

Coastal Grove Charter School

12-62679-6120562

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 3 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and

community development, and community engagement. It is an equity-driven and assets-building school transformation program.

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

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

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

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

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

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

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

Capacity-Building Strategies Overview

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

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

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

COASTAL GROVE CHARTER SCHOOL

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CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Coastal Grove Charter School
Bettina Eipper
1897 "S" Street
Arcata, CA 95521
707-825-8804 x323
coastalgrovemediafestival@gmail.com

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

To begin the process of developing a shared understanding and commitment to the community school model, values, and approach, the question, "why a community school for my school?" was brought to our stakeholder groups. These groups included parents, teachers, staff, students, and community partners. The input was varied and meaningful, and some consistent themes emerged; We live in a beautiful vibrant but very remote area. This is a rural community with extremely limited resources including a shortage of mental health

providers and medical practitioners, housing and food insecurity. Our county experiences some of the highest ACES scores in California. Our charter school has seen a significant increase in unduplicated students that matches that of the local traditional schools, without the resources of a larger district to support student needs. It is our responsibility, as a charter school, to ensure that we are providing the best possible education for our students, and this includes ensuring that we are meeting the needs of the whole child. By becoming a community school, we are able to leverage more resources to support our students and families, focus on building a strong community, and remove barriers to learning, ensuring student success and well-being. Our visioning has led to the following developmental plans ensure that our commitments and values are continually reflected in our work:

Racially Just and Restorative School Climates: Our needs and assets plan revealed a strong desire to ensure that our school climate continues to develop using racially just and restorative practices. We have embedded Non-Violent Communication practices and techniques within our discipline system. For example, incidents are addressed in a manner where the voices of all children are heard, including what happened, how they feel, what is needed from each other, and a plan for the future. The children are heard and they are involved in the decision making of the plan for the future. Our program includes staff trained in Non-Violent Communication (NVC), and uses documentation following the NVC guidelines. We have envisioned taking this to the next level by deepening resolution and restorative practices and making them an integral component of our school climate. Members of our administrative team as well as teachers have attended restorative practices trainings provided by the Humboldt Office of Education. One of the community schools cornerstone commitments to support our families is to continue with Restorative Justice Trainings and implement those strategies when working with both our students and parents. We are also planning to hold class meeting circles, small groups, and individual sessions for our students which will be guided by a school counselor and teachers, as well as provide and facilitate parenting support classes for our parents to address the growing social emotional needs in our community. We have purchased a curriculum to use to deepen our restorative circle work and conducted three in-service trainings for teachers and administrators in best practices including supporting student identities.

Powerful, Culturally Proficient and Relevant Instruction: The topic of community schools was brought to our Equity, Diversity, and Inclusion (EDI) Committee in an effort to share knowledge of the cornerstone commitments. We were able to provide updates, connect the priorities and values and how they relate to the community school commitments as well as solicit feedback and other input from the community. The group has begun and plans to continue a review of our curriculum and is in the process of identifying curriculum which will provide powerful, culturally proficient, and relevant instruction as it relates directly to Humboldt County, our surrounding area, and global studies. Furthermore, their input will inform and impact the greater scope of how history/cultural studies will be taught including which curriculum will be adopted and brought to life, and how teachers will be trained in culturally responsive teaching practices as well as how these practices will be implemented. The plan for the implementation of these instructional practices will ensure that voices are heard and students are engaged. We are looking at festivals, historical emphasis, and how to build a celebratory approach to inclusive and culturally relevant curriculum. This includes a shift in some long standing traditions, such as shifting the “knight’s challenge,” to a “scholars challenge,” and weaving in “rites of passage” from cultures throughout the world. Also, celebrating rare diseases and disability month as well as creating presentations on neurodiversity, and offering clubs and activities that are student-centered and student-generated, celebrate identity and self-expression.

Shared Decision Making and Participatory Practices:

Bringing the community schools topic to every meeting enables updates to be shared and in turn solicits feedback and input from stakeholders, which innately and organically develops an understanding of the core commitments. In future meetings we will focus on the priorities and circle them back to the community schools core commitments. For example, we will focus on our early childhood center teacher training, parent

outreach, and whole child approach to education, thus ensuring that a connected community with shared values is in place. Thus, our plan involves the participation of stakeholders and is arrived at through shared participatory practices, shared decision making, and core commitments connected through the interests of everyone involved. Over the course of the next few years we plan to participate in an evaluation process through the Alliance for Public Waldorf Education which includes an evaluation of our collaborative leadership model. Teachers, staff, parents, and the community all have opportunities to weigh in on strategic change and priority selection.

Classroom/Community Connections through Asset-Driven and Strength-Based Practice: Through the goal also identified in our LCAP we are addressing the area of authentic family engagement which ties directly to the cornerstone commitments and values of our community school. Our plan includes harnessing authentic family engagement, with a celebration of assets and strengths and the inclusion of space for classroom and extended learning opportunities. Families can participate and engage with our greater community in the classroom, during extended learning time, or on the weekends by sharing their strengths, languages, and cultures. We will provide specific and intentional outreach to ensure marginalized students/families feel included and have agency to participate in school-wide decision-making. Through intentionally making space for these opportunities, families will become engaged with and connected to our community.

We will provide extended learning opportunities leveraging parent /community assets and strengths, and give space for them to bring their life experiences, cultural practices, special skills, meaningful language activities, etc. to life for the greater community. Examples include running the lights at the class play, creating menus for our lunch program to share traditional foods, leading the fishing club, chaperoning fieldtrips, helping with or creating classroom projects, sharing cultural practices and traditions, and sharing ideas around our practices and school culture. We also will solicit input on our curriculum, school events, and budgetary choices.

Additionally, our priorities also include making sure that our families have opportunities to be trained in volunteerism, mandated reporting, and inclusion, and that they are fingerprinted. We will be working with our community partners at the Ag Extension 4H Office to make sure that families are supported within a framework that enables them to complete this comprehensive training so that they can share assets and have the background to support student inclusion. The 4H Program provides the framework which highlights the strengths of our parent body, and we plan on including them in our supplemental educational model. We will continue to work with the 4H Ag Extension Office, and family feedback, to expand our offerings for extended education. Parents are able to offer clubs, attend multi-day fieldtrips, and curate special activities for students with the support of the school.

We have worked to develop partnerships with mental health providers and organizations to support families and students in crisis and are seeking additional opportunities so we can act as a bridge to local resources and services.

Continuous Improvement: We are still in the visioning phase to understand what processes and procedures will work best for reflection and review of our work supporting our values and making progress on our priorities. We recognize that this is an essential step for accountability and progress. Currently our Community School Team reports on progress to the stakeholders and elicits feedback. We are currently working to develop better processes to capture new ideas and creative solutions. We have reached out to other LEA's and a Community School cohort to work in tandem to problem-solve structural and system challenges to ensure we are able to track improvement, and catch areas of need.

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

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

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

Over the last three years, Coastal Grove Charter School has been gathering information and developing plans on how best to serve families in need of increased supports and services. In the last year alone, we have experienced a 10% increase in our unduplicated student count, including students that are socio-economically disadvantaged, and foster youth, as well as students in special education. We can only anticipate that this percentage will continue to grow as Humboldt County has historically been identified as a county with extremely high ACES scores. This 10% increase is a clear demonstration of need as our families share increased struggles with social emotional needs, extended learning needs, early childhood education needs, engagement needs, and clearly indicate that integrated student supports are needed. Many of these supports align with the LCAP strategies in the realm of family engagement and involvement, parent education, and student supports put into place by the teachers through professional development training. Our strategies to deepen this work will include identifying students through weekly staff check-in's and examining Tiers and students at risk. This will lead to outreach to families to conduct one-on-one interviews around needs. This work will then expand to reveal patterns and allow for broader conversations with different groups. We will utilize focus groups and meetings to discuss areas of need and ways to expand services and supports. We will be monitoring students who are at-risk of developing mental or behavioral health challenges and engaging families to implement data driven student supports.

Our needs assessment data summary was initially conducted by engaging students, parents, teachers, staff, and our community partners. The needs assessment data summary is used to identify the top priorities for our school community. We will continue this process as each school year will bring a slightly different picture. We will use at least three data driven and analysis methods to identify community needs including interviews, referrals, family class meetings, meetings occurring on-site including the parent teacher organization, charter council, teacher organization, administrative meetings, one-on-one meetings, staff meetings, small group meetings, student study team meetings, and organized student meetings, as well as main lesson block assessments, curriculum embedded assessments, attendance and enrollment analysis and reporting, and reviewing CAASPP and dashboard data. On-going data collection will continue through surveys, planning meetings, and by implementing and analyzing strategies to achieve our goals. The core priorities that have emerged through our initial asset and needs assessment were to improve mental health supports for families, extend learning opportunities, explore extended learning opportunities beyond current facility capacity, develop forums for voices to be heard, parent and teacher education opportunities, and the need for an early childhood education center, as well as improving academic supports, attendance, and engagement.

