers, once hired, tend to stay for long periods of time. Over half of the credentialed teachers at AGCS have been with the school for ten years or more and almost 75% have more than five years. There is very little turnover. This allows staff to get to know students and families quite well, thus serving our target population through trust and reliability.

For future job openings and any hiring expansion made possible through this grant, AGCS will continue to actively recruit and hire a more diverse staff that better reflects our community's population. Ensuring a safe and welcoming environment for our employees, students, families and community partners is a high priority for our school.

The following goals include the sustainability plan for staffing and services beyond the life of the grant. Continued services for students with high needs, including academic, physical, and mental health, will be sustained through a combination of prioritizing the funding of services in the LCAP, continued partnerships with community partners, submitting applicable services for reimbursement, and applying for additional grants. The work done to receive the CS grant and reporting on it, including data collection from all educational and community partners, will only serve to make applying for additional funding more straightforward.

Site Level Goals and Measures of Progress

| Goals | Action Steps |
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| <p>Goal 1: LEA reassigns Shana Langer as Community School Coordinator.</p> | <p>1a) <u>Action Step:</u> LEA Community School Coordinator is reassigned. Shana Langer has been employed for the second year of the 2022 AGCS Planning Grant and will continue her work under the 2024 Implementation Grant.</p> <p>1a) <u>Measure of Progress:</u> Community School Coordinator continues working on the implementation of CS strategies.</p> |

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| <p>Goal 2: LEA contracts with Humboldt Independent Practice Association (IPA) to provide services on-site. These services will be billable by 2026.</p> | <p>2a) <u>Action Step:</u> Meet with Humboldt IPA to finalize the plan. Create an MOU for Humboldt IPA for a 1-year contract to provide an on-site wellness center and conduct emotional support groups. –Finalize schedule and space arrangement.</p> <p>2a) <u>Measure of Progress:</u> MOU signed and a space is secured.</p> |
| <p>Goal 3: LEA contracts with a licensed therapist.</p> | <p>3a) <u>Action Step:</u> LEA will contract with licensed therapists, who will be paid through MediCal reimbursements and/or fee schedule reimbursements. LEA will provide space and schedule students with MediCal for visits.</p> <p>3a) <u>Measure of Progress:</u> a licensed therapist will see students on-site and bill for their services through MediCal.</p> |
| <p>Goal 4: By 2026, AGCS school psychologists are able to cover a portion of their cost through the CYBHI Statewide, Multi-Payer School-Linked Fee Schedule.</p> | <p>4a) <u>Action Step:</u> Finalize application for Medi-Cal reimbursement of costs related to physical and mental health services, as well as some special education services. <u>Action Step:</u> AGCS will begin billing through the CYBHI Statewide, Multi-Payer, School-Linked Fee Schedule in the first half of 2026.</p> <p>4a) <u>Measure of Progress:</u> AGCS will be able to bill Medi-Cal for reimbursement of costs related to physical and mental health services, as well as some special education services.</p> |
| <p>Goal 5: To hire math tutors and peer tutors to provide additional targeted math intervention to identified students.</p> | <p>5a) <u>Action Step:</u> Identify and hire qualified math tutors for appropriate grade levels.</p> <p>5a) <u>Measure of Progress:</u> Number of additional math tutors hired and providing tutoring services.</p> <p>5b) <u>Action Step:</u> Identify qualified high school students to be trained as peer tutors.</p> <p>5b) <u>Measure of Progress:</u> Number of students trained and providing peer tutoring services; total hours of student tutoring completed by peers.</p> <p>5c) <u>Action Step:</u> CS Coordinator will mentor 2-4 College Corps members for tutoring and homework support. AGCS receives a stipend for mentoring each student.</p> <p>5d) <u>Measure of Progress:</u> The need for tutoring and homework support is filled and College Corps members fulfill required hours.</p> |

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| <p>Goal 5: AGCS will develop a sustainability plan for key program components.</p> | <p>5a) <u>Action Step:</u> CS Coordinator, along with the Advisory Committee and School Leadership, will develop sustainability plans with the goal to sustain staff and interventions beyond CS grant funding.</p> <p>5a) <u>Measure of Progress:</u> The group will develop a draft sustainability plan by 2025, and finalize the plan in 2026.</p> |
| <p>Goal 6: AGCS will develop resources for families to improve guidance, education, support and resources.</p> | <p>6a) <u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Identify certificated teachers interested and qualified in developing an online course for families. ● Provide stipends for developing and delivering coursework. <p>6a) <u>Measure of Progress:</u> The onboarding module of the class will be completed and ready to use by August 2024.</p> |

Key Staff/Personnel

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| <p>Community School Coordinator, Shana Langer, MPH an experienced credentialed teacher.</p> | <ul style="list-style-type: none"> ● Facilitate the Implementation Plan ● Lead the CS Advisory Team in planning and decision-making ● Develop partnerships with community organizations ● Facilitate ongoing needs and assets assessments ● Serve as mentor of College Corps members ● Report out to Governance Council on program implementation ● Organize data collection through focus groups, surveys, and interviews with all interest holders ● Oversee the coordination and collaboration of school decision-making groups ● Schedule and arrange Professional Development for staff that aligns with the CS Framework |
| <p>Director of Secondary Programs, Jen Burtram</p> | <ul style="list-style-type: none"> ● Active member of the CS Advisory Team ● CS Liaison to the CTE, Dual Enrollment and Concurrent Enrollment programs ● Works to expand community partnerships |
| <p>Specialized Academic Instruction teacher (SPED) and McKinney-Vento liaison, Cary Knudsen</p> | <ul style="list-style-type: none"> ● Active member of the CS Advisory Team ● Provides direct services to students. ● Provides resources and services for homeless and foster youth and families ● Provides academic and social/emotional support to |

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| | students |
| Superintendent/Executive Director, Tim Warner | <ul style="list-style-type: none"> ● Active member of the CS Advisory Team ● Works closely with the CS Coordinator to implement CS strategies |
| Director of Special Services and intern mentor, Nichole Dollarhide | <ul style="list-style-type: none"> ● Active member of the CS Advisory Team and ● Will mentor our Social Work intern from Cal Poly Humboldt ● Creates specific and targeted behavior plans for students ● Provides academic and social/emotional support to students |
| Social Work Intern, Cal Poly Humboldt | To be hired. The intern will be a graduate student in the Social Work department and will fulfill approximately 450 hours at our school. |
| School Psychologist Intern | To be hired. The intern will be a graduate student in the School Psychologist Department at Cal Poly Humboldt and will be mentored by Crystal Collins, our School Psychologist. They will provide direct services to students. |
| College Corps Members | 2-4 undergraduates from Cal Poly Humboldt and College of the Redwoods will work a total of 450 hours each in tutoring, student support, and enrichment activities. |
| Math and ELA student and private tutors | High school students will be trained in tutoring techniques and as peer tutors. Additional tutors from the community will be hired as necessary. |
| RISE Advising Services | RISE Advising Services will train staff, educators and community members on collaborative leadership skills, community based learning pedagogy and practices, assist with focus groups and other reflection activities, and mentor CS Coordinator, Shana Langer. |

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

AGCS will look to add language supporting the Community School initiative to the existing language and commitment to support PBIS and MTSS. This includes expanding the CS initiative's inclusion in the yearly strategic plan and the LCAP. The 2025-2028 LCAP will be aligned with the Community School Priorities and Framework, ensuring that the fundamental Community School strategies are part of AGCS's long term planning. Our focus on professional development to increase staff capacity, needs and assets assessments, and strengthening and expanding our community partnerships will create sustainability long after the funding cycle of this grant.

California is going through a statewide reform in school-based Medi-Cal billing, resulting in LEAs billing for screening and mental health services based on a fee schedule. The CS program aligns with California's statewide reform in school-based Medi-Cal billing and the California's Children and Youth Behavioral Health Initiative (CYBHI) Statewide, Multi-Payer, School-Linked Fee Schedule resulting in LEAs billing for screening and mental health services based on a fee schedule (to be developed in 2025). Starting this year, all health plans (Medi-Cal and commercial plans like Blue Shield) will have to reimburse for the provision of school-linked mental health services, including case-management and family support. Moving forward, we will actively recruit staff who hold the appropriate credentials and/or degrees to be eligible to access these reimbursements.

As soon as CCSPP funding is secured, the AGCS Community School Advisory Team will begin to further develop plans to sustain staff, programming, interventions and services beyond grant funding. Additionally, program aspects can be supported using Title I (academic supports), Title II (ongoing staff professional development), and Title IV (school based mental health services and other health programs) funding as well. At least 50% of fees will be reimbursed through the fee schedule. The rest will be done through a mix of general funds, LCAP and additional grants that will be applied for in years 4 and 5. Additionally, we will take advantage of other services and programs that provide resources, such as Cal Poly Humboldt, College Corps, Cal-Soap, interns, collaboration with HCOE, and other grants, to support the ongoing Community School structure. The Advisory Team will develop an overall sustainability plan by 2025 and finalize plans in 2026.

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

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| <p>Goal 1: AGCS will strengthen collaborative relationships with school-community partners to increase Community-Based Learning opportunities for all students.</p> | <p>1a) <u>Action Step</u>: The Community School Coordinator will check in regularly with community partners, informally surveying and recording their insights, needs, assets and gaps that they see in the needs of our students and community.</p> <p>1a) <u>Measure of Progress</u>: Community Partners will participate in an ongoing process of reflection, evaluation, revision and action.</p> <p>1b) <u>Action Step</u>: Increase community partner representation on the Community School Advisory Team.</p> <p>1b) <u>Measure of Progress</u>: The number of active Community Partner representatives on the Community School Advisory Team will increase.</p> |
| <p>Goal 2: Increase programming and space available to families through our partnership with the Jefferson Community Center (JCC).</p> | <p>2a) <u>Action Step</u>: Increase opportunities for students to study at Jefferson Community Center.</p> <p>2a) <u>Measure of Progress</u>: Spaces will be reserved for Alder Grove Charter School family and student study space.</p> <p>2b) <u>Action Step</u>: Exploration about the possibility and need of childcare at this location will begin in August of 2024.</p> <p>2b) <u>Measure of Progress</u>: A study will be completed and recommendations made by spring 2025.</p> <p>2c) <u>Action Step</u>: Creation of programs for parent education and support at this location, and advertising and promoting JCC programming for our students and families.</p> <p>2c) <u>Measure of Progress</u>: Number of families participating in programming.</p> <p>2d) <u>Action Step</u>: JCC staff will be consulted before programs are implemented.</p> <p>2d) <u>Measure of Progress</u>: JCC staff will be an active member of the CS Advisory Team and will continue to give input on AGCS programming.</p> |

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| <p>Goal 3: Community partners will provide safe, welcoming and inclusive environments for historically marginalized students.</p> | <p>3a) <u>Action Step:</u> CS Coordinator will explicitly outline expectations of providing safe and welcoming environments for historically marginalized students and families with Community Partners.</p> <p>3a) <u>Measure of Progress:</u> CS Coordinator has information and materials to share with community partners.</p> <p>3b) <u>Action Step:</u> The CS Coordinator will offer opportunities for Community Partners to receive training on equity and inclusion and Community-Based Learning.</p> <p>3b) <u>Measure of Progress:</u> Community partners participate in relevant training.</p> |
| <p>Goal 4: Provide more opportunities for students to be trained in technical careers to better serve some of the most high risk populations in our community and to increase the number of college/career ready graduates.</p> | <p>4a) <u>Action Step:</u> Community Schools Coordinator and CTE staff will work closely together to coordinate and share resources with three other schools: Northern United Charter School, Pacific View Charter and Humboldt County Court and Community Schools.</p> <p>4a) <u>Measures of Progress:</u></p> <ul style="list-style-type: none"> ● CTE Coordinator will be an active member of the Community School Advisory Team. ● Efforts will be made to expand internship opportunities and ways to fund paid internships will be explored. |
| <p>Goal 5: Provide more mental/social-emotional health services for students.</p> | <p>5a) <u>Action Step:</u> Contract with Humboldt IPA to provide an on-site wellness center and offer social-emotional empowerment groups.</p> <p>5a) <u>Measure of Progress:</u></p> <ul style="list-style-type: none"> ● A wellness center will be established and utilized by students and families. ● Empowerment groups will be offered and attended. <p>5b) <u>Action Step:</u> A social work intern will be hired and mentored by the head of the Special Education Department.</p> <p>5b) <u>Measure of Progress:</u> Capacity to address social/emotional issues at AGCS is increased.</p> |
| <p>Goal 6: Provide increased math and ELA support and interventions for students.</p> | <p>6a) <u>Action Step:</u> Partner with College Corps and hire undergraduates skilled at teaching math to younger students.</p> <p>6b) <u>Measure of Progress:</u> At least 2 undergraduate students will be available to tutor AGCS students in math and ELA.</p> |

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:

Current partnerships: Alder Grove Charter School is dedicated to maintaining its extensive list of existing, well-established partnerships that support the well-being of the whole child. All of these play a vital part in the way AGCS address the needs of students, staff, families and community members. Working closely with these partners, the CS Advisor will meet regularly with an identified partner liaison. During these meetings, the addressing of the visions and priorities of key interest holders will be reviewed, evaluated, revised, and implemented. Through ongoing Needs and Asset Assessments, we will be able to direct our efforts and the efforts of community partnerships to those who need it the most.

Academic Partners:

- [The Jefferson Community Center](#): Provides CTE Culinary Arts classes, school meals, and space for events like the annual CTE Showcase and Field Days. **Established MOU.**
- [College of the Redwoods](#): Provides academic counseling, dual and concurrent enrollment support and opportunities, and CTE pathways to support high school students at AGCS. **Established MOU.**
- [Cal Poly Humboldt TRIO](#): Provides direct support to youth from disadvantaged backgrounds starting in the middle grades to help them complete high school, enroll in postsecondary education, graduate and find meaningful employment that pays a living wage. **Established MOU**
- [The Ink People MARZ Project](#): CTE classes in media, music and technology. **Established MOU.**
- [Humboldt Hydroponics](#): CTE classes in agriculture (through HCOE). **Established MOU.**
- [Pacific View Charter School](#): CTE classes in construction. **Established MOU.**
- [Humboldt County Office of Education Cal SOAP](#): Staff provides guidance and assistance for FAFSA and college applications. **Established MOU.**
- [Humboldt County Office of Education](#): provides direct support and professional development for staff, support for CTE programs, administrative support, events and training in a wide variety of areas. **Established MOU.**
- [Blue Ox Historic Village & School of Traditional Arts](#): offers workshops and hands-on classes in the practical arts such as blacksmithing, ceramics and woodworking. **Established MOU.**
- Many more community partners in areas of sewing, ceramics, art, foreign languages, driving instruction, nutrition/food preparation, outdoor education, music classes/lessons, etc.

Mental Health/Social-Emotional Partners: Each partner listed provides a different level of care to a variety of student populations.

- [Humboldt-Del Norte SELPA](#): Provides services to all SPED students, and will also support Trauma Informed and other PD for teachers, administrators and staff. **Established MOU.**
- [Humboldt Bridges to Success](#): Provides school-based crisis response services for students. Staff work with students, their families and schools to de-escalate and resolve crises. No MOU, accessible as needed.
- [Humboldt County Children's Mental Health](#): The Children's Mental Health branch already works with the schools and provides on-site and off-site mental health services on a case-by-case basis, and frequently by referral. Crisis intervention support is available to all students and families. MediCal eligible families are served and others are referred to other local providers.
- [The Public Health Department](#): Provides vaccinations and other direct services, and is an agency to which students and families are referred.
- [Family Resource Centers](#): FRCs work closely with our school to provide support to families and students, including emergency food and shelter. They will continue to help students and families Government and Tribal support. **Established MOU.**
- [The Betty Kwan Chinn Center Homeless Foundation](#): Provides services for homeless and foster youth, including individualized care, clothing, food, and support. AGCS families are referred there, if needed. Our students, in turn, volunteer for service work at the various sites.
- [Redwood Coast Regional Center](#): The RCRC is devoted to the developmental disabilities community, and works to centralize related resources to effectively provide the developmental disabilities population with their needs. RCRC provides referrals for mental and emotional support.
- [Two Feathers Native American Family Services and Indian Action](#): Provides mental health counseling to Native students in the schools, with family support available. Will provide Trauma Informed professional development for schools and CS Advisory Committee.
- [Redwood Community Action Agency Youth Service Bureau](#): YSB provides a variety of services to support youth who are homeless, fleeing dangerous or abusive situations, or experiencing severe family conflict. Services include a 24-hour youth referral line, street outreach and drop-in services.
- [Redwood Community Action Agency Raven Project](#): Provides temporary housing and support for homeless youth.
- [Remi Vista](#): Serves youth and families and provides residential care, school-based and clinic-based mental health services.

- **Changing Tides Family Services:** Provides care for behavioral health, access to subsidized child care, mental health services, and parenting classes.
- **Cal Poly Humboldt School Psychology Department:** Provides a school psychologist intern, mentoring and support.

Physical:

- **Redwood Cross Country Club:** Provides opportunity for AGCS students to participate as a school cross-country team.
- **Cities of Arcata, McKinleyville, Eureka and Fortuna Parks and Recreation Departments:** Provides out of school time activities and supports students via the afterschool and out of school programs hosted at various community centers.
- Martial arts, dance, yoga, and gymnastic studios
- Gyms for workout and personal training
- Arcata Community Pool for swimming instruction and swim team, as well as organizations for rowing, skate instruction, and a variety of other specific sports

Each of these community partners play an integral part in the vision of Alder Grove to address the needs of students, staff, families and community members. The asset and needs assessment process revealed a strong desire not only to maintain these partnerships, but expand them to include more mental health support and expand our Career and Technical Education (CTE) program.

Opportunities for expansion: Although we already have strong ties with many community partners, with grant funding, we will have the capacity to expand our work within the community and build partnerships with more local organizations. These are the Community Partners with whom we've started to collaborate. Once funding is secured, we will continue adding to this list throughout the implementation process.

Academic

- **#CaliforniansForAll College Corps:** College Corps is a CA State funded program that provides service experience for Cal Poly Humboldt and College of the Redwoods undergraduates. Members serve a total of 450 hours at their site and in turn receive a monthly stipend and educational award. AGCS will also receive a stipend for each member in exchange for mentoring. College Corp members at AGCS will do service work in tutoring and enrichment.
- **Independent tutors:** Will provide expanded tutoring for students, paid for by grant funding, at no cost for students.
- **Yurok and Hupa presenters:** Will provide assistance and training in adoption of TEK curriculum, Save the Salmon and Water Protectors and Traditional Ecological Knowledge Curricula.

- Additional CTE partners will be explored if grant funding is received.

Mental Health/Social-Emotional Partners:

- **Humboldt Independent Practice Association:** Humboldt IPA is a local physician sponsored organization that provides leadership in working with health plans and health care providers to ensure that medical care is provided in a manner that enhances public health and promotes access to quality care. Our contract will provide an on-site wellness center and empowerment classes. **MOU to be signed upon receiving grant funding.**
- **Boys and Girls Club:** Provides out of school time activities and supports to students via the afterschool and out of school programs hosted at various community centers. The memberships for our students will allow students to utilize these programs and schedule additional programming for AGCS. **MOU to be signed upon receiving grant funding.**
- **Independent therapists:** Space will be provided for therapists to see individual students with Medi-Cal.
- **Cal Poly Humboldt Social Work Department:** Will place a Social Work intern at our school site, to be mentored by qualified staff.
- **#CaliforniansForAll College Corps:** at least 1 student will organize Friendship Groups or other support groups for students.
- Additional partners will be explored if grant funding is received.

Physical

- **CalPoly Humboldt Center Activities:** Center Activities sponsor a wide variety of outdoor-related activities for students of all ages. Our contract will provide new outdoor and adventure programming to address physical health, as well as social/emotional health.
- **#CaliforniansForAll College Corps:** At least 1 College Corps member will assist with PE classes so more students can be served.

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.

As an educational community, we are very grateful that the CCSPP Planning Grant has given us the opportunity to conduct a thorough needs assessment, including asset mapping and gap analysis. The results of this have helped shape our goals for professional learning opportunities for interest-holders to develop shared understanding, build relationships and coordinate our efforts to better support equitable and inclusive student success. Our school will continue to engage in focus groups, surveys, community meetings and interviews as part of our ongoing Needs and Assets Assessment, and will use the information to guide ongoing professional development. The Leadership Team and School Coordinators will routinely review this data to identify and prioritize our staff’s needs for professional development.

Over the course of the Planning Grant, we were able to identify several Professional Learning needs and interests that will build our capacities to meet our CS Priorities:

- 1) The need for better culturally-affirming and relevant curriculum for our traditionally marginalized students, especially our LGBTQ+ and Native American population;
- 2) The need for more social-emotional and relationship-centered training for all staff, particularly in Restorative Practices, empathy interviewing and PBIS strategies.
- 3) The need for more collaborative leadership training with time built into training for collaborative work and exchanges.
- 4) The need for asset-based professional development in math instruction.
- 5) The interest in enhancing Community-Based Learning pedagogy and practice.
- 6) The need to better utilize the assets in our community to help educate staff and students.

By focusing on these themes in our professional development, we will in turn be able to transform our own teaching and learning to embody these qualities.

Site Level Goals and Measures of Progress

Goals

Action Steps

Priority 1) To strengthen the integration of services and increase our capacity to support student mental, social and academic wellness

- 1a) Action Step: Arrange Professional Development in Restorative Practices with Humboldt County Office of Education.
- 1a) Measure of Progress: Staff will be fluent in using Restorative Practices when addressing student issues. Perception of student well-being will improve as measured through yearly surveys.

- 1b) Action Step: Enroll staff in Trauma Informed Teaching training.
- 1b) Measure of Progress: Staff will become more skilled at addressing issues of trauma in our school’s setting. Perception of student well-being will improve as measured through yearly surveys.

- 1c) Action Step: Provide more in depth training in PBIS for the entire staff.
- 1c) Measure of Progress: Staff will use PBIS strategies more effectively and there will be fewer behavioral issues. Measured decline in behavioral issues, perception of student well-being will improve as measured through yearly surveys.

- 1d) Action Step: Provide training specific to the community school strategy.
- 1d) Measure of Progress: Staff on the CS Advisory Team, in addition to the CS Coordinator, will attend a CS training and will gain a deeper understanding of the CA CS Framework.

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| <p>Priority 2) To improve our guidance, education, support and resources for families and increase their involvement and leadership in the CS transformation process.</p> | <p>2a) <u>Action Step</u>: Staff gets trained in Empathy Interview techniques and principles.</p> <p>2a) <u>Measure of Progress</u>: Credentialed teachers conduct and record empathy interviews with all families. Student and family perception of connection to the school will improve as measured through yearly surveys.</p> <p>2b) <u>Action Step</u>: To develop a series of classes and workshops for parents and guardians to better support their work as educators.</p> <p>2b) <u>Measure of Progress</u>: Number of families attending workshops and survey feedback.</p> |
| <p>Priority 3) To improve student success in math through increased student and family support, programming and professional development.</p> | <p>3a) <u>Action Step</u>: Provide asset-based and data driven professional development to train motivated staff in math education to increase their skills and abilities to teach struggling students.</p> <p>3a) <u>Measure of Progress</u>: Math instructors and math tutors will be the first staff to enroll and complete teacher training. Improvement in math skills measured through schoolwide and statewide assessment results.</p> <p>3b) <u>Action Step</u>: Develop and schedule workshops and classes for parents and guardians to address techniques in math instruction at home.</p> <p>3b) <u>Measure of Progress</u>: Number of days/week math work is completed, according to student activity logs.</p> |

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| <p>Priority 4) To improve the quality of Native American instructional content and relevance.</p> | <p>4a) <u>Action Step:</u> Teachers will be trained in “Save our California Salmon,” TEK, “Water Protectors, and “California Model Native American Studies” curricula.</p> <p>4a) <u>Measure of Progress:</u> Teachers will use curricula with all students.</p> <p>4b) <u>Action Step:</u> Connect with tribal members in the community to help present curriculum in authentic ways to students.</p> <p>4b) <u>Measure of Progress:</u> Partnerships will be made with Tribal members and plans discussed.</p> <p>4c) <u>Action Step:</u> Provide multiple opportunities for staff to attend the TK-12 Equity Partnership’s Implicit Bias and the Four Dimensions of Racism Training.</p> <p>4c) <u>Measure of Progress:</u> Staff will attend HCOE Equity and Inclusion training. Perception of student well-being will improve as measured through yearly surveys.</p> |
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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.

The principles of Community-Based Learning (CBL) is an additional way for the Alder Grove Charter School students to see themselves as an integral part of our local community. CBL helps students have a better understanding of different populations, community challenges and their role in helping communities overcome these challenges. Understanding and implementing the elements of community-based learning pedagogy will enhance the experience for teachers, students and community partners.

Because of our school model, students are often learning in and from the community. In many ways, the community is their classroom and source of educational curricula. Students meet with their teachers weekly, sometimes at school, at our local libraries or in their homes. Teachers help parents, guardians and students find community resources that allow students to pursue their educational interests. We have partnerships with many local agencies, which allow students to access subjects like music, theater, gymnastics, martial arts, animal husbandry, agriculture, local history, and more.

Frequent field trips to community organizations also connect our students to the community and allow their awareness of the assets of their community to grow. As part of our CS strategy, we will be incorporating the principles of CBL and Native American perspectives into our field trips, lessons, community-based programs and service opportunities. This will be a way for us to meet our students' needs while more fully engaging them and ensuring that these opportunities are fully accessible to all.

Our CTE program is already a strong asset, however we believe we can strengthen the experience by incorporating the principles of community-based learning. Our needs assessments indicate that our students and families want more:

- access to CTE experiences,
- opportunities to attend school events,
- interaction with other students, and
- the elevation of our inclusion of Native American perspectives.

Site Level Goals and Measures of Progress

The goals we have outlined aim to strengthen the understanding and application of Community-Based Learning pedagogy while meeting several of the needs identified by our needs assessment

| Goals | Action Steps |
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| <p>Goal 1: AGCS will strengthen the understanding and application of Community-Based Learning pedagogy.</p> | <p>1a) <u>Action Step:</u> Professional Development in Community Based Learning will be arranged by RISE Advising Services.</p> <p>1a) <u>Measures of Progress:</u></p> <ul style="list-style-type: none"> ● Elements of Community-Based Learning will be incorporated into more lessons across subjects and grade levels. ● CTE Teachers will incorporate these principles into their community based classes. <p>1b) <u>Action Step:</u> Teachers will pass on this information to parent/guardian educators.</p> <p>1b) <u>Measure of Progress:</u> Parent/guardian educators will incorporate the concepts into their teaching.</p> |
| <p>Goal 2: AGCS will broaden the scope of our CTE program to include principles of Community-Based Learning.</p> | <p>2a) <u>Action Step:</u> Professional Development in Community Based Learning for CTE staff will be arranged by RISE Advising Services.</p> <p>2a) <u>Measure of Progress:</u> CTE Teachers will incorporate these principles into their community based classes.</p> |
| <p>Goal 3: AGCS will bring Native American focused community-based programs and service opportunities to our classrooms and field trips.</p> | <p>3a) <u>Action Step:</u> Connect with tribal members in the community to help present curriculum in authentic ways to teachers, students and families.</p> <p>3a) <u>Measure of Progress:</u> Speakers are scheduled and presentations are attended by the AGCS community.</p> <p>3b) <u>Action Step:</u> Through collaboration with tribal members, field trips and service projects will be planned.</p> <p>3b) <u>Measure of Progress:</u> Students will participate in Native-focused field trips and service projects.</p> |
| <p>Goal 4: AGCS will increase offerings of Community-based learning field trips.</p> | <p>4a) <u>Action Step:</u> Using 2023 and 2024 Back to School Survey, choose local trips and events that families have requested for new field trip offerings.</p> <p>4a) <u>Measure of Progress:</u> Students will participate in community-based learning field trips.</p> |

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.

Progress Monitoring:

As part of our ongoing progress monitoring, we will get feedback from interest-holders on the potential indicators to see if they align with our diverse community's definition of success and expectations of progress. This will help us to determine if we are achieving our goals and positively impacting our students, families and communities.

Our community school goals align with our LCAP goals, to which metrics have already been created and vetted through the LCAP Parent Advisory Committee (PAC). In addition we have created metrics for our community school transformation that align with our LCAP goals. Using goals from both CS and LCAP, as well as data analyzed from ongoing needs assessment, we have identified our goal statements and will identify 4 main pillar focus statements. Our CS Advisory Team will use LCAP goals and baseline measurements, and then create yearly CS-specific measurable outcomes, and work to create a scorecard to monitor our progress. With assistance from Parsec Education, we will align data measurement tools to ensure that the data being collected aligns with our community school vision and with state wide CCSPP reporting requirements.

The Advisory Board, and any subcommittees that are formed and school leadership will be involved in this process. We will create an environment using different strategies, such as World Cafes, to bring interest holders together and provide input on how to measure the success of the Community School implementation and development. Not only will we be presenting the information, we will be working with all interest holders to solicit their input and advice on implementation and evaluation.

All Community School information, including the implementation plan, metrics, CS Advisory Team minutes will be made public and will be posted on our website. The CS Coordinator will routinely provide public presentations and annual reporting of CS plans. Such presentations will include how students, staff, families and community members were engaged in the implementation of our CS strategies. School leadership teams will regularly review and reflect on data and progress towards CS outcome goals. Based on findings, revisions will be made to address challenges that arise.

Possibility Thinking:

CS Transformation is an ongoing, dynamic process that will be facilitated by involving our interest holders in the evaluation and monitoring of progress. The CS Advisory team is our primary conduit as

it is composed of representatives from our staff, students and community partners. This team will regularly use techniques such as Plan-Do-Study-Act cycles and Compassionate Systems to ensure continuous improvement. As new challenges arise, we will seek feedback for how to best address them, as well as new evaluation criteria. We will pivot when necessary, based on the data and our community feedback. Successes will be celebrated with the whole community as both new and old strategies show positive results.

Site Level Goals and Measures of Progress

| Goals | Action Steps | Outcome/Indicators |
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| <p>CS Goal 1) To strengthen the integration of services and increase our capacity to support student mental, social, physical and academic wellness.</p> | <ul style="list-style-type: none"> ● Create an evaluation plan and metrics and monitor our progress towards goals. ● Develop a data collection strategy. ● SPED team will identify students needing support. ● Provide counseling support and referrals to identified students. ● The CS Advisory Team will establish a series of metrics based on measures of progress, and then create a scorecard to monitor progress. ● Create a calendar of staff professional development on restorative practices, Trauma-informed teaching, Diversity Equity and Inclusion (DEI), Empathy Interviews and PBIS ● Plan, do, study and revise as needed with input from interest holders. ● Align 2024-2025 LCAP goal with this goal. | <ul style="list-style-type: none"> ● At least 75% of students will complete mental health and wellness screening tools in September 2024. ● At least 50% of students who have been referred for counseling will receive counseling within 4 weeks of referral submission. ● Baseline data: Number of families and students who access the IPA Wellness Center. ● Number of students needing crisis interventions (PBIS data) will be reduced by 25%, using 2023-2024 statistics as a baseline. ● PBIS is included on staff agendas on a monthly basis. ● 95% of teachers participate in one of the SEL/DEI training offered. |

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| <p>CS and LCAP Aligned Goal 2) To improve our guidance, education, support and resources for families and increase their involvement and leadership in the Community School transformation process.</p> | <ul style="list-style-type: none"> ● CS Coordinator will develop and offer regular family support groups to share resources, tips and materials for teaching students at home. ● Assign staff to develop and offer workshops to boost skills for teaching students at home, both in person and virtually. ● Assign staff to develop an online, asynchronous course for parents developed and available to help with onboarding and logistics of Alder Grove. ● Continue to solicit and personally invite families from diverse backgrounds to participate in the Leadership and CS Advisory Teams. | <ul style="list-style-type: none"> ● Baseline: number of families attending support groups. ● 90% of families surveyed will feel encouraged to participate in parent workshops, events and groups offered. ● 70% of families will access the new onboarding and resource online course the first year. ● 50% of families will participate in Empathy Interviews in Fall 2024. ● The number of parents/guardians involved in the Leadership Committee and CS Advisory Team will increase. |
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| <p>CS and LCAP Aligned Goal 3) To improve student success in math through increased student and family support, programming and professional development.</p> | <ul style="list-style-type: none"> ● Utilize NWEA Map for schoolwide assessment. ● Utilize My Path for targeted online academic support, as well as in person academic support services. ● Hire additional tutors for math instruction. ● Train College Corps members as needed. ● Teachers will enroll in data driven math intervention. ● Develop a program for peer tutors, identify potential students, and start training. ● Assign a credential math teacher to teach math intervention courses. ● Continue and improve interim assessment participation with Alder Grove students. ● Plan, do, study and revise as needed with input from interest holders. | <ul style="list-style-type: none"> ● Math tutors will be available to all students requesting tutoring. ● 30% of students meet or exceed math standards. ● All elementary school students will increase the number of math standards met by 10% from Fall 2024 (baseline) to Spring 2026. ● 75% of math teachers will participate in data driven math-specific professional development. ● 25% increase of participation in math support workshops offered to families. |
| <p>CS Goal 4) To improve the quality of Native American instructional content and relevance.</p> | <ul style="list-style-type: none"> ● Establish partnerships with local Tribal organizations and members. ● CS Advisory Team, Leadership Team and School Coordinators finalize curriculum choices and schedule training. ● Teachers participate in training. | <p>75% of teachers will be trained on Native American curriculum.</p> <p>Tribal members will be present at staff training and CS Advisory Team meetings.</p> |

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