

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

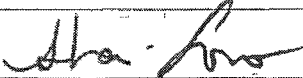
Submit signed original, or questions regarding this report, to the California Department of Education (CDE) Community Schools Office email at:

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 Name:	Applicant Information Fields
Program:	CCSP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Siskiyou Charter School
LEA CDS Code:	47 10470 0137372
Total Requested Amount:	\$712,500
Superintendent's, or designee's, Printed Name and Title:	Shari Lovett
Superintendent's, or designee's, Signature:	
Approval Date:	1/22/2024

Contact Information

Program:	CCSPP Implementation Grant, Cohort 3
Application Year:	2023-24
LEA Name:	Northern United Siskiyou Charter School
LEA CDS Code:	47 10470 0137372
Total Requested Amount:	712500
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: CCSP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Northern United Siskiyou Charter School
LEA CDS Code: 47 10470 0137372
Total Requested Amount: 712500

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	\$80,990.00	\$82,580.00	\$84,190.00	\$85,790.00	\$78,570.00	\$412,130.00	\$192,570.00	N/A
2000	Classified Personnel Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	N/A
3000	Employee Benefits	\$29,537.00	\$30,737.00	\$31,997.00	\$33,321.00	\$28,975.00	\$164,567.00	\$95,349.00	N/A
4000	Books and Supplies	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$660.00	\$10,660.00	\$0.00	N/A
5000	Services and Other Operating Expenditures	\$31,246.00	\$28,446.00	\$25,586.00	\$22,662.00	\$0.00	\$107,940.00	\$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	\$144,273.00	\$144,273.00	\$144,273.00	\$144,273.00	\$108,205.00	\$685,297.00	\$287,919.00	42.01%
7000	Indirect Rate	\$5,727.00	\$5,727.00	\$5,727.00	\$5,727.00	\$4,295.00	\$27,202.99	\$0.00	N/A
N/A	Total Budget & Expenditures	\$150,000.00	\$150,000.00	\$150,000.00	\$150,000.00	\$112,500.00	\$712,499.99	\$287,919.00	40.41%

*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.

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

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Siskiyou Charter School
 LEA CDS Code: 47 10470 0137372
 Total Requested Amount: 712500

Object Code	Line Detail and Narration <small>(Provide a detailed description of the activity and the purpose of the cost. Indicate the account of the ADA if applicable.)</small>	Proposed Costs School STA	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 0.8 FTE Community School Coordinator	39,816.00	4,424.00	0.00	44,240.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	8,492.00	944.00	0.00	9,436.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	20,101.00	0.00	0.00	20,101.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	20,101.00	0.00	0.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences. Contracted Services for ORBE Program	31,246.00	0.00	0.00	31,246.00	0.00	0.00	0.00
Total Direct Costs	N/A	138,905.00	5,368.00	0.00	144,273.00	56,851.00	0.00	56,851.00
7000 Indirect		3.97%	5,513.89	213.11	5,727.00	0.00	0.00	0.00
Total Budget	N/A	144,418.89	5,581.11	0.00	150,000.00	56,851.00	0.00	56,851.00

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 Siskiyou Charter School
 LEA CDS Code: 47 10470 0137372
 Total Requested Amount: 712500

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 Bldg	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 0.8 FTE Community School Coordinator	41,258.00	4,584.00	0.00	45,842.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor				0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	8,800.00	978.00	0.00	9,778.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	20,959.00	0.00	0.00	20,959.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	20,959.00	0.00	20,959.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	28,446.00	0.00	0.00	28,446.00	0.00	0.00	0.00
N/A	Total Direct Costs	136,711.00	5,562.00	0.00	144,273.00	57,709.00	0.00	57,709.00
7000 Indirect		3.97%	5,506.19	220.81	0.00	5,727.00	0.00	0.00
N/A	Total Budget	144,217.19	5,782.81	0.00	150,000.00	57,709.00	0.00	57,709.00

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

Program: CCSPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Siskiyou Charter School
 LEA CDS Code: 47 10470 0137372
 Total Requested Amount: 712500

Object Code	Final Budget Item Narrative (Please include sufficient and detailed information for each expense to identify the school or the LEA submitting it.)	Proposed Costs School Site	Proposed Costs Adopted Reserve	Proposed Costs (Adopted Reserve Direct Services)	Total Proposed Costs (Grant Funds)	District Match	Community Match	Total Match
1000	Salary for a 0.8 FTE Community School Coordinator	42,698.00	4,744.00	0.00	47,440.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	9,107.00	1,012.00	0.00	10,119.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	21,878.00	0.00	0.00	21,878.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	21,878.00	0.00	21,878.00
4000	Supplies for ORBE Program	2,500.00	0.00	0.00	2,500.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	25,586.00	0.00	0.00	25,586.00	0.00	0.00	0.00
N/A	Total Direct Costs	138,517.00	5,756.00	0.00	144,273.00	58,628.00	0.00	58,628.00
7000 Indirect		3.97%	5,498.48	228.51	0.00	5,727.00	0.00	0.00
N/A	Total Budget	144,015.48	5,984.51	0.00	150,000.00	58,628.00	0.00	58,628.00

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

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Northern United Sislöyou Charter School

LEA CDS Code: 47 10470 0137372

Total Requested Amount: 712500

Object Code	Line Detail and Narrative (Provide a detailed justification and breakdown of costs for each position or activity for schools/LEAs cost (if applicable))	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 0.8 FTE Community School Coordinator	44,198.00	4,804.00	0.00	49,002.00	0.00	0.00	0.00
1000	Salary for a 0.5 FTE Counselor	36,750.00	0.00	0.00	36,750.00	0.00	0.00	0.00
1000	Salary for 0.5 FTE Counselor	0.00	0.00	0.00	0.00	36,750.00	0.00	36,750.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	9,414.00	1,046.00	0.00	10,460.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	22,861.00	0.00	0.00	22,861.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	22,861.00	0.00	22,861.00
4000	Supplies for ORBE Program	2,600.00	0.00	0.00	2,600.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	22,862.00	0.00	0.00	22,862.00	0.00	0.00	0.00
N/A	Total Direct Costs	138,323.00	5,850.00	0.00	144,173.00	59,611.00	0.00	59,611.00
7000 Indirect		3.97%	5,490.78	236.22	0.00	5,727.00	0.00	0.00
N/A	Total Budget	143,813.78	6,086.22	0.00	150,000.00	59,611.00	0.00	59,611.00

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

Program: CCSPPP Implementation Grant, Cohort 3
 Application Year: 2023-24
 LEA Name: Northern United Siskiyou Charter School
 LEA ODS Code: 47 10470 0137372
 Total Requested Amount: 712500

Object Code	Direct and Narrative (Provide a brief description and identify the account for each expenditure, include the applicable line code if necessary.)	Proposed Costs School Ods	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 0.8 FTE Community School Coordinator	45,576.00	6,054.00	0.00	50,640.00	0.00	0.00	0.00
1000	Salary for a 0.38 FTE Counselor	27,930.00	0.00	0.00	27,930.00	0.00	0.00	0.00
1000	Salary for 0.62 FTE Counselor	0.00	0.00	0.00	0.00	45,570.00	0.00	45,570.00
3000	Statutory Benefits associated with Community School Coordinator including STRS retirement and Health and Welfare	9,721.00	1,081.00	0.00	10,802.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	18,173.00	0.00	0.00	18,173.00	0.00	0.00	0.00
3000	Statutory Benefits associated with Counselor Salary including STRS Retirement and Health and Welfare	0.00	0.00	0.00	0.00	29,651.00	0.00	29,651.00
4000	Supplies for ORBE Program	660.00	0.00	0.00	660.00	0.00	0.00	0.00
5000	Professional Development for Community School Coordinator to attend Community School Conferences, Contracted Services for ORBE Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00
N/A	Total Direct Costs	102,060.00	6,145.00	0.00	108,205.00	75,221.00	0.00	75,221.00
7000 indirect		3.97%	4,051.04	243.86	0.00	4,295.00	0.00	0.00
N/A	Total Budget	106,111.04	6,388.86	0.00	112,500.00	75,221.00	0.00	75,221.00



Northern United - Siskiyou Charter School

Attachment III: Implementation Plan Table of Contents

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Northern United - Siskiyou Charter School's Community School Implementation Grant Vision -

Northern United-Siskiyou Charter School is applying to the California Community Schools Partnership Program Implementation grant to strengthen and solidify its current model of student-centered, whole-child services and supports. NU-SCS envisions a school where parents, students, teachers, administrators and community partners are connected and aligned with the shared goal of providing students and their families with a top-tier, innovative, and inclusive education, with wrap-around mental health support through partnerships. As we planned for our Community School, the vision that we co-created, with a diversity of educational partners, is one wherein every student is surrounded with numerous supports that address academic, physical and mental health needs. To support our vision we have detailed a roadmap to our success, which includes hiring key supportive staff, increasing engagement strategies with educational partners, building programs and community partners that will empower and increase student success and well-being.

Through Northern United - Siskiyou Charter School's two-year collaborative planning process, which included a deep Needs and Assets Assessment, building a Community School Advisory Team, holding 10 community school meetings and engagements, we have developed three main goals.

Individually, these three goals represent strategies, together, they are transformative for our rural charter school.

Goal 1 - To Enhance student well-being through concrete supports and protective factors.

Goal 2 - To foster student, family and community engagement through enhanced physical health and enriching experiences.

Goal 3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.

Response to the Scoring Criteria-

Our alignment with Cornerstone Commitments

A Commitment to Assets-Driven and Strength-Based Practices:

As an independent study charter school Northern United - Siskiyou Charter School, by nature has close relationships with our students and their families, we already know that they are one of our biggest assets. As we build our community school we will further lean into this collective wisdom and diverse experiences that make up our students and their families. This will look like putting together the supports to create more opportunities for students and families to share and engage. To explicitly invite in and build our community school around physical, emotional and mental health supports that are integrated, accessible and culturally fluent. We will build upon our existing Mosaic program, a program which brings in members of the community, parents, guardians, staff and students to share and teach their expertise, share culture, passions and facilitate group projects. This program is a testament to strength-based practices and we plan to increase the scope of this program, which is currently available to elementary students at one of our learning centers.

We know that assets not only lie with our students and their families, but with our great community. In alignment with our LCAP goals, our school is committed to creating deeper and more relevant community engagement. In 2023, Northern United - Siskiyou Charter School also applied to be a part of California's Community Engagement Initiative, Cohort IV. Our CEI Team makes up a diversity of members: students, parents, staff, administrators, community members and community partners. This two year program will support our school's commitment to making sure we are elevating all voices, that we're developing meaningful and inclusive engagement, that the table is round and that we're all around it. As our CEI team does a deep dive into learning how to build capacity, support and engagement best practices we see alignment with our community school vision and are excited about the future.

A Commitment to Racially Just and Restorative School Climates:

Our school is committed to looking at ways we can better serve our students, families and staff, by becoming more rooted in restorative justice practices. In the planning phase of our community school grant we had 58% of our teaching staff trained in restorative justice practices. We are committed to finding ways to restore and learn, rather than succumb to punitive practices that are exclusionary and void of growth. We are using our restorative justice training to look at our missing assignment policy (MAP) meetings, to guide us in how we can better meet the needs of students who are at risk of getting dropped from our program, which is based on work completion, not attendance. We are asking students and parents more about their needs, outside of academic support. We are linking students and families with mental health supports as needed, as part of these MAP meetings and we are already seeing the results in increased well being and the ripple effect in their work completion.

A Commitment to Powerful, Culturally Proficient and Relevant Instruction:

Our school is driven by personalized learning and the power to lean into our community to create learning opportunities. We know the classroom is all around us and often the most relevant learning happens in environments that are hands-on, that center around our community and are collaborative. We offer three Career and Technical Education Pathways: Sustainable Agriculture, Digital and Media

Arts and Manufacturing. Through these classes, students learn hand-on skills that translate to trade schools. These classes also work closely with the community, College of the Siskiyous and business to help bring students out of the classroom, into the workforce and new opportunities. We know experiential learning roots us further in our community, builds understanding and empowerment.

A Commitment to Shared Decision Making and Participatory Practices:

We prioritize building a Community School, built by and for our students, families, staff and community, that betters itself through shared power and decision making, through participatory practices and with an ever-present focus on a continuous cycle of improvement. In our commitment to this practice, we developed a diverse Community School Advisory Team, where students, parents, staff, and community partners. We brought as many educational patterns as possible to the table to co-create our vision for what our Community School could be. As a team we analyzed and added to the data collected from our school wide Needs and Assets Assessment.

Active community partners that we have been so lucky to partner with and deepen our collaborative potential are: Siskiyou County Office of Education, Siskiyou First 5, Yreka Library, Yreka Historical Society and Geological Society and Maagic Mountain Goat Farm. Representatives from each of these organizations are on our Community School Advisory Team and play an active role in planning, development and our commitment to continuous improvement.

Northern United - Siskiyou Charter School also joined California's Community Engagement Initiative Cohort IV. Our CEI Team makes up a diversity of members: students, parents, staff, administrators, community members and community partners. As a school we are committed to making sure we are elevating all voices, that we're developing meaningful and inclusive engagement, that the table is round and that we're all around it. As our CEI team does a deep dive into learning how to build capacity, support and engagement best practices we see alignment with our community school vision and are excited about the future.

Needs and Assets

The Community School planning process was a wonderful opportunity for Northern United - Siskiyou Charter School to learn and to be humbled by in the initial stage of beginning to bring everyone to the table in asking what our Community School vision could be and what our school's needs and assets are. Through the initial phase of the Needs and Assets Assessment we learned a lot from those we surveyed. The feedback that we heard has greatly informed our practices and has sculpted our Community School vision. The real data of the Needs and Assets Assessment showed us where our strengths lie and how we can better meet the needs of our students, their families and our staff in a whole and complete way, academically, physically and mentally.

We began the planning process by firstly having our newly formed and diverse Community School Advisory Team read and amend the first drafts of our Needs and Assets Assessment. It was important for us to build trust, shared decision making and participatory practices through this first step of building our community school. We also wanted to ensure we were asking poignant and relevant questions that reflected student, parent and staff experience, culture and values. We wanted these questions to align with the Community School Framework and Overarching Values. We then conducted this survey largely through Google Forms. We layered in additional one-on-one

discussions with different student groups and worked to build momentum at parent engagement nights.

In preparation for the implementation phase of our Community School, our Advisory Team analyzed the data from our Needs and Assets Assessment. The goal was to identify existing gaps and to identify missing voices in establishing goals and a vision for our Community School. In the Implementation process, we plan to dive deeper into the practice of engagement, to ensure that everyone’s voice is heard and are a collaborative part of building our unique Community School. To further our understanding, we will continue to gather additional data through various means, including listening sessions, empathy interviews, establishing and supporting student leadership teams, establishing and supporting parent advisory groups, ongoing assessments, direct phone calls and home visits. This data will be shared and reviewed by as many stakeholders as possible, as part of our Community School planning process. Our Community Schools Team will continue to meet and share findings and visioning with the greater school, to receive feedback and promote continuous improvement. At our learning centers, we plan to support a diversity of efforts to engage all groups at our school: students, parents, staff and community members in the process of collaboratively creating a network of identified needs and support systems.

In tandem with the Needs and Assets Assessment, we developed an Assets Map, where we detailed our current community partners and identified gaps in services. We realized that the gaps in our Assets Map of community partners, aligned with the identified needs of our students, families and staff, highlighting the power of this work! From these gaps and identified needs our Community School Advisory Team collectively established our Community School goals and outcomes. These goals and objectives can be found on page 13 of the Implementation Plan Template - Strategy 2: Collective Priorities: Setting Goals and Taking Action (The Needs and Assets Assessment)

Measurable Goals and Activities -

Collaborative Leadership and Shared Power Structure Goals and Activities.

To read a detailed description of Northern United - Siskiyou Charter School system of shared governance and site-level leadership structure for our community school, see page 23 of the Implementation Plan Template - Strategy 3: Collaborative Leadership.

<p>Goal #1: Maintain Community School Advisory Team diversity, frequency of meetings and emphasis on shared power and elevating all voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Add and retain diverse membership of the Community School Advisory Team. Team members represent school administrators, staff, students, parents/guardians, community members and community partners. ● Stay focused on shared purpose and goals within the Implementation grant.
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	<ul style="list-style-type: none"> ● Honor shared power structure and create space for all voices. ● Participate in an ongoing cycle of continuous improvement. ● Share Community School Team work and provide a clear process for input and feedback for continuous improvement. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Organizing frequent meetings 4-6 in a school year. ● Meetings are rooted in shared power, they are co-organized and co-led by different team members. ● Number of Community School Advisory Team members, measuring growth and retention. ● Annually conducting school-wide Needs and Assets Assessment to gauge needs and gaps. ● Increase MOU and partnerships with community partners.
<p>Goal #2: Increase family and student participation, shared power opportunities and elevate parent/guardian and student voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students actively recruited to participate in Community School, student leadership and schoolwide meetings. ● Students and parents/guardians provided with meaningful opportunities to give input and participate in decision making and school policies. ● Develop an efficient process for student feedback and input. Present finding to the school board. ● Increase student and parent/guardian involvement in school wide meetings: Community School and LCAP. ● Develop and support student leadership and student government opportunities for all students. ● Develop and support parent/guardian leadership opportunities through parent volunteer and engagement group. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students and parents involved in school teams. ● Number of opportunities for students and parents/guardians to lead and be part of decision making processes.

	<ul style="list-style-type: none"> • Participation in student government. • Participation in parent/guardian engagement and volunteer group.
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Policy and Initiative Alignment Goals and Activities:

<p>Goal:</p> <p>Northern United - Siskiyou Charter School will increase stakeholder engagement and maintain a positive school culture.</p> <p>*Community School goal aligns with Goal #3 of LCAP.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Community School and LCAP goals and actions are aligned and integrated. • Student and parent/guardian engagement and increased participation in Community School Advisory Team, Student Government, Parent Advisory Committee, WASC and LCAP. • Structured opportunities and increase number of participants show give input and voice in decision making processes. • Provide a continuum of supports: mental health, PBIS, counseling and social work services. • Maintain Community School Coordinator position. <p>Measure of Progress:</p> <ul style="list-style-type: none"> • Increase positive results with Parent Engagement Survey. • Increase positive results with School Climate Survey
<p>Goal:</p> <p>Northern United - Siskiyou Charter School will increase social and emotional supports to improve student outcomes.</p> <p>Community School goal that aligns with Whole Child Resource Map Priorities 4 (Student Achievement), 6 (School Climate) and 8 (Student Outcomes) and LCAP Highlights:</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> • Community School and LCAP goals and actions are aligned and integrated. • Increase FTE for academic counselor. • Build Outdoor Resilience Building Experience - ORBE program. <p>Measure of Progress:</p> <ul style="list-style-type: none"> • Percentage of staff PBIS trained • Number of students participating in life coaching and ORBE classes.

Strategic Community Partnerships Goals and Activities:

To read a detailed description of Northern United - Siskiyou Charter School's established and planned partnerships, see page 29 of the Implementation Plan Template - Strategy 6: Strategic Community Partnerships.

Goals	Action Steps
Northern United - Siskiyou Charter will maintain and strengthen relationships with existing community partners.	<ul style="list-style-type: none"> ● Identify priorities of needs from needs and asset assessment data. ● Refine and add to Asset Map. ● Foster relationships and write MOUs with community partners.
Northern United - Siskiyou Charter School will build new community partners based on needs and asset survey data.	<ul style="list-style-type: none"> ● Foster relationships and write MOUs with new community school partners
Bring community partners to the table through involvement with Community School Advisory Team and Community Engagement Initiative Team	<ul style="list-style-type: none"> ● Grow and maintain community partnership representation at school visioning and planning groups.

Professional Learning Goals and Activities:

<p>Goals:</p> <p>Increase the capacity of staff to recognize and care for students' mental health needs.</p> <p>*Need Identified through staff reflections on Needs and Assets Assessment survey.</p>	<p>Action Steps-</p> <ul style="list-style-type: none"> ● Provide social/emotional training for staff. ● Provide training in culturally-affirming, relevant curriculum development. ● Provide training in counseling services that are available. ● Provide Restorative Justice training. ● Provide training on empathy interviews for all staff. To further support teacher in support student and families and build relationship-centered spaces. ● Staff who attend trainings are given space to share best practices at staff meetings. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Increase staff participation in Professional Development training in Restorative Justice, SEL and empathy interviews. ● Families and students identify an increase of supports provided by staff and feel more seen, as reflected in annual Needs and Assets Assessment.

<p>Goals:</p> <p>Continue Community School education and best practices</p>	<p>Action Steps -</p> <ul style="list-style-type: none"> • Have Community School Coordinator and interested staff and partners participate in state Community School Conferences • Create leadership opportunities for students and their parents/guardians. • Foster Collaborative learning environments. • Engage families in the learning process. <p>Measure of Progress-</p> <ul style="list-style-type: none"> • Number of Community School Conferences attended by key staff. • Number of leadership opportunities for students and families.
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Centering Community-Based, Culturally Proficient and Relevant Instruction Goals and Activities:

Goals	Action Steps
<p>Adopt standards-based and culturally-affirming and relevant curriculum</p>	<ul style="list-style-type: none"> • Adopt new social studies, ELA and science curriculum for the middle school program. In alignment with LCAP goal #2. • Purchase K-8 standards-based Art curriculum. In alignment with LCAP goal #2. • Adