

CCSPP - LEA and Site Participation Sheet Instructions

California Department of Education

November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) LEA and Site Participation Sheet lists all the proposed local educational agency (LEA) and school sites planned to be included in the CCSPP Implementation Grant project.

DOCUMENT INSTRUCTIONS

The Site Participation Sheet requires completion of the following worksheet tabs:

1) LEA Information; and 2) School Information.

1. LEA Information: Enter the following information: 1) LEA Name; and 2) Applicant LEA County and District Code. List the applying/lead LEA first followed by the other LEA partners.

2. School Information: Enter the following information: 1) The School Site Name; and 2) School Site LEA County-District-School (CDS) Code.

DOCUMENT SUBMISSION

Email original to the California Department of Education (CDE). For questions regarding this report, email the CDE Community Schools Office at:

CCSPP@cde.ca.gov

CCSPP Attachment II: Budget Worksheet - Instructions

California Department of Education - November 2023

PURPOSE

The California Community Schools Partnership Program (CCSPP) Budget Worksheet is for the CCSPP Implementation Grant, Cohort 3 application.

DOCUMENT INSTRUCTIONS

The Budget Worksheet requires completion of the following worksheet tabs:

1) Applicant Information; 2) Contact Information; 4) Year 1; 5) Year 2; 6) Year 3; 7) Year 4; and 8) Year 5.

1. Applicant Information: Enter the following information: 1) Grantee Local Educational Agency (LEA) Name; 2) Grantee LEA County-District-School (CDS) Code (e.g., 12-12345-1234567); and 3) Total Grant Award Amount.

When all information is complete in all tabs, obtain the Superintendent, or authorized designee's, approval and signature by completing the following: 12) Enter the name and title; 13) Enter the signature of the individual listed in the previous step;* and 14) Provide the date of approval/signature.

*If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together. Note: Applicant Information will auto populate on all other worksheets.

2. Contact Information: Enter the following information under SECTION 1: 1) Program Contact Name; 2) Program Contact Title; 3) Program Contact Phone Number; 4) Program Contact Email Address; 5) Fiscal Contact Name; 6) Fiscal Contact Title; 7) Fiscal Contact Phone Number; and 8) Fiscal Contact Email Address.

3. Budget Summary: Program information will auto-populate from the Applicant Information tab. Budget information will auto-populate from the annual budget worksheets (Year 1 thru 5 Budget Worksheets).

4. Year 1: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, administrative (admin) reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

5. Year 2: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

6. Year 3: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

7. Year 4: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

8. Year 5: Program information will auto-populate from the Applicant Information tab. Enter the following information for each proposed line item/cost/expenditure: 1) Object Code; 2) Line Detail and Narrative, including a detailed justification and breakdown/calculation for the expenditure; 3) Enter the proposed cost by spending category: school site, admin reserve, or admin reserve-direct services; and 4) District and Community Matching Funds. Matching funds should meet or exceed one-third (33 percent) of the requested grant funds. Enter the Indirect Cost Rate (not to exceed the California Department of Education's approved rate). Expand and add rows as needed.

DOCUMENT SUBMISSION

Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

CCSPP@cde.ca.gov

Applicant Information

Note: By signing, the Superintendent, or designee, is approving the proposed budget for the CCSP Implementation Grant application.

If the signature cannot be added to this Excel document, please PDF the Applicant Information worksheet, obtain the signature and submit this Excel document with the PDF signature page together.

Field Names	Applicant Information Fields
Program:	CCSP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Humboldt Charter School
LEA CDS Code:	12 101240137364
Total Requested Amount:	\$1,187,500
Superintendent's, or designee's, Printed Name and Title:	Shari Lovett
Superintendent's, or designee's, Signature:	[Insert Superintendent's Signature Here]
Approval Date:	[Enter Approval Date Here]

Contact Information

Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Humboldt Charter School
LEA CDS Code:	12 101240137364
Total Requested Amount:	1187500
Section 1 - Field Names	Contact Information Entry Fields
Program Contact Name:	Shari Lovett
Program Contact Title:	Director
Program Contact Phone Number:	707-445-2660 Ext 110
Program Contact Email:	slovett@nuarters.org
Fiscal Contact Name:	Kelley Withers
Fiscal Contact Title:	CBO
Fiscal Contact Phone Number:	707-445-2660 Ext 130
Fiscal Contact Email:	kwithers@nuarters.org

Program Budget Summary

Information on the worksheet will autopopulate based on the data entered in the Year 1 thru 5 budget worksheets.

Program: CCSPP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Northern United Humboldt Charter School
LEA CDS Code: 12 101240137364
Total Requested Amount: 1187500

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Grant Total	Total Match	Percent Match
1000	Certificated Personnel Salaries	\$84,100.00	\$86,100.00	\$86,100.00	\$86,100.00	\$73,500.00	\$415,900.00	\$310,675.00	N/A
2000	Classified Personnel Salaries	\$32,400.00	\$32,724.00	\$33,051.00	\$33,382.00	\$33,715.00	\$165,272.00	\$0.00	N/A
3000	Employee Benefits	\$51,472.00	\$53,896.00	\$55,873.00	\$57,904.00	\$57,239.00	\$276,384.00	\$96,164.00	N/A
4000	Books and Supplies	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$2,500.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$57,773.00	\$53,025.00	\$50,721.00	\$48,359.00	\$4,730.00	\$214,608.00	\$0.00	N/A
6000	Capital Outlay	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
N/A	Total Direct Costs	\$226,245.00	\$226,245.00	\$226,245.00	\$226,245.00	\$169,884.00	\$1,074,664.00	\$406,839.00	37.86%
7000	Indirect Rate	\$23,755.00	\$23,755.00	\$23,755.00	\$23,755.00	\$17,816.00	\$112,835.98	\$0.00	N/A
N/A	Total Budget & Expenditures	\$250,000.00	\$250,000.00	\$250,000.00	\$250,000.00	\$187,500.00	\$1,187,499.98	\$406,839.00	34.26%

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Year 1 - Budget (July 1, 2024 - June 30, 2025)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCGPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137364
 Total Requested Amount: 1187500

Object Code	Line Item and Narrative (Provide a detailed explanation and justification for each expenditure. Indicate the category of cost as appropriate)	Proposed Costs School Site	Proposed Costs Admin Reserve	Proposed Costs Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (180 Days)	84,350.00	7,150.00	0.00	71,500.00	0.00	0.00	0.00
1000	Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning. \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (180 Days)	0.00	0.00	0.00	0.00	60,775.00	0.00	60,775.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liason (180 Days)	32,400.00	0.00	0.00	32,400.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	24,034.00	2,670.00	0.00	26,704.00	0.00	0.00	0.00
3000	Statutory Benefits for Certificated Tutoring Additional Hours including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00	0.00	0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	22,698.00	0.00	22,698.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liason including PERS Retirement and Health and Welfare	22,080.00	0.00	0.00	22,080.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00	0.00	0.00
6000	Contracted services with Humboldt IPA and professional development costs for staff trainings	57,773.00	0.00	0.00	57,773.00	0.00	0.00	0.00
Total Direct Costs	N/A	219,375.00	9,870.00	0.00	226,245.00	83,473.00	0.00	83,473.00
7000 Indirect	10.50%	22,718.65	1,036.35	0.00	23,755.00	0.00	0.00	0.00
Total Budget	N/A	239,093.65	10,906.35	0.00	250,000.00	83,473.00	0.00	83,473.00

Year 2 - Budget (July 1, 2025 - June 30, 2026)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137304
 Total Requested Amount: 1187500

Object Code	Line Detail and Narrative <i>(Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.)</i>	Proposed Costs School Site	Proposed Costs Admin Reserve	Proposed Costs Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (180 Days)	66,150.00	7,350.00	0.00	73,500.00	0.00	0.00	0.00
1000	Stipends for Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning, \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (180 Days)	0.00	0.00	0.00	0.00	62,475.00	0.00	62,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liason (180 Days)	32,724.00	0.00	0.00	32,724.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	25,139.00	2,793.00	0.00	27,932.00	0.00	0.00	0.00
3000	Statutory Benefits for Certificated Stipends including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00	0.00	0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	23,743.00	0.00	23,743.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liason including PERS Retirement and Health and Welfare	23,278.00	0.00	0.00	23,276.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00	0.00	0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	53,025.00	0.00	0.00	53,025.00	0.00	0.00	0.00
N/A	Total Direct Costs	216,052.00	10,193.00	0.00	226,245.00	86,218.00	0.00	86,218.00
7000 Indirect		10.50%	22,684.73	1,070.27	0.00	23,755.00	0.00	0.00
N/A	Total Budget	238,736.73	11,263.27	0.00	250,000.00	86,218.00	0.00	86,218.00

Year 3 - Budget (July 1, 2026 - June 30, 2027)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137364
 Total Requested Amount: 1137500

Object Code	Line Detail and Narrative <i>(Provide a detailed justification and breakdown/categorization for each expenditure. Indicate the school(s) the cost is supporting.)</i>	Proposed Costs School Site	Proposed Costs Admin Reserve	Proposed Costs Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (180 Days)	66,150.00	7,350.00	0.00	73,500.00	0.00	0.00	0.00
1000	Stipends for Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning, \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (180 Days)	0.00	0.00	0.00	0.00	62,475.00	0.00	62,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liason (180 Days)	33,051.00	0.00	0.00	33,051.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	25,911.00	2,878.00	0.00	28,790.00	0.00	0.00	0.00
3000	Statutory Benefits for Certificated Stipends including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00	0.00	0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	24,472.00	0.00	24,472.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liason including PERS Retirement and Health and Welfare	24,395.00	0.00	0.00	24,395.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00	0.00	0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	50,721.00	0.00	0.00	50,721.00	0.00	0.00	0.00
N/A	Total Direct Costs	215,968.00	10,278.00	0.00	226,246.00	86,947.00	0.00	86,947.00
7000 Indirect		10.50%	22,675.70	1,078.30	0.00	23,755.00	0.00	0.00
N/A	Total Budget	238,643.70	11,356.30	0.00	250,000.00	86,947.00	0.00	86,947.00

Year 4 - Budget (July 1, 2027 - June 30, 2028)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPPP has a 1/3 (33 percent) match requirement.

Program: CCSPPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137304
 Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed description and breakdown of each expenditure. Indicate the school(s) the cost is supporting.)	Proposed Costs - School Site	Proposed Costs - Admin Reserve	Proposed Costs - Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (180 Days)	66,160.00	7,350.00	0.00	73,510.00	0.00		0.00
1000	Stipends for Additional Hours for Certificated Staff to Offer Tutoring After School/Expanded Learning, \$35 per hour (2 hours for 180 days)	12,600.00	0.00	0.00	12,600.00	0.00		0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (180 Days)	0.00	0.00	0.00	0.00	62,475.00		62,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liason (180 Days)	33,382.00	0.00	0.00	33,382.00	0.00		0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	26,737.00	2,971.00	0.00	29,708.00	0.00		0.00
3000	Statutory Benefits for Certificated Stipends including STRS Retirement	2,688.00	0.00	0.00	2,688.00	0.00		0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	25,251.00		25,251.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liason including PERS Retirement and Health and Welfare	25,508.00	0.00	0.00	25,508.00	0.00		0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	50.00	0.00	500.00	0.00		0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	48,359.00	0.00	0.00	48,359.00	0.00		0.00
N/A	Total Direct Costs	215,874.00	10,371.00	0.00	226,245.00	87,726.00		87,726.00
7000 Indirect		10.50%	22,666.04	1,088.98	23,755.00	0.00		0.00
N/A	Total Budget	236,540.04	11,459.98	0.00	250,000.00	87,726.00		87,726.00

Year 5 - Budget (July 1, 2028 - June 30, 2029)

Expand rows as needed. Add rows in the middle of the table.

*LEAs can use up to the lesser of \$500,000 or 10 percent of the total funds awarded for administration of the program, unless the cost is providing direct services to students.

**The CCSPP has a 1/3 (33 percent) match requirement.

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Humboldt Charter School
 LEA CDS Code: 12 101240137364
 Total Requested Amount: 1187500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown of each expenditure, including the school(s) the cost is supporting)	Proposed Costs School Site	Proposed Costs Admin Reserve	Proposed Costs Admin Reserve (Direct Services)	Total Proposed Costs (Grant Funds)	Partner Match	Community Match	Total Match
1000	Salary for a 1.0 FTE Certificated Community School Coordinator (180 Days)	66,150.00	7,350.00	0.00	73,500.00	0.00	0.00	0.00
1000	85% of our 1.0 FTE Social/Emotional Counselor Salary (180 Days)	0.00	0.00	0.00	0.00	62,475.00	0.00	62,475.00
2000	Salary for a 0.5 FTE Classified Family Engagement Liaison (180 Days)	33,715.00	0.00	0.00	33,715.00	0.00	0.00	0.00
3000	Statutory Benefits for 1.0 FTE Community School Coordinator including STRS Retirement and Health and Welfare	27,621.00	3,039.00	0.00	30,660.00	0.00	0.00	0.00
3000	85% of our 1.0 FTE Social/Emotional Counselor Statutory Benefits including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000	Statutory Benefits for 0.5 FTE Classified Family Engagement Liaison including PERS Retirement and Health and Welfare	26,549.00	0.00	0.00	26,549.00	0.00	0.00	0.00
4000	Office supplies for community school coordinator and supplies for student engagement activities	450.00	60.00	0.00	510.00	0.00	0.00	0.00
5000	Contracted services with Humboldt IPA and professional development costs for staff trainings	4,730.00	0.00	0.00	4,730.00	0.00	0.00	0.00
N/A	Total Direct Costs	160,215.00	10,469.00	0.00	169,684.00	62,475.00	0.00	62,475.00
7000 Indirect		10.50%	16,716.76	1,089.25	0.00	17,816.00	0.00	0.00
N/A	Total Budget	176,931.76	11,558.25	0.00	187,500.00	62,475.00	0.00	62,475.00

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.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Northern United-Humboldt Charter School
2120 Campton Road Suite I, Eureka, CA 95503

Althea Jones
Community School Coordinator
(707) 599-4333
ajones@nuarters.org

Shari Lovett
Superintendent
(707) 445-2660 Ext:110
slovett@nuarters.org

Strategies, Priorities and Goals

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

Strategy 1: Shared 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:

Why a community school for Northern United-Humboldt Charter School?

Since 2018, Northern United has informally, yet intentionally, worked to implement a community school model, though, we didn't call it that then. We have been working towards many of the strategies listed in the CA Community Schools Framework. We have been operating as a community school, committed to meeting children and families where they are. We provide every student with a personalized learning plan that educates the whole child. Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitator of their child's learning program. Professional learning and parent education are available and encouraged. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create individualized curricula, and determine their individual teaching and learning methods. This is a mission shared by all employees at Northern United-Humboldt Charter School. However, there is always more to do. Much of these funds, which will be sustained in various ways after the grant has ended, will be used to serve the heightened needs of all our students.

Northern United has a longstanding commitment to serve some of our region's most disadvantaged students and families. This commitment is reflected in our vision and mission statements: Our Mission: Northern United Charter Schools, in partnership with parents and the community, will engage all students in a comprehensive education, preparing them to be confident, competent, and proactive citizens in a diverse society. Similarly, our vision seeks to prepare every student for the future; ready for personal success, ready for college, and ready for the global workplace.

Northern United created strong connections with families and communities before COVID. We have a shared commitment to serve all of our families, even when situations become more challenging. We have a disproportionate population of unduplicated youth, a rising percentage of unduplicated students, increased mental health needs, and students who are struggling with basic math and literacy skills. Many of our families live in rural areas, making accessing needed resources difficult. Becoming a community school and building on community collaborations has helped students and families better access needed resources. We provide our students with a safe environment and positive culture as a school. We utilize PBIS/MTSS, a behavioral framework, to help support our students achieve improved social and academic outcomes. To help support our students' social/emotional needs, we offer an Outdoor Resilience Building Education program, as well as counselors and school psychologists.

Racially-just, relationship-centered school climate:

Our approach to fostering a relationship-centered school climate lies at the core of NU-HC's educational philosophy. Our commitment is evident in the transformation of relationships, climate, teaching, and learning conditions. Central to our model is the inclusivity derived from the personalized nature of our teaching methods. NU-HCS' personalized learning model ensures weekly one-on-one focused sessions as teachers engage individually with each student and their parents.

The enduring relationships formed by our Teachers with students and their families contribute to meeting individual needs, recognizing strengths and interests, and addressing learning gaps. Personalized learning facilitates a racially just curriculum and acknowledges each student's cultural capital as an asset rather than a barrier. Collaboration is paramount among students, teachers, and

families.

We utilize PBIS and MTSS to cultivate a safe and welcoming learning environment for every student. A significant percentage of our student body struggled in traditional schools, and have come to our school for the high-quality, individualized curricula we offer. We have 76.1% of our students who are unduplicated, and meeting the needs of these students and their families remains a top priority. Our Social Emotional Learning Team meets monthly and consists of teachers, support staff, administrators, and the CS Coordinator. Collaboratively, they work to ensure that each student feels safe, supported, and welcomed, and is able to experience a learning environment that fosters strong relationships and community. The SEL team has implemented staff training, student social-emotional data collection via interviews/assessments, and an incentive program to reward positive behavior, and works to make the overall culture of the school positive, safe, and inclusive.

Given our small school size and the rural residence of many students, we recognize the challenges of daily commutes. Our flexible approach allows students to attend our school less frequently, ensuring continued access to quality education.

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, and social-emotional learning workshops. Currently, our Community School Coordinator is taking the Training the Trainers program through IIRP to facilitate and teach Restorative Practices/Restorative Circles. Additionally, we plan on hiring a Social Work Intern to support students with mental health needs. With additional grant funding, we will also be able to continue to 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 partners for students with additional needs. These programs and professional development plans demonstrate a commitment to providing a racially just and restorative school climate.

Shared Decision-Making and Collaboratory Practices:

Shared power and collaborative leadership are embedded in the structure of our school. Early in the process of becoming a community school, we educated our staff, students, families, and community about the Community Schools vision and core values to provide backgrounds and shared understanding. We did this by selecting a staff member from each of our multiple school sites and creating a Community Schools team that meets monthly. The school staff on the Community Schools team have all been trained in either (or all) of the following: MTSS, Character Strong, PBIS, and Compassionate Systems. The goal of these practices is to create and foster strong relationships and community in a supportive environment.

Althea Jones, ASW, PPSC, was hired as Community School Coordinator in August 2023 to continue the Community School work and streamline services systematically and sustainably. In collaboration with the Community Advisory Council, the Community Schools Coordinator continues to conduct ongoing assessments and coordinate partnerships with community agencies.

Throughout the planning process, school staff and interest-holders have demonstrated an understanding of the overarching values/commitments of community schools in several ways. The

core values have been implemented in the past through MTSS/PBIS, LCAP, and various other school initiatives. School staff implement MTSS and PBIS at each site by participating in rigorous ongoing professional development. Developing SEL teams to address tier 1/tier 2 students embed the ideas and practices into the school culture. The staff has also received additional training/support in Restorative Practice work and implementing trauma-informed practices to support students' academic, social, emotional, and behavioral success. Years of school climate improvement work have created a school ready and able to embrace the Community School mindset.

The school has multiple student, parent, and advisory councils, composed of parents, teachers, administrators, and community members, that provide valuable feedback and are included in decision-making processes throughout the school. Students from leadership teams are given the opportunity to share at board meetings, Community Advisory Council meetings, and staff meetings, ensuring student voices are heard in all conversations.

These various leadership teams receive input from parents, teachers, students, and community members to inform the development of our LCAP. This academic year, the LCAP goals will be re-written with input from our PAC (Parent Advisory Committee), Community School, and student leadership. Support staff and school coordinators meet regularly to discuss the concerns and needs of the school community. The Social Emotional Team meets monthly and updates the school community through newsletters, staff meetings, and Parent Square. They help organize staff development, training, and incentives for students. Within this framework, decisions are made collaboratively, and decision-making is shared.

As we grow into a more comprehensive community school, we plan to add more ways to share power with the entire school community. To sustain a collaborative leadership model, we'll actively engage in various avenues such as listening sessions, family engagement nights, advisory council meetings, and one-on-one interviews. Through extensive data collection, including surveys, assessments, and interviews, we aim to amplify voices that may have previously been unheard. This information will serve as a guide in our ongoing efforts to nurture our community school. As we progress, a primary goal is to boost parent and student participation, hopefully leading to more active leadership roles.

Powerful, Culturally sensitive instruction/ Class-community Connections:

Our commitment lies in delivering culturally proficient and relevant instruction, ensuring our teaching methods resonate with the diverse backgrounds of our students. This approach aims to cultivate a more inclusive and captivating learning environment. Concurrently, we are dedicated to enhancing the links between our classrooms and the community.

Due to our unique school model, students are continually immersed in the community, serving as a classroom and a rich source of educational curricula. Regular meetings between students and teachers occur at school and various community locations, such as local libraries or even in students' homes. Our educators actively assist parents, guardians, and students in discovering community resources that align with their educational interests and pursuits.

Our school has established partnerships with numerous local agencies, providing students access to diverse subjects like music, theater, gymnastics, martial arts, trades, agriculture, floral design, and more. Frequent field trips to community organizations enhance students' understanding of their surroundings and increase their awareness of the community's assets.

We take immense pride in our Career and Technical Education (CTE) programming and collaborations with the community. Students pursuing specific pathways work at various community sites, gaining hands-on experience in construction, agriculture, media, and computer technology. Internship opportunities and volunteer work at local non-profits further enrich students' learning experiences.

As we envision the future of our community school, we aspire to strengthen our connections with the community. This involves expanding access to mental health and social services, broadening CTE experiences to reach more students, and continuing the growth of community-centered offerings. Parents and students have expressed interest in outdoor education/activities, and providing more opportunities for outdoor education will continue to be one of our priorities.

Focus on continuous improvement:

Through Northern United-Humboldt Charter School's Community School planning grant, LCAP, Dashboard indicators, and other processes, including parent/student feedback, we have identified areas where more support is needed, including improving CAASPP scores for all students, especially economically disadvantaged and EL students. While we have seen significant success in our CAASPP scores, this will continue to be a priority for our school. Through the planning grant process, we have sent out multiple student/parent/staff feedback surveys to survey every parent and student by the end of 2024. Quantitative feedback from the surveys will be used to continue to address barriers to academic performance and test scores. In order to have more involvement in our survey process, and follow through-the goal of the survey will be made available to all our educational partners. Surveys will continue to be sent out multiple times throughout the school year and will include a description of how the data will be used and why it's important.

Attendance is another important area for continuous improvement. Our chronic absenteeism for all students increased from 12.4% to 17.1%, but is still too high. All of these areas will be a focus moving forward. Returning to in-person instruction has helped improve attendance. As with many schools county-wide, our attendance was significantly impacted by Covid-19. Since returning to in-person instruction, Northern United Humboldt Charter School has implemented several evidence-based practices to improve attendance and student well-being. We employ an academic counselor, a SEL counselor, and a school psychologist to address academic and social-emotional issues. Our school counselors attend missed assignment meetings (how we track attendance being an independent study school) and make individualized plans with families to improve attendance and address barriers to learning. This wrap-around approach to attendance helps address academic issues and eliminates barriers for students and families.

Additional professional development aimed at addressing social-emotional needs, and restorative practices has helped improve attendance while supporting the needs of our students. Our school uses evidence-based practices, such as MTSS, Character Strong, and SEL curriculums, to support

all students, with additional emphasis on tier two and three students who often need additional support. We will continue to use planning grant funds to support our MTSS efforts to continue providing students with additional opportunities for learning and success. Ensuring our students feel happy and safe while at school is of equal importance as academic learning. Our Community School Planning grant will continue to help improve student achievement and emphasize social-emotional well-being.

Transforming education for children requires an asset-based and driven approach, emphasizing culturally responsive, student-centered teaching and learning practices. Our commitment extends to improving coordination among health, mental health, and social services, aligning them with county and local educational agency resources. The Community School Team and LEA are committed to collaborating across school sites and throughout the community to address further and identify priorities that emerge.

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.

Before the pandemic and continuing into the present, our school has been actively crafting and implementing our Multi-Tiered System of Support (MTSS). This comprehensive approach involves a thorough examination of both student and school data, aiming to pinpoint strengths and areas requiring additional support and enhancement.

Our MTSS process seamlessly aligns with the goals and objectives outlined in our LCAP. As a result of these collective efforts, we've identified specific focus areas:

- Enhanced student performance outcomes, particularly math and reading interventions
- Social-emotional needs of positive school climate
- Chronic absenteeism
- Fostering increased family and community engagement

As a component of the Needs and Assets assessment process, we employed a tool for Community Asset Mapping and Needs/Gap Analysis, from the National Center for Community Schools Resource Inventory. This tool helped ensure a comprehensive review of supports available for children/youth and the broader community supports.

In preparation for moving into implementation, the data from our needs assessment was analyzed by our Advisory Teams to determine gaps and discover if we were missing any voices from our school community. We will continue to gather additional information through listening sessions, empathy interviews, student leadership teams, parent advisory groups, and continued assessments to address our gaps and include previously unheard voices. This enhanced data will be shared and reviewed in our Community School planning meetings, faculty, grade and subject areas teams, classified staff, and parent and community meetings.

Through the process of shared decision-making/data analysis, we identified the following areas of strength and areas for growth.

Areas of Strength:

- Increase in CTE pathways (Building trades, horticulture, mental and behavioral health, and floral design).
- Increase in college-ready students
- Increase student satisfaction in academic programs
- Social-emotional support for students
- Regular communication with staff, students, and parents via Parent Square, Newsletters, email, home visits, etc.
- ORBE (Outdoor Resilience Building Experience) program
- Tier 1 supports such as Character Strong-whole classroom guidance, PBIS, ORBE, Indian Action Council, TRiO Talent Search, peer-to-peer tutoring, expressive arts therapy, and 1:1 check-ins/support
- Improved technology, we have a 1:1 ratio for technology. Provide hotspots for all students who don't have access to the internet.
- Cutten Resource Center- which includes the school library and serves as a safe place for staff and students to hold meetings, groups, and art.
- Ongoing, high-quality professional development for all staff
- Administration (Site Coordinators/regional director) that knows each student by name and their families
- Individualized, culturally responsive learning plans

Areas for growth:

- Chronic absenteeism
- Increase CAASPP scores
- Address gaps in reading and math through targeted supports
- Extended learning opportunities
- Increased 1:1 tutoring supports
- Increased in graduation rates
- Additional opportunities for outdoor experiences after school and on the weekends

The LEA and Community Schools Team have identified key priorities and established groups dedicated to problem-solving and addressing these issues. To more fully engage teachers and staff in implementing our Community School and ongoing needs and asset assessment, we will begin next school year addressing the needs of our Community School during staff in-service. This will include a review of our goals, data, and community resources, and an evaluation of our process and ways to continue meaningful dialogue/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 for thoughtful feedback and will be included in community surveys. Staff will be incentivized to attend Community Advisory meetings and actively build our Community School. All feedback will be recorded for further improvement, reflection, and evaluation.

Additionally, the Community Schools Coordinator and site teams participated in a four-day Compassionate Systems Awareness Leadership Workshop, enhancing their understanding of the essential needs specific to our sites. In previous years, PBIS/MTSS Teams attended Compassionate systems training, Character Strong Summit, AVID, and restorative practices training. In the spring of this year, all staff will continue to be trained in implicit bias, culturally relevant curriculum, and anti-racist training. Our SEL team will also be able to attend this summer's Character Strong Summit.

The overarching goal is to instigate transformational change in education, providing every student with the opportunity to lead a healthy, dignified, and fulfilling life. The Community School Team and LEAs remain steadfast in fostering collaboration across school sites and throughout the community, continuously addressing and identifying emerging priorities.

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

Enhanced student well-being through integrated student support and protective factors.

(In alignment with LCAP goal 2: improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all students.)

- Outcomes:
- Cultivate strong community partnerships and formalize MOUs with local businesses and agencies, such as DHHS; Public health, Mental health, Bridges, local Family Resource Centers, First 5 Humboldt, 0-8 Mental Health Collaborative, and Humboldt IPA.
 - Increased targeted mental health supports.
 - Increased access to Humboldt IPA Counseling/Case management.
 - Recruit skilled tutors to support students and homeschool/home-based families.
 - Accessible transportation services, esp. for rural low-income families.
 - Ongoing training in Restorative Practices aligns with Community School strategies.
 - PBIS/MTSS strategic plan aligns with Community School strategies.
- Metric to measure indicators of success:
- Improved student attendance, academic performance, and behavior, measured using our school engagement and school safety survey distributed to all parents/staff, dashboard indicators.
 - Increased MOUs and engagement with community partners.

Expanded and enriched learning time and opportunities. To develop the capacity to support students' academic growth and help them develop socially, emotionally, and physically.
 (In alignment with LCAP goal 1: Improve student performance outcomes in all academic areas.)

Outcomes:

- Partner with local community agencies to offer extended learning opportunities/programs after school and summer break.
- Expand ORBE (Outdoor Resilience Building Experience) Train additional staff in outdoor ed., and have the school open one weekend per month and over the summer for the ORBE program.
- Increase enrollment and dual enrollment opportunities with the College of the Redwoods, Cal Poly Humboldt, and local Trade Schools.
- Increase volunteering and civic opportunities, such as St. Vincent de Paul, Betty Chinn Foundation, Food for People, Jefferson Project/kitchen, and peer-to-peer tutoring/mentorship.
- Increased student voice and leadership opportunities by providing students with training/education and including them in practical decision-making.
- Partnering with additional art, music, and recreation-based community organizations, such as Far North Climbing, Ramp Art Skate, Del Norte Performing Art, Farmers Market, Ink People, and Boys and Girls Club.
- Partner with Cal Poly Humboldt Y.E.S house and Education interns to provide high-quality academic tutoring.
- Develop lasting internship placements with Cal Poly and CR.
- Increase CTE pathways.
- Enriching and culturally relevant field trips.
- Expand CEI (Community Engagement Initiative) to include students from every site. Have currently involved CEI students present at student leadership/staff meetings.

Metrics to measure indicators of success:

- Additional hours the school is open after school, weekends, holidays, and summer break.
- The Community School Team will check in regularly with community partners, and record insights.

<p>Strengthen school culture through active family and community engagement.</p> <p>(In alignment with LCAP goals 1 & 2: improve student performance, improve school climate/parent/community involvement.)</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Parents/families recruited to participate in Community School, Parent Advisory Committee, and School meetings. ● Parents/families provided opportunities to give input and participate in decision-making outside of scheduled meetings. ● Arrange for teachers to participate in locally available PD provided by local tribes and Native Organizations, such as Two Feathers, NCIDC, the Wiyot language program, and Save Our Salmon. ● Build culturally inclusive, racially-just spaces. ● Elevate student voice through student government and student-led clubs. Have students share at Board Meetings/Staff meetings. <p>Metrics to measure indicators of success:</p> <ul style="list-style-type: none"> ● Number of family members who participate in Community School, Parent Advisory meetings, and LCAP meetings. ● Number of families who give input and participate in decision-making outside the scheduled meetings. ● Number of student and parent-led meetings.
---	--

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
<p>Goal 1: Increase family participation in the school's decision-making processes.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Parents/families recruited to participate in Community School, Parent Advisory, and LCAP committees. ● Small parent focus groups ● Meaningful opportunities for parents/families to give input and participate in decision-making. ● Honor shared power structures and create space for all voices to be heard. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of family members who give input and participate in decision-making outside the scheduled meetings. ● Number of families/community members participating in Community School, PAC, and LCAP meetings. ● Add and retain diverse membership to Community School Advisory Team
<p>Goal 2: Increase student participation in school decision-making processes, and school-wide community meetings.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students are actively recruited to participate in community school, student leadership, and schoolwide meetings. ● Students are given meaningful opportunities to give input and participate in decision-making and school policies. ● Develop an efficient process for student feedback and input. Present findings to the School Board. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students participating in Community School, Schoolwide meetings, and LCAP meetings. ● Number of students who give input and participate in decision-making processes. ● Increase in students participating in student leadership and student council.

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

The core of leadership within Northern United Humboldt Charter is the Board of Directors. To ensure inclusive representation, the school advisory teams and student leadership actively gather input from diverse interest-holders, encompassing parents, teachers, community members, students, and classified staff. This valuable input aids in shaping the development of our LCAP. Additionally, the Community Schools Advisory Team systematically collects, receives, and analyzes input from

various interest-holders, guiding the creation of Community Schools initiatives and programs, while consistently evaluating and assessing our evolving needs.

Surrounding this central structure, various teams, committees, and clubs contribute data and input, addressing specific needs and aspirations. Noteworthy is the active involvement of parents and students in many of these groups. Though the leadership structure at each site and school-wide is well-established, we recognize the need to include a variety of family and student voices in the decision-making process. As we grow into a more comprehensive community school, we plan to add more ways to share power with our population. One of our action goals for this academic year is to increase parent education and participation, hoping to create more active leadership roles for parents.

Our SEL (Social Emotional Learning) team meets monthly and reports to the rest of the school through newsletters, teachers' circles, staff meetings, and school events.

Through these various leadership teams, priorities get decided, and power is shared. Our school teams/groups all meet monthly and consist of:

- Admin Team
- Teacher circles (meet weekly for training, PD, reflective practice, self-care, and information sharing)
- CS Advisory Team
- SPED
- PBIS/SEL Team
- Branches (Staff/family groups)
- Student Leadership
- PAC (Parent Advisory Council)
- AVID
- NU-HCS School Board

NU-HCS 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 days, graduation ceremonies, back-to-school nights, 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.

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
<p>Goal 1: Community School strategy is integrated/aligned with all existing school-wide strategic plans.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Existing school-wide strategic plans are reviewed and adapted to ensure community school strategy is integrated. ● Community school core values and LCAP are aligned. ● Community school coordinator works at all school sites to ensure CS strategy integration. ● The Community Advisory Team takes an active role in developing LCAP goals that align with CS strategies. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Northern United-Humboldt Charter School LCAP aligns with Community Schools core values and strategies. ● Students' mental health outcomes will improve across all tiers. Data will be assessed through school-wide Social Emotional Student surveys, administered by our trained SEL team. ● MTSS/PBIS strategies align with Community School strategies. ● On-going training in Restorative Practices by the Community School Coordinator, who is Certified in IIRP restorative practices.
<p>Goal 2: Increase educational/community partner engagement and maintain a positive, culturally sensitive/diverse school culture.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Provide a continuum of supports: mental health, PBIS, counseling, and social work services. ● Staff participation in HCOE's Equity Series workshops including Culturally Responsive Teaching and the Brain, Implicit Bias and Microaggressions ● MOU with Dr. Ramona Bell, Chair for Critical Race and Gender studies from Cal Poly Humboldt-to teach culturally sensitive curriculum, book recommendations, and implicit bias training for staff at school-wide staff meetings and in-service days. ● Administration/Community School Coordinator participation in REN (Rainbow Educator Network) through HCOE. Attend Foundation/Advanced level LGBTQ+ Administrator training. ● Have additional staff and student leadership teams trained in Compassionate Systems.

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
Goal 1: NU-HCS assigns Althea Jones Community School Coordinator.	Althea Jones, ASW, PPSC already coordinates the school's CS work through the 2022-23 CS Planning grant
Goal 2: Provide stipends for Community School Teams and identify teachers at each site to support community school initiatives at each school site.	Community School Coordinator and Administration will work to create a Community School Team with stipends available for teachers, to continue the momentum of Community Schools work and retain/recruit additional staff.
Goal 3: NU-HCS will establish a schoolwide wellness plan and create wellness spaces at each site.	NU-HCS has contracted with Humboldt Independent Practitioners to establish therapeutic groups, case management, and boys/girls councils at each school site, which includes outreach to home-based families. The long-term goal is to start wellness spaces at each site, designed and implemented by the students, and to have Humboldt IPA services available daily during the school year and as needed over summer break.
Goal 4: The Community Schools Coordinator and additional staff are qualified and enrolled in the CYBHI Statewide, multi-payer, school-linked Fee Schedule. CS staff can cover at least 60% of their cost through the CYBHI School linked Fee Schedule.	Community School Coordinator is a PPS Credential-holding site lead qualified to enroll in the CYBHI, Fee Schedule under, School Social Worker, School Counselor. Community School Coordinator is certified in the IIRP-Training the Trainers Program for Restorative Practices and can train the CS team in Restorative Practices/Certifications to enable billing under the Fee Schedule. NU-HCS will begin billing using the CYBHI Fee Schedule in the second half of 2025.

Key Staff/Personnel

Althea Jones, PPSC, ASW-Community School Coordinator	Community School Coordinator: Responsible for the planning, research, community engagement, coordination, and later implementation of the Community School strategy for NU-HCS. CSC will oversee CS projects and maintenance of program fidelity.
--	---

<p>Community School Assistant (Classified)</p>	<p>Hire a Community School Assistant. The CS assistant will help coordinate student and family support services and work with the CS Coordinator and Administration to help support student achievement and success.</p>
<p>Existing 1.0 School Counselor, 1.0 Academic Counselor, and 0.9 School Psychologist, 1.0 Director of Student Support-oversees SEL Team</p>	<p>Support staff will continue to address students' academic, social-emotional, and behavioral health. Collaboratively working with the CS team, they will develop a comprehensive wraparound approach to student wellness. Together, the CS team and support staff will actively contribute to maintaining a positive school climate for all students.</p>
<p>NU-HCS will establish a school-wide wellness plan and wellness spaces for students and families.</p>	<p>NU-HCS will continue to contract services with Humboldt Independent Practitioners (IPA) to create a wraparound approach to address students' mental health needs. Humboldt IPA will participate in CS advisory council meetings.</p>

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

Northern United-Humboldt Charter School will continue to support professional development for the many described initiatives (MTSS, Restorative Practices, Compassionate Systems, PBIS) through funds secured through other grant opportunities and fundraising efforts. NU-HCS will look to add supporting the Community School initiative to the existing language and commitment to support MTSS. This includes expanding the Community School initiative's inclusion in the yearly strategic plan and the LCAP.

To sustain the Community School after grand funding has ended, NU-HCS will use Medi-Cal funding/billing. Our Community School program aligns with California's Statewide reform in School-based Medi-Cal, resulting in LEAs, and community-based providers (such as Humboldt IPA, our contracted mental-health service provider) contracted by or affiliated with the LEA, being eligible for reimbursement under the CYBHI, Medi-Cal, Fee-for-Service Schedule.

Under state law starting in 2024, Medi-Cal Managed Care Plans (MCPs) and commercial plans like Blue Shield CA are obligated to reimburse local LEAs and eligible school-linked providers for providing school-linked mental health services. In many cases, it will require a PPS credential, which our Community School lead and School Counselor hold, to receive reimbursement. These services will also include case management and family support services.

This funding is critical in supporting the continued growth of Northern United Humboldt Charter School's Community School. The school will begin participating in the Statewide CYBHI, Multi-payer, school-linked, Fee-for-Service (FFS) schedule in 2025. Funding for existing positions for 2024 has

already been secured with planning grants and additional school funding streams. Implementation grant funds will be used to continue these positions while we learn how to use the Fee Schedule best and to support additional expansion of Community School efforts. In 2024, NU-HCS will continue to work closely with the Humboldt County Office of Education to become trained in and learn how to use the FFS Schedule best. They will be ready and able to begin implementing our Medi-Cal Managed Care Plan in 2025.

The Community School Coordinator works with and supports the currently employed PPS-credentialed School Social Worker and Academic Counselor in addressing our students' social-emotional and academic needs. The FFS Schedule will allow the Community School Coordinator and Support Staff (Counselors) to increase school-linked mental health services delivery. Our intention is that through Medi-Cal billing and private insurance billing, these positions will be self-sustained. These positions can also be supplemented through additional grant funding streams already in use, such as Humboldt Area Foundation, Humboldt Sponsors, Coast Central Credit Union, and other State-funded grant opportunities.

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
<p>Northern United-Humboldt Charter School (NU-HCS) will maintain and strengthen relationships with existing school-community partners.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Identify schoolwide priorities through various means (i.e., Advisory Council, Asset & Needs Assessment, Surveys, Focus groups, Listening sessions, one-on-one interviews) ● Increase staff capacity through continued Professional Development. ● Attend Humboldt Area Foundation’s pilot program to help Schools and Nonprofits apply for federal grants. ● Increased representation of underrepresented and underserved families. ● Maintain MOUs with current community partners. ●
<p>Northern United-Humboldt Charter School will create additional community partnerships focusing on the arts, culture, music, nature, and movement.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The Community School Coordinator will check in regularly with community partners, surveying and recording their insights to better assess needs, assets, and service gaps. ● The Advisory Team will work to increase community representation at the school. ● As appropriate, NU-HCS and new community partners will develop and execute new agreements and MOUs.
<p>Northern United-Humboldt Charter School will establish a formal system for Internship placement and volunteer recruitment and training.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● The Community School Coordinator, school and site leadership, and CTE instructors will identify potential local businesses and organizations. ● Under the direction of the Community School Coordinator, and other appropriate school staff, interns from Cal Poly Humboldt and College of the Redwoods will be tasked with working with reaching out to additional community partners, fundraising and networking in the community.

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:

In its second year of the Community School Planning process, NUHCS is dedicated to nurturing and expanding its well-established partnerships with Marshall Family Resource Center and Jefferson

Resource Center, Humboldt IPA's Wellness Center, Humboldt County Office of Education, College of the Redwoods, United Indian Action Council, Trio Educational Talent Search, DHHS-Bridges-mental health, and Humboldt SELPA. These are integral to the school's vision to address the needs of students, staff, families, and community members. Through the asset and needs assessment process, it became evident that there is a strong desire to maintain and an eagerness to expand these partnerships to all school sites, including our home-based program. Additionally, the professional development opportunities facilitated by HCOE staff and grant partners significantly contribute to enhancing our school climate for all students and families.

The Community School planning grant process is integrated into our ongoing shared leadership as a school. As a community school, we integrate staff and student voices in all aspects of school decision-making.

Each of our five sites, and our home-based students have opportunities to be actively involved in student leadership teams. Students from these leadership teams are invited/encouraged to participate in Northern United-Humboldt Charter Schools Community Advisory Committees, parent advisory committees, and other school activities.

Northern United-Humboldt Charter School is dedicated to maintaining its well-established partnerships that support the well-being of the whole child. Working closely with these partners, the Community School Coordinator will meet regularly with an identified partner liaison. During these meetings, addressing key interest holders' visions and priorities will be reviewed, evaluated, revised, and implemented.

While in the planning process, NU-HCS has established/expanded partnerships with these agencies, please reference the Community partners listed below:

Academic Partners:

- The Humboldt County Office of Education: Provides CTE Building and Construction Tech, Horticulture, and Mental Health CTE. HCOE also provides direct support and professional development for staff, administrative support, events, and training in various areas. **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 NU-HCS. **Established MOU.**
- Cal Poly Humboldt TRIO: Provides direct support to students grades 7-12th who have limited income and whose parents do not hold a four-year college degree. They help students complete high school, enroll in post-secondary education, graduate, and find meaningful employment that pays a living wage. **Established MOU.**
- Jefferson Family Resource Center: Provides culinary classes for high-school students to expand their skills and foster a passion for the culinary arts. Additionally, the partnership encourages volunteering initiatives, allowing students to give back to the community while gaining hands-on experience in a supportive environment. **Established MOU.**

- Blue Ox Historical Village and School of Traditional Arts: offers workshops and hands-on classes in the traditional arts. **Established MOU.**
- Dr. Ramona Bell, Department Chair-Critical Race, Gender & Sexuality Studies at Cal Poly Humboldt: offers transformative training in implicit bias, culturally appropriate curriculum, anti-bias strategies, and fostering inclusive conversations. **Formalized MOU in process.**
- Friends of the Dunes: Provides field trips and offers engaging programs like Coastal Classroom and Coastal Stewards. These 4-5 hour adventures unfold at the Humboldt Coastal Nature Center and the Northern unit of Ma-le'l Dunes, where students explore dune ecosystems, identify animal tracks, delve into plant adaptations, and witness ecosystem restoration. Aided by immersive classroom presentations, students gain insights into environmental conservation. **Established MOU.**
- Friends of the Lost Coast: Provides in-school environmental education lessons. They bring fun, hands-on learning about the environment to local schools. Teach students about nature in their own backyard to encourage the next generation of environmental stewards. **Established MOU**
- AmeriCorps Seniors Foster Grandparent Program: Provides one-on-one support to children with special needs to improve their academic, social/emotional development. Volunteers help children learn to read and provide tutoring services. They also help children who have been abused or neglected. **Established MOU.**
- Many more community partners in ceramics, art, music, theater, driving instruction, nutrition/food preparation, outdoor education, water safety, etc.

Mental Health/Social-Emotional Partners:

- Humboldt Independent Practitioners Association (IPA): Humboldt IPA is a local physician-sponsored organization that provides an array of wraparound services, including personalized 1:1 counseling, enriching support groups, empowerment groups, dedicated case management, and crisis intervention. With a focus on nurturing social-emotional health, their staff not only provides direct counseling to students but also imparts valuable lessons and facilitates specialized empowerment groups, fostering a resilient and thriving school community. **Established MOU.**
- Humboldt Bridges to Success: The Children's Mental Health branch currently provides school-based crisis response and mental health services, on and off-site. Crisis intervention support is available to all students and families, as well as short-term counseling and case management services. Referrals for long-term support are provided as well. **Established MOU.**
- Humboldt Del Norte SELPA: Provides services to all SPED students, and will also support Trauma Informed and other Professional Development for teachers, administrators, and staff.

Established MOU.

- Humboldt County Public Health Department: Provides vaccinations, COVID info/resources, SafeCare, reproductive information/supplies, oral health information/resources, etc. **Established MOU.**
- Family Resource Centers: FRCs work closely with our school to support families and students, including food, clothing, and housing resources. **Established Partnership.**
- The Betty Kwan Chinn Center Homeless Foundation: Provides services for homeless and foster youth and families, including individualized care, clothing, food, and afterschool support. **Established Partnership.**
- Boys and Girls Club: Provides out-of-school time activities and support to students via the afterschool and out-of-school programs hosted at various community centers. Students can also participate in Teen Court. **Established Partnership.**
- 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. **Established Partnership.**
- Changing Tides Family Services: Provides care for behavioral health and child care vouchers to qualifying families. Provides parenting classes, referrals, and 1:1 Counseling services. **Established Partnership.**

Physical:

- Food for People: Food for People works to eliminate hunger and improve the health and well-being of our community through access to healthy and nutritious foods, community education, and advocacy. Through collaboration, they provide an emergency food closet for our students and families. Food for People also provides emergency food boxes to community members. **Established MOU.**
- 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. **Established Partnerships.**
- HealthSport/Cal Courts gyms for working out, P.E. for high-school students, and personal training.
- Dental Van: Partners with local schools to provide comprehensive dental care to students. They provide exams, cleanings, oral health education, oral supplies, and referrals. **MOU in place.**
- Smile Humboldt Family: Trained coaches provide students/families with referrals to dental

appointments, arrange transportation, and teach students what to do daily to keep their teeth healthy. **Established MOU.**

- Arcata Community Pool: Provides swimming instruction and recreation time for students outside of school. **Established Partnership.**
- Humboldt Area Foundation: Provides local nonprofits and schools with funding for community projects and children's services. HAF has provided NU-HCS multiple mini-grants during the 2023-24 school year to support homeless and at-risk families. **Established Partnership.**

Each of these community partners plays an integral part in the vision of Northern United-Humboldt Charter School to address the needs of students, staff, families, and community members. 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 some Community Partners with whom we've started to collaborate. Once funding is secured, we will continue adding to this list throughout the implementation process.

- Cal Poly Humboldt Social Work Department: will provide a SW intern, to be supervised by the Community School Coordinator and School Counselor, PPS.
- Bruce Kaye Cultural Drumming: will provide lessons in drumming circles and cultural presentations.
- Cal Poly Humboldt Center Activities: Sponsor a wide variety of outdoor activities for students of all ages.
- Independent tutors: will provide expanded tutoring for students, paid for by grant funding, at no cost to students.
- Independent local therapists: space will be provided for therapists to see individual students and families.
- The Ink People performing arts: will provide students with in-school and afterschool enrichment opportunities in the performing arts.

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

Strategy 7 Professional Learning: The CCSPP Planning Grant has allowed our educational community to conduct a comprehensive needs assessment, encompassing asset mapping and gap analysis. The insights gained from this process have profoundly influenced our approach to professional learning, fostering shared understanding among interest-holders, nurturing relationships, and aligning efforts to enhance equitable and inclusive student success.

Two years of needs assessment and resource mapping have also informed staff professional development topics that will be worked into our standing practice of providing protected time for staff expansion and engagement. NU-HCS utilizes a regular schedule of professional learning community and in-service days to offer a vast amount of instruction, workshops, and collaboration time for staff. Teacher circles happen weekly, where staff members share information from training and professional development, they recently attended with other staff members. We also have weekly staff meetings and monthly whole-school staff meetings. Topics during all staff meetings are focused on trauma-informed research-based strategies and programs that support improved attendance and access to behavioral/mental health services.

As the implementation years unfold, training will be provided to support staff in achieving the CS priority areas of attendance, behavioral health, and academic, college, and career preparedness outcomes. Our school will continue to engage in focus groups, surveys, community meetings, and interviews as part of our ongoing Needs and Assets Assessment, and we 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.

Goals

Action Steps

<p>Provide access to a safe, welcoming, positive learning environment that values parent/community engagement and is inclusive and culturally responsive for all students.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Development in Restorative Practices. ● Professional Development in MTSS/PBIS. ● Multiple opportunities to attend the Tk-12 HCOE Implicit Bias/Microaggression and Culturally Responsive Teaching and the Brain. ● Professional Development in School Improvement Science (Carnegie and Compassionate Systems Training) ● Participation in Countywide professional learning cohorts (ie. Humboldt County's Social Emotional Learning Community of Practice, From Theory to Action, Literacy) ● Encourage participation in community organizations <p>Outcomes/Measures:</p> <ul style="list-style-type: none"> ● Increase in Staff who attend multiple PD days and ongoing Professional Development. ● MTSS/SEL teams get certified in Restorative Practices/Character Strong. Attend the National Character Strong Conference in July 2024. ● Staff who attend training/teach what they learned during Teacher Circles, in-service days, and staff meetings. ● Additional staff will receive training in Compassionate Systems.
<p>Foster Collaborative Learning Environments</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Facilitate cross-role professional learning sessions that bring together administrators, educators, classified staff, and community members to discuss the principles of collaborative and relationship-centered learning. ● Implement regular team-building activities and workshops to strengthen relationships and communication among school stakeholders. ● Develop and deliver role-specific training sessions to build a shared understanding of the community school strategy and its goals.

<p>Engage Families in the Learning Process</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Offer workshops and training sessions for families on actively supporting their children's education, emphasizing collaborative and community-based approaches. ● Expand Branches: Our family engagement team, composed of both school staff and parents, will assess and address the specific needs of the community. ● Develop communication strategies to keep families informed about school initiatives, progress, and opportunities for involvement. <p>Outcomes/Measures:</p> <ul style="list-style-type: none"> ● Attendance by families at workshops and training sessions. ● Family engagement task force participants and activities. ● Regular (at least monthly) formal communication with families.
--	---

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.

Strategy 8 Centering Community-Based Curriculum and Pedagogy: At Northern

United-Humboldt Charter School, we recognize Community-Based Learning (CBL) as a vital approach to integrating students into our local community. By embracing CBL principles, our students gain a deeper understanding of diverse populations, community challenges, and their own role in addressing these issues. Implementing CBL pedagogy not only enriches the learning experience for teachers, students, and community partners but also strengthens our collective bond with the community.

Our unique school model emphasizes learning within and from the community, where the community itself becomes a dynamic classroom and source of educational content. Students regularly meet with teachers, whether at school, local libraries, or within their homes, as we actively facilitate access to community resources that align with their educational interests. Through partnerships with various local agencies, students can explore subjects ranging from music, theater, and gymnastics to agriculture, local history, and beyond.

Incorporating frequent field trips to community organizations further immerses our students in the richness of their surroundings, fostering a deeper appreciation for the assets within their community. As part of our commitment to a Comprehensive Support (CS) strategy, we are integrating CBL principles and Native American perspectives into our field trips, lessons, community-based programs, and service opportunities. This holistic approach ensures that we not only meet the diverse needs of our students but also fully engage them in meaningful experiences that are accessible to all.

While our Career and Technical Education (CTE) program is already robust, we aim to enhance the student experience by infusing it with the principles of community-based learning. Our needs assessments have revealed a desire among students and families for increased access to CTE experiences, more opportunities to participate in school events, greater interaction with peers, and a deeper incorporation of Native American perspectives. Through the integration of CBL principles, we are poised to fulfill these aspirations, enriching the educational journey of every student at Northern United-Humboldt Charter School.

Site Level Goals and Measures of Progress

Goals	Action Steps
Enhance leadership capacity (for shared leadership) and learn best practices.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Continue to actively learn from and support our CEI Community Engagement Initiative cohort IV team. ● Expand meaningful student leadership opportunities. ● Include students in curriculum development/planning.
Support all teachers in integrating local and regional Native American lessons and activities into their classes.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Connect with tribal members in the community to help present curriculum in authentic ways to teachers, students, and families. ● The Community School Coordinator is currently part of the Native American Studies Model Curriculum (NASMC) Development. CS Coordinator will support all teachers to integrate the new California NASMC into their lessons and classroom activities. ● Include students in assisting with the development of the NAS curriculum.
Expand ORBE (Outdoor Resiliency Based Experiences) schoolwide.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Train teachers in outdoor education to expand ORBE into everyday teaching practices. ● Purchase curriculum and materials to support ORBE and Forest School.
NU-HCS will broaden the scope of our CTE program to include principles of Community-Based Learning.	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Professional Development in Community-Based Learning for all CTE staff. ● CTE Teachers will incorporate these principles into their community-based classes. ● Expand our new FFA. Get additional teachers involved in FFA/ 4-H. ● Contract with agencies/teachers for additional CTE courses/pathways.

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

Strategy 9 Progress Monitoring and Possibility Thinking: In order for possibility thinking and collaboration to occur, interest holders must have three things in place: a working model of what's being studied, the metrics with which to measure progress, and a system to study it. This brings us to the goals for strategy 9, in which all three are created for the purposes of ongoing analysis and reporting for interest holders. 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. All Community School information, including the implementation plan, metrics, and CS Advisory Team minutes, will be publicly available on our website. The CS Coordinator will regularly provide public presentations and annual reports on CS plans, highlighting engagement from students, staff, families, and community members. School leadership teams will regularly review data and progress toward CS outcome goals, making revisions as needed to address challenges.

Goals	Action Steps	Outcome/Indicators
<p>Strengthen the integration of services and increase our capacity to support student mental, social, physical, and academic wellness.</p>	<p>Create an evaluation plan and metrics and monitor our progress towards goals.</p> <p>Purchase software to collect student data/quantitative data.</p> <p>SPED team will identify students needing support.</p> <p>The CS Advisory Team will establish a series of metrics based on measures of progress.</p> <p>Align the 2024-2025 LCAP goal with this goal.</p>	<p>All Students will complete mental health and wellness screening tools in the fall of 2024.</p> <p>75% or more of students who have been referred for counseling will receive counseling within 4 weeks of their initial referral.</p> <p>Baseline data: Number of students who access Humboldt IPA wellness services.</p> <p>Number of students needing crisis interventions (Character Strong/MTSS data) will be reduced by 25% using 2023-24 statistics as a baseline.</p> <p>95% of teachers participate in SEL/Trauma-informed training offered.</p>
<p>Integrate CS goals in our ongoing MTSS and LCAP data and student success monitoring and Plan Do Study and Act cycles.</p>	<p>Identify CS initiative goals and measures of progress.</p>	<p>New or newly emphasized goals are identified. Progress towards those goals is assessed regularly as part of PDSA cycles.</p>
<p>Use the PDSA cycle to monitor and facilitate a continuous improvement cycle.</p>	<p>The Advisory Team will meet a minimum of six times a year to monitor the progress of CS goals and to calibrate the progress with the needs as identified by the Needs Assessment Process.</p> <p>The Advisory Team will develop regular needs assessment tools (surveys, interview questions, focus groups) to address the outcomes and next steps identified through the PDSA cycle.</p>	<p>Advisory PDSA reports will be made public throughout the school year to share data on the progress toward goals.</p> <p>Additional Needs Assessment steps will be taken regularly based on the above-mentioned report.</p>

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

Northern United - Humboldt Charter School
Community School Application
Artifacts Table of Contents

Attachement IV-a 1:Community School Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis	2
Attachement IV-a 2:Student Needs Assessment Interviews	24

Northern United-Humboldt Charter School: Attachment IV-a1: Community School Planning Artifacts-Community Asset Mapping and Needs/Gap Analysis.

Northern United-Humboldt Charter School spent the planning phases of the CSPP grant meeting with staff, families, students, and community members to develop a comprehensive Asset Map and multiple- Needs Assessments for our school. We utilized the Community Asset Mapping from the National Center for Community Schools Resource Inventory and Assets and Needs Assessment Report and co-created our Needs Assessment tools for staff, students, caregivers, and community members. Needs Assessments were sent via Parent Square, Community School Advisory Committee, family engagement nights, parent-teacher conferences, and parent advisory committee. Asset Mapping and Needs/Gap Analysis results were shared during school board meetings, the NU-HCS website, School Newsletters, and Parent and Community Advisory Committee meetings. Below is our Community Schools Asset Map, Parent/Caregiver Needs Assessment 2022-23, 2023-24 school year, Staff Needs Assessment/Gaps Analysis, and our Community School Family Engagement Survey.

Northern United-Humboldt Charter School

Assets and Needs Assessment Report

Description of the Assets and Needs Assessment Process: This document compiles work started in spring 2023 and continued through a series of meetings, student focus groups, and interviews in autumn 2023. Participants in the Assets and Needs Assessment Process included the Northern United-Humboldt Charter Community Advisory Team, the NU-HCS Community Engagement Initiative Team, the NU-HCS Parent and Community Advisory Committee, and input from over 80 students in our schools.

Community School Pillar	List programs and services provided for each domain	Which services are our priorities for the future?	Who has the capacity to meet the unmet needs?	What can be done to continue addressing the gaps?
Integrated student support	<ul style="list-style-type: none"> -Reading and Math intervention -Special Education Programs -School Psychologist -School Counselor -Academic Counselor -Student Intervention Coordinator -Dental Van -Indian Action Council/Tutoring -Character Strong Curriculum -Break Spaces -Zen Den/Calm room 	<ul style="list-style-type: none"> -Continued social/emotional supports -Addressing gaps in Math and Reading post-COVID -Art specialist -Music teacher -Additional 1:1 tutoring 	<ul style="list-style-type: none"> -Reading and Math Intervention supports/specialists -Student Intervention Facilitators -Humboldt IPA Contracted services -Community School Coordinator -County Public Health 	<ul style="list-style-type: none"> -Reading and Math Intervention Programs -Social Emotional support through school counselors/school psychologists -Wrap-around mental health support from Humboldt IPA -Stipends for Staff Tutors

<p>Family and community engagement</p>	<ul style="list-style-type: none"> -Parent Advisory Council, ELAC, School Site Council, Student Leadership teams. -Family nights, IEPs, 504, SSTs, Parent/teacher conferences, Lunch on the Lawn, Assemblies, Classroom Volunteers -AmeriCorps Seniors Foster Grandparent Program -CS Advisory Group -CEI community school group/grant -Classroom volunteers -Humboldt Area Foundation Grants -McKinney Vento -Social Workers 	<ul style="list-style-type: none"> -Listening sessions (voices that aren't being heard) -Increased engagement across the board -Need for increased family attendance for PAC, CS Advisory Councils 	<ul style="list-style-type: none"> -Local FRCs -The Community School Coordinator -Family and Community members -Local Rotary, businesses, local government 	<ul style="list-style-type: none"> -Prioritize ongoing collaboration with leadership teams, PAC, FRCs, and the SEL Team. -Open communication across school facilities, school-wide. -Increase family and community engagement. -Interpreters reaching out to families in their native language
---	--	---	--	--

<p>Collaborative leaderships and practices for educators and administrators</p>	<ul style="list-style-type: none"> -Restorative Practices Training -Implicit bias training -PBIS/MTSS -Community Schools Advisory Council/Team -SEL Team -SPED Team 	<ul style="list-style-type: none"> -School-wide Professional development -Opportunities to attend an array of conferences -Student focus groups 	<ul style="list-style-type: none"> -Northern United-Humboldt Charter School -Collaboration across school facilities -Community Schools Team -CEI Team -Parents/caregivers 	<ul style="list-style-type: none"> -Provide opportunities to collaborate school-wide and beyond -Use some CEI grant funding for parent/caregiver incentives for attending community events/school involvement -Invite local/dynamic speakers from the community to speak at events/committees
	<ul style="list-style-type: none"> -Ongoing PD and collaboration -Compassionate Systems -Character Strong Training -Student Leadership Teams -PAC members 			

<p>Extended learning time and opportunities</p>	<ul style="list-style-type: none"> -CTE pathways -ORBE (outdoor education program) -3D printing -Chess Club -Avid Tutoring -Lego Club -Enriching field trips to cultural sites, music, theater, nature, and the arts -Student leadership -Opportunities for students to travel (CEI, FFA/4H) 	<ul style="list-style-type: none"> -Additional afterschool activities/program -Before School programs -Music programs afterschool -Field trips out of county -Inviting professionals on campus 	<ul style="list-style-type: none"> -Afterschool programs -Before school programs -Enrichment classes -ORBE 	<ul style="list-style-type: none"> -Staffing for before/after school -Transportation assistance, bus passes, gas cards, carpooling
--	---	---	--	--

Form A: Applicant Info Sheet
2023–24 California Community Schools Partnership Program:
Implementation Grant, Cohort 3

Please complete the following:

Local Educational Agency (LEA) Name: Northern United-Humboldt Charter School

LEA's County-District-School Code: 12101240137364

Primary Contact:

Name: Althea Jones
Title: Community School Coordinator
Phone: 707-599-4333
Email: ajones@nucharters.org

Secondary Contact:

Name: Shari Lovett
Title: Superintendent
Phone: 707-445-2660 Ext: 110
Email: slovett@nucharters.org

Fiscal Contact:

Name: Kelley Withers
Title: Chief Business Official
Phone: 707-445-2660 Ext: 130
Email: kwithers@nucharters.org

If applicable, as described in *California Education Code (EC) Section 8901(i)(2)*, if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

Click or tap here to enter text.

If applicable, if the LEA is applying as part of a consortium, as described in *EC 8901(c)*, list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

Click or tap here to enter text.

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC 8901(d)*, with which the LEA will partner:

Click or tap here to enter text.

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California EC sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form. Sign and date below.

LEA Name: Northern United-Humboldt Charter School

Shari Lovett

02/06/2024

E-Signature of LEA Superintendent or Designee

Date

School site 1 Name: Click or tap here to enter text.

Click or tap here to enter text.

E-Signature of Site Principal

Date

School site 2 Name: Click or tap here to enter text.

Click or tap here to enter text.

E-Signature of Site Principal

Date

School site 3 Name: Click or tap here to enter text.

Click or tap here to enter text.

E-Signature of Site Principal

Date

School site 4 Name: Click or tap here to enter text.

Click or tap here to enter text.

E-Signature of Site Principal

Date

Posted by California Department of Education – November 2023

Form B: Project Abstract
**2024 California Community Schools Partnership Program
Implementation Grant Cohort 3**

Northern United-Humboldt Charter School Implementation Grant

Vision for the Project: Northern United-Humboldt Charter School (NU-HCS) is applying for the California Community Schools Partnership Program (CCSPP) to strengthen and solidify its current model of student-centered services and supports. NU-HCS envisions a school where parents, students, teachers, and administrators connect and align with the goal of providing students with a top-tier, innovative, and inclusive education. The vision is to be a school where every student is future-ready. In this community school, students will come first with the right to a personalized education. There will be a continuous cycle of improvement, which is essential for students' success. Each student's success is the shared responsibility of all educational partners.

In 2018, NU-HCS formally adopted the Multi-Tiered System of Support (MTSS) model, which aligns with the Community Schools (CS) model. Implementation was partly supported through the Public Charter Schools Grant Program (2019); funding was used to expand transportation services, art programs, and CTE courses. In the Fall of 2022, NU-HCS received a CDE Community Schools Planning Grant, which has supported the development of this plan. The 2024 Cohort 3 Implementation Grant will support Schoolwide Community School implementation, serving multiple school facilities with an unduplicated student count of 76.1%.

Implementation grant funding will allow NU-HCS to more comprehensively and strategically serve all students, increase student and family voice and engagement, improve school climate, deepen relationships with community partners, and strengthen extended learning and enrichment opportunities. The grant will allow us to build a school-wide CS model by funding a 1.0 FTE Community School Coordinator (CSC) to oversee implementation of strategies in a clear and systematic format across all our school sites, including home-based students, to support students and families. These funds will allow us to provide a 0.5 Community School Assistant to assist in implementing our vision. We will continue to build on the work we began in early 2022 to make our school a community hub for students/families and community members to grow, learn, and access community support, resources, and a place to build relationships.

We established three primary goals over the two-year planning process to actualize our vision through comprehensive needs assessments and gap analysis. We will enhance student well-being through integrated student supports and protective factors, expand and enrich learning time and opportunities, and strengthen school culture through active family and community engagement. We will do this by collaborating with community partners to address our students' and families' academic, behavioral, and social-emotional needs. Many from low-income households live far from school and have faced challenges in their prior districts/schools. Through these collaborative efforts, we want to create a positive, holistic school culture for the success and well-being of each student.

Description of Northern United-Humboldt Charter School: As an independent study school, NU-HCS understands that students learn differently and can learn outside a traditional classroom model. Founded in 2018, NU-HCS is Humboldt's exclusive countywide public charter School. NU-HCS has learning centers in Arcata, Willow Creek, Eureka, and Briceland, serving TK - Gr. 12 students. The learning centers will be part of the CS and are considered one school site. Students come to our facilities for direct instruction and in-person support, receive instruction virtually, or use a hybrid model. A deep understanding of our students is needed to see their needs. Since its beginnings, NU-HCS has taken a personalized approach to meeting students' needs. Parents and students meet with their teachers monthly to discuss academic progress. At NU-HCS, parents have always been active facilitators in their child's education.

Academic data shows NU-HCS has room to grow, and the CS program will support these efforts. NU-HCS has identified these academic areas to address:

- Renaissance Learning Star Assessment Data from the 2021-22 school year confirms that our students, on average, are underperforming compared to the state benchmark.
- Increase the number of students who score ready for college on the EAP.
- We also need to continue emphasizing concurrent enrollment for our students at the local community college.
- Increase A-G eligibility and AP courses.
- Our chronic absenteeism rate needs to decrease.
- Train new staff in PBIS/MTSS.
- While we have shown improvement in our graduation rate, we need to improve.

We have identified the following needs in addition to academic support:

- Mental health support (including counseling)
- Dental and physical healthcare access
- Computers and internet access in the home
- Basic hygiene supplies
- Healthy and consistent meals
- School supplies
- Increased access to outdoor recreation, art, and music
- Meaningful connections to caring adults within the community

As noted, in 2018, NU-HCS adopted MTSS (which aligns with the CS model) in a concerted effort to reverse poor academic and behavioral student outcomes and increase support for student's academic, social-emotional, and physical/mental health. In 2023, 17.1% of NU-HCS students were chronically absent. In 2022-23, 52.4% of students met or exceeded CAASPP/ELA standards, and 41.2% met or exceeded math standards. Post-COVID intervention support is critical for narrowing gaps in learning. Over the last two years in the planning process, parents, staff, and community members exchanged ideas about causes and solutions to identified needs. Their input revealed attendance, family engagement, academic performance, and students' socio-emotional behavior were areas of concern. Based on these findings, plans were created to:

- Address chronic absenteeism to reduce the risk of academic failure and close equity gaps.
- Improve family and community engagement by increasing the capacity of staff to

establish true partnerships by honoring the expertise and knowledge of family and community members and connecting through focus groups, family engagement nights, and one-on-one interviews to address our gaps and include previously unheard voices.

- Provide effective academic interventions, expanded learning time, and opportunities to close achievement gaps and expand and deepen learning time. This will make school more enjoyable and increase academic and beyond-academic outcomes, including improved student attendance and behavior, higher graduation rates, development of social, emotional, and leadership skills, and reduced involvement in juvenile crime.

- Improve school climate by increasing social/emotional/behavioral support for students to address trauma, including developing a culture of restorative practices and support, providing education for students to learn self-regulation, adopting culturally appropriate curriculum, and providing access to site-based mental health services.

In response, we expanded MTSS implementation using intensive individualized and targeted group interventions, including creating SEL-focused MTSS Tier 2 Student Support Teams. Teachers and staff have been trained in targeted SEL interventions through attending Character Strong training, PBIS, Compassionate Systems, and restorative practices. Additionally, NU-HCS purchased the Character Strong Curriculum to use schoolwide to address the needs of students' social-emotional learning. Other support systems include bus passes for students needing transportation, laptops, and hotspots to access their curriculum for independent study. Free breakfast and lunch, access to our newly created food pantry through Food for People, school supplies, backpacks, coats provided by our partnership with Coats for the Cold, shoes, and other winter clothing provided by grants from Humboldt Area Foundation. Our McKinney-Vento liaison offers extra support for homeless and foster students, like gas vouchers, clothing vouchers, mental health support, and referrals. Our CSC provides additional support for families who need help accessing quality dental care by partnering with Smile Humboldt, Dental Van, and the Tooth Program. Our new partnership with Humboldt IPA will provide students with needed mental health and case management services. With this grant, we aim to increase support services and expand learning opportunities, thus further reducing our students' barriers to education.

Information about programs and services to be provided/expanded: Current and potential programs and services must match identified needs and align with the LCAP, MTSS, the four CS Pillars, the four Key Conditions for Learning, and the Four Corner-stone Commitments. Moving forward, we will continue strengthening and systematizing the Community School approach and fostering the whole child to serve our students and the community better. In preparation for this application, the CS Coordinator and CS team met and reviewed the current services using the four pillars of community schools to classify/sort the different types of activities and supports:

Self-rating: 0 (not) to 5 (fully implemented)	NU-HCS
(1) Integrated support services	4
(2) Family and community engagement	3
(3) Expanded learning time & opportunities	3
(4) Collaborative leadership and practices	4

Althea Jones, ASW, PPSC, the NU-HCS Community Schools Coordinator, is already funded through the planning grant and will lead this program. She will sustain visioning, asset mapping/needs assessment, and collaborative strategic planning processes. The implementation grant will fully or partially fund two positions to enhance student services, strengthen relationships with community partners, leverage resources, oversee PD for all staff, and hold the overall vision for our Community School. Each site will have a CS team lead. The team lead will act as a school leader, providing student-centered coaching focusing on implementing MTSS, PBIS, and Restorative Practices in the classroom. The site leads will work with the CS Coordinator to promote collaboration and resource sharing between the school facilities and arrange professional development for staff.

We will also hire a Community School Assistant to work with the CSC and School Counselor. They will work closely with students, parents, and staff and serve as liaison between the school and community agencies. This will increase the accessibility of services and allow the current CS Coordinator additional time to support families and staff and provide direct mental health services to students. The CS Assistant will work to meet students' day-to-day social-emotional and behavioral needs. Finally, CCSPF funds will support wellness spaces at the elementary, middle, and high school levels by partnering with Humboldt IPA to provide wraparound services and case management.

- Integrated student supports: NU-HCS will continue to use and expand MTSS to meet students' needs and scaffold their in-class learning. When a child performs above or below standards, teachers are trained to provide instruction to keep students engaged in the curriculum while helping others approach academic standards.
- Social-emotional learning: NU-HCS will deepen PBIS/MTSS practices through PD and certification for all staff, including training to conduct whole child observations and trauma-informed instructional approaches to ensure students are known and supported.
- Academic support: We aim to expand data-driven instruction and academic support (using RTI to guide us) schoolwide. The CS Team, working with the teachers, the intervention coordinator, school psychologists, school social workers, behaviorists, and classified staff, will expand training and capacity building to successfully implement strategies to provide all students with powerful, culturally relevant instruction.
- Early childhood learning: NU-HCS is committed to ensuring all children enter school ready to learn. In conjunction with California's universal TK rollout, we are exploring with families how to best meet their needs. Next year, NU-HCS will expand from a TK-K class to one dedicated TK class. TK teachers utilize age-appropriate curriculum, administer early assessments, provide targeted interventions, and welcome families into their classrooms. The school psychologist and special education team work with teachers and families to identify and assess students as early as possible. They collaborate with county office special education staff to determine appropriate services for students with already identified disabilities to set them up for immediate school success.
- Expanded learning and enrichment: Unlike many independent study charter schools that do not mandate regular facility hours, NU-HCS keeps its facilities open daily to ensure students have ongoing access to essential support services,

opportunities to meet with teachers, and the option to partake in a high-quality meal program. Our commitment extends to all students, including those who are entirely home-based, providing the flexibility to engage with teachers Monday through Friday.

NU-HCS takes pride in offering extended learning opportunities after school through various clubs and classes. These include Chess Club, 3-D printing, Lego Club, and ceramics. Our commitment to enrichment extends to field trips exploring local cultural sites, arts, music, outdoor learning, and more throughout the school year.

As part of our holistic approach, NU-HCS is dedicated to expanding sports programs, currently featuring volleyball, basketball, track, cross-country, and soccer. Participation in local spelling bees, history day, county science fairs, and chess tournaments showcases our students' diverse talents. Additionally, our student leadership teams often meet after school and on weekends and actively contribute to volunteer and civic activities, fostering a sense of community engagement and responsibility.

Nutrition and physical health: Nutrition is a surefire strategy to support students' health and increase learning. Humboldt is plagued by food insecurity. During the pandemic, we had pick-up breakfast and lunch for all children and made home visits to ensure families had food. Since reopening, NU-HCS has expanded its commitment to student nutrition by participating in a food program, serving free breakfast and lunch to all students, and partnering with Food for People. This partnership provides emergency food supplies to families in need. We partner with Betty Kwan Chinn and local FRCs to provide food baskets and supplies over school breaks. The CS Advisory Team is working to support our recreation programs by coordinating swimming lessons for elementary students.

Describe the existing or planned initiatives that will transform the school:

NU-HCS will undertake activities that align with the four pillars of the California Community Schools framework.

- Integrated student supports
- Family and community engagement
- Collaborative leadership and Practices for educators and Administrators
- Extended learning time and opportunities

Our approach will enable healthy development, respond to student needs, and address learning barriers by offering mental and physical health support, access to basic needs, and creating additional learning opportunities outside the classroom. CS funds will allow us to hire additional mental health staff, coordinate services and referrals, and foster a sense of community connectedness. Being a Community School will allow us to serve more students, solidify partnerships, and provide more student support.

Since our founding, NU-HCS has taken a hands-on approach to meeting students' needs. Teachers have formed partnerships in the community to help students (like providing bus passes and dental services for students). We recognize this work cannot be done without the input of families and the community. We have established a wide range of partnerships to provide these services to students. Here are some examples of the partnerships NU-HCS has formed to serve its students and their families:

- Contract with a dental van and a dental hygienist to come to campus
- Collaboration with the HCOE for mental health

- Counseling referrals
- Partnership with HCOE to provide greenhouse space for hydroponics
- Partnership with HCOE to provide horticulture, CTE
- Partnerships with local recreation facilities, including Far North Climbing Gym, Eureka Municipal Tennis, Arcata Community Pool, Humboldt Crossfit, and local parks and recreation spaces
 - Partner with CalCourts to provide workout space, yoga classes, and weight training.
 - Partner with Jefferson Community Center/FRC for community kitchen/garden space
 - Contract with local therapists to provide therapy and behavioral health services

In addition to partnerships, NU-HCS already provides student/family supports, including:

- Extended school hours with a staff member present
- Laptop and hotspots for students without internet access
- Two meals at school per day
- Personal hygiene products (including menstrual products)
- Free Coats and shoes provided by Coats for the Cold
- Dental kits and oral healthcare information provided by Smile Humboldt
- Food bags/emergency food supplies from Food for People
- Parent classes taught by the Positive Discipline Association
- Family/community nights/events
- ORBE (Outdoor Resiliency Based Experiences) Program

NU-HCS is uniquely positioned to run a Community School, as it already provides many of the services and opportunities that support students and families. Since its inception, NU-HCS has offered extended school day hours. In addition to the many clubs and sports offered after school, home-based independent study teachers meet after hours and, if needed, on the weekends to support students' academic learning. NU-HCS provides wrap-around services to students by offering counseling, transportation vouchers, home visits, meals, and access to healthcare. NU-HCS staff can respond quickly to the needs they see because of NU-HCS partnerships with local healthcare providers, counseling centers, and other community providers.

However, to fully meet the vision of our Community School, NU-HCS will undertake the following new activities:

- NU-HCS will hire a Community School Assistant to coordinate, inform, and offer
 - wrap round services to students, such as transportation, mental health
 - services, and family support
 - Additional resiliency and outdoor teamwork courses with a dedicated staff person to
- run the program and new equipment
- Family counseling services hosted at the school facilities
 - Increasing awareness of programs and services offered by the school counselor
 - Social/emotional support training for school staff to better serve students
 - Expand music, art, and cultural programs across the school
 - Increased opportunities for meaningful volunteer work, student training, and civic

opportunities.

The above activities will allow NU-HCS to expand services and help students and families thrive. NU-HCS believes caring for the whole family improves educational outcomes for the students and is a critical component of the CS Framework.

Planning and Community Engagement: Parent involvement is critical to the success of an independent study school, and our parents must meet with their children's teachers monthly at a minimum. Parents serve on the School Board and are invited to all Board meetings. Zoom is also available to make these meetings accessible to working parents. Our parents are more involved than those in a traditional school setting. They are active participants in our Parent Advisory Council (PAC). Students have many opportunities to address specific academic, social, or emotional needs. However, we aim to improve community and parent involvement. We envision our community school as one where parents interact with their children and receive exceptional services (such as family counseling).

Parent and school climate surveys are distributed annually to solicit feedback on the educational experience at NU-HCS. These surveys are reviewed, and follow-up items are discussed at the next board meeting. These surveys are also distributed to students. In addition, staff members are surveyed annually better to understand the needs of the teachers and staff. The school hosts monthly school-wide staff meetings with school administration to solicit feedback. In addition, school staff are surveyed to learn more about their needs as they interact with students.

With CCSPP funds, NU-HCS will expand our CS Advisory Council to guide community school implementation. The Advisory Council includes teachers, staff, parents, students, and representatives from other school committees, the Family Resource Center (FRC), and Community Partners. NU-HCS has many ways to communicate with the community, including social media, parent-teacher conferences, Parent Square, outreach from the SEL team and CS Team, and school events, but these can be improved. CS staff will increase family engagement nights, offer parenting support classes, and conduct one-on-one interviews with families who are reluctant to participate. We will continue partnering with Jefferson and Marshal FRCs, HCOE for Building and Construction Tech, Horticulture, and Mental Health CTE pathway, and other community partners to expand events (i.e., Music program nights, Pride events, Family Movie Nights) that bring the community together at school. These partnerships increase access to community resources (CalFresh, dental van services, housing assistance). These efforts will ensure culturally responsive engagement, stronger MTSS, PBIS, SEL, and restorative practices, and consistent and equitable information sharing with the community.

NU-HCS will expand PD. While our school community has firmly committed to equity, improving this area requires diligence. Many staff already participate in ongoing training in implicit bias, microaggressions, culturally sensitive curriculum, Compassionate Systems, and restorative practices. School staff will attend PD sessions facilitated by community partners focused on creating inclusive and equitable school settings.

Ongoing reflection, assessment, and continuous improvement: One of the critical

elements of our CS implementation strategy will be to retain our community school coordinator, Althea Jones, ASW, PPSC, who has been trained and has been working with the Community School Framework under our current CS Planning Grant. 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 continue to partner with HCOE and the R-TAC to support ongoing, collaborative assessment of our CS approach. NU-HCS is committed to utilizing improvement science to maximize outcomes for students. To measure CS success, we will consider indicators beyond test scores, including attendance, suspensions, health and wellness, and social/emotional benefits, utilizing tools like the California Healthy Kids Survey, Family Engagement Surveys, Character Strong/SEL Surveys, and staff surveys in addition to the data gathered during focus groups and one-on-one interviews. We will develop a longitudinal tool that will follow students from TK throughout their high-school experiences, including end-of-the-year exit interviews/assessments.

Other factors that demonstrate need: Humboldt experiences high rates of poverty, unemployment, food insecurity, domestic violence, and substance abuse due to limited resources and high community rates of intergenerational trauma. A vital measure of the difficulties children face is Adverse Childhood Experiences (ACEs). Humboldt has California's highest ACEs rate: 30.8% of adults report experiencing four or more ACEs versus 13% statewide and 11% nationally. Native American, immigrant, and low-income families are particularly prone to ACEs.

Community Partners: In our remote area, partnerships are crucial to bringing services and support to students and families. NU-HCS has close working relationships with the Jefferson Family Resource Center, Humboldt Independent Practitioners Association (IPA) Wellness Center, Humboldt County Office of Education, Humboldt Sponsors-mini grants (swimming, clothing/food, sports/recreation), Humboldt Bridges to Success, Humboldt-Del Norte SELPA, Queer Humboldt, Community Engagement Initiative (CEI) grant, multiple-grants through Humboldt Area Foundation, Betty Kwan Chinn Homeless Foundation, Coats for the Cold, Smile Humboldt, Dental Van, and Food for People. Please see the implementation plan for a more in-depth description of our partnerships.