Our plan is to better engage with marginalized families and deepen our understanding of needed supports. This work includes identifying who is missing in the conversation through the guidance and support of community partners such as Humboldt County Office of Education liaisons and our Equity, Diversity, and Inclusion Committee. We are still in the process of calibrating what additional type of strategies we need to implement to ensure all voices are heard and all families have agency. Our community partners are essential to providing feedback and support for success in this area. These steps are just the beginning of the work we are embarking upon to understand and address determined priorities and strategies to meet student and community needs and ensure all voices are heard.

Coastal Grove has been identified as struggling with chronic absenteeism. This designation has also identified us as being in school improvement. We recognize the importance of engagement as it pertains to the social-emotional health and well-being of our students and maintaining an active partnership with parents/guardians, staff, teachers, and community partners. While we have begun strategic collaboration with our community partners on developing strategies through assessing core priorities, we are still working to develop a fuller picture. In one area, we have identified a community partner and planning has begun to support the development of the early childhood center as well as improving the extended learning opportunities. We are in the process of conducting parent surveys to identify the needs for parent education, engagement opportunities, and academic support. Examples of possible parent education classes would include parenting classes, support for students with mental health concerns, classes on early childhood development, etc. We are in the process of deepening our student engagement through the development of

new clubs where student voices can be heard, including our Rainbow Club, Changemakers Club and Taiwan Club.

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
Authentic Family Engagement	Parent participation and engagement in meetings, events, surveys. Successful outreach capturing over 95% of families. System for tracking participation and Feedback over time.
Restorative School Climate	Staff fully trained in restorative practices. Full implementation school-wide. Continual professional development and support in the area of equity, diversity and inclusion to insure all students are honored and respected. Circle work implemented school-wide.
Integrated Student Supports	Establish system and clear process for identifying student needs and streamlining access to supports. Engage stakeholders to help provide support including investigating remote options.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Increase understanding of decision- making processes and family participation	Expand team by Inviting parents/families to participate in regularly scheduled meetings at the school site as well as giving them an opportunity to give input and participate outside of regularly scheduled meeting times. Imbed parent input in stakeholder meetings. Document the number of parents/families who participate at the regularly scheduled meetings as well as the number who participate at meetings outside of the regularly scheduled meeting times
Goal 2: As both a site and LEA, investigate local teams and working groups to better understand their composition and purpose and how they monitor success/progress.	Go out into the community and engage with community partners Including community school cohorts. Develop a better understanding of decision making processes and establish a system for monitoring success.

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):

One aspect of our collaborative leadership model consists of ensuring that there are parents, teachers, staff , and administrators on every decision-making body including the Parent Teacher Organization (PTO), Charter Council, EDI Committee, and Teacher Organization, and that some of these parents, teachers, and administrators are also on at least two to three and sometimes even all four decision-making bodies. Thus, this ensures that the model is consistent with the early charter school collaborative leadership model requiring all stakeholder groups to be at the table. Coastal Grove has remained consistent with this model. This ensures that the voices of each body are heard and included at every level of decision-making.

Representatives on decision-making bodies attend meetings of other decision-making bodies to ensure that the voices of marginalized populations are included and heard at the various levels of decision-making. We have also already added two student groups and are in the process of adding another one. Our youth voices in leadership include our Peer Mediators, Change Makers Club, and our newly forming BIPOC Club. All three groups will have teacher/staff representation. This ensures that student voices are heard and carried forward to affect change, that trust is being built, and that community knowledge is being shared.

We have added a very active Equity Diversity and Inclusion (EDI) Committee which also has parent, teacher, staff, and administrative representation. The group has been integrated into the decision-making structure to ensure that underrepresented people/voices have a place for their voices to be heard by teachers and administrators twice a month, and have a consistent safe space for sharing feedback, ideas, and concerns. Listening session opportunities are in the process of being organized for underrepresented people. The teachers and administrators are part of the structure for listening and hearing. We then develop action items to bring to other committee groups to forward strategic implementation.

Our department meetings include looping grade groups, special subjects, educational support, administration, office staff, resource meetings with parents, all parents class meetings, etc. All of these groups are advisory teams that can analyze data to determine gaps and identify voices that might be missing. Key people can identify those not at the table and connect with them to carry forward the voices of marginalized people and those not at the table.

The community school program is spoken about, and updates are given at each meeting, the community school topic is put onto their agendas, and minutes go out with the newsletter. Providing updates on every meeting agenda builds understanding of the core commitments and values of community schools and creates

the space that organically evokes feedback and input, as well as encouraging ongoing dialog which helps guide change and provides feedback on implementation. We hope to strengthen our leadership model by creating opportunities that bring voices forward.

Data will be presented to and analyzed by all advisory groups to make more inclusive, data driven recommendations that will drive decision-making to affect more accurate, inclusive, and clear data driven decisions. Our job is to bring the community schools topics to every meeting or at least several times a year to check for understanding, get feedback and input, and hear the voices that inform our decisions.

Over the next year, we plan on going through the review process of the Alliance for Public Waldorf Education, which has collaborative leadership as a core principle. One of their seven review components includes a review of our collaborative leadership model. This model imparts trust and understanding and builds a solid core commitment to the community school model.

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
Goal 1: Our community school plan will align with and become integrated with our existing school wide plans such as the LCAP and SPSA	1) We will review and modify our existing school wide plans including our LCAP and School Improvement Plan to ensure that our community schools strategies are integrated into them and that they are aligned when we rewrite our LCAP for 24-25. 2) We will utilize the goals and values of the community school plan as a benchmark upon which future initiatives and strategies are built.
Goal 2: Our community school plan will guide decision making and initiatives.	Develop graphic template for decision making that ensures that the community school plan is the primary driver for decision-making. Share template with all stakeholders for input.

Strategy 5: Staffing and Sustainability

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Find sustainability model so Community School Coordinator can remain a permanent position	Network with community schools. Investigate current staffing loads, look for new sources of funding.
Strategize and research additional funding sources to ensure sustainability of community partnerships	Review current budget to look for overlap and redundancy

Key Staff/Personnel

Bettina Eipper	Community School Coordinator to ensure community outreach and partnerships as well as community development for sustainability and budget oversight
Daphne Osell	Administration and oversight of equity and inclusion
Jen Mishkin-Krause	Staff , student, and club liaison

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

Our community school coordinator will on-board community partners to facilitate the development of the early childhood program, extended learning opportunities – even beyond our campus capacity, community outreach efforts, parent and staff education, family resources, integrated student supports to support families, increased social emotional supports, increased family engagement, as well as other priorities identified during the on-going data analysis process. The planned staffing will enable the current structure and foundational pieces to support the priorities by developing capacities in individuals who will be trained to take on this work throughout our existing departments for sustainability in the future. We will look towards forming additional partnerships, increasing capacity of current staff, and building on our current resources to develop a sustainable model. We imagine that there are still undiscovered talents and interests in our current staff and parent body that would be interested in helping us create sustainability for our community school.

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
Goal 1: Offer an early childhood education center for TK students and families	Work with our community partner to prepare the site for students and provide parent education on child development. Regular meetings are held with community partner. Early childhood center opens in the fall and parents attend workshops and develop an understanding of the continuum of early childhood education
Goal 2: Providing extended learning opportunities	Work with our community partners, 4H and Shelly Ruhl, and gather student feedback to develop meaningful afterschool clubs that meet student interests and parent needs. Develop facilities to provide afterschool and weekend activities to students and families. Solicit input for deepening our opportunities for families. Monitor after school programs measured through attendance, positive feedback, and outcomes measured through student and parent surveys. Solicit feedback through surveys and one-on-one interviews.
Goal 3: Restorative Practices and Equity, Diversity, and Inclusion to increase culturally informed teaching	Review public Waldorf curriculum with EDI Committee, HCOE personnel, teachers and staff. Integrate restorative circle work at all class levels. Adjustments made to public Waldorf curriculum meets the needs of all students. All teachers are fully trained in restorative practices and restorative circles are embedded at all levels. Engage HCOE support partners, and EDI committee members, along with student feedback to ensure continuous improvement.
Goal 4: Social Emotional Supports are available to support struggling students and families	Engage community partners providing mental health supports to include on-site as well as off-site support services. Social emotional instruction is provided within the classroom at all grade levels. Track referrals and student progress. Positive change indicated in classroom climate, surveys of students, parents, and staff
Goal 5: Improve parent engagement and student attendance	Actively promote parent meetings and activities and deliver an engaging K-8th grade public Waldorf curriculum including opportunities for enrichment and creative expression. Celebrate student excellence and solicit feedback for initiatives and progress. Study attendance reports indicate a reduction in absenteeism, teachers report increase in student engagement, and increased parent attendance at school events. Survey parents regularly.

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:

Our external asset mapping enabled us to develop a comprehensive map and database of potential community partners in the surrounding area. This enabled us to then identify and establish school-community partnerships who share our holistic approach to the educational needs of our students, families, and the greater community. At this time, our existing community partner relationships include the University of California Agricultural Extension 4H Office, the Cal Poly Humboldt College Corps Program, the City of Arcata's Youth and Family Resource Counselor, the Alliance for Public Waldorf Education, both the Trinity Baptist and Presbyterian churches, our Coastal Grove PTO, Humboldt County Office of Education, the Humboldt Del Norte SELPA, Arcata School District, Remi Vista Youth and Family Services, Northern Humboldt Union High School District, and Stepping Stones Preschool.

These existing community partners provide us with the framework for parent volunteer training, additional classroom supports, counseling and family resource services, public Waldorf teacher development training and curriculum planning, sports facilities, family food baskets, fundraising support for fieldtrips and special activities, restorative practices professional development, special education supports, mental health services, facility upgrades, as well as equity, diversity and inclusion training. Building on these community partner relationships is the next step in developing our action plan to meet the educational needs identified in our asset mapping.

We will be building relationships The City of Arcata, Sharrone Blank, the Humboldt County Office of Education, Remi Vista, and a facility developer in order to meet our goals of improving parent engagement and student attendance, increasing multi-tiered systems of support for students and families, restorative and inclusion informed teaching, developing facilities to provide extended learning opportunities, and offering an early childhood education center for TK students and families. We have been in contact with all of our community partners to plan the implementation of future services to meet our goals. Stepping Stones Children's Garden will house our early childhood education center, Shelly Ruhl will facilitate our expanded learning opportunities program and be involved with identifying a future facility developer to expand the program, training in the integration of restorative practices and culturally informed teaching will be facilitated by HCOE personnel, additional social and emotional supports will be provided both on and off campus by Remi Vista, and our community survey will gather feedback and input from students and parents regarding attendance and engagement. Building these community partner relationships will ensure that we will move forward and achieve our goals. We are the bridge between these community partners and our school community and we will actively work to ensure the values and vision of our community school is preeminent in planning, strategizing and working on initiatives. Community partners will be invited to meetings to present and listen to stakeholders including families, students, and staff.

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: Parent education in early childhood education and parenting classes in public Waldorf education	Provide artistic opportunities for parent engagement. Increase parent education opportunities. Offer continued classes on child development focusing on ages 0-3, 3-7, 7-14, and 14 -21 year old, and parenting classes Evaluate class attendance and improved parent engagement with the stages of child development and public Waldorf education, Create collaborative opportunities for parents to gather and share ideas around rules, boundaries, guidelines, Family norms, and expectations valuing cultural differences and ensuring that everyone's voice is heard.
Goal 2: Staff development including Equity, Diversity, & Inclusion, social emotional supports, trauma informed practices, restorative practices, and Waldorf teacher training. Parents choose our school for the Waldorf education and deepening that work is a core priority of parents.	Organize workshops that address EDI, social emotional needs identification and supports, trauma informed and restorative practices, and public Waldorf teacher training. Discuss training developments and share school-wide. Offer opportunities for discussion and to develop understanding. Examine pedagogy to ensure its alignment is culturally-affirming and community based. Evaluate class attendance, gather evidence of how practices are being implemented in the classroom, and track the number of teachers who are in public Waldorf training.

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
Teachers will incorporate local Native American lessons into classroom activities	Support teachers through professional development classes and workshops, arrange speakers, and take fieldtrips offered by local Native American organizations Evaluate how many teachers participate in the training and how many implement the curriculum, then highlight the classroom project activities. Solicit feedback from parents and students regarding the lessons and additional opportunities for deepening understanding.
Integrate community based learning into classroom activities to promote social emotional and cultural learning such as local history, geology, plants, and native species	Teachers and administrators will receive training in community based learning and how it positively impacts classroom outcomes. Students will take fieldtrips connecting them with local museums and science opportunities. Parents will be given opportunities to share expertise. Evaluate how many teachers and administrators participate in the training workshop. Student reflections indicate a positive understanding of local history and nature, and a connection to community assets.

Strategy 9: Progress Monitoring and Possibility Thinking

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Ensure that our community school goals are aligned and integrated with our LCAP and SIP plans	Measure the progress toward the alignment of the LCAP and SIP goals through timelines, decision making metrics, and budget analysis.	Reflection and progress towards the identified goals is reviewed and assessed by all community members.
Ensure that progress is continually monitored to facilitate a continuum of improvement	Advisory groups will meet regularly to monitor the progress of our community school goals and continue to assess progress toward those goals through continued surveys, interviews, and meetings. Develop metrics through working with community partners. Develop better systems for data collection	Reflecting on data gathered demonstrates progress towards goals and helps guide and redirect to ensure continual progress and positive outcomes.

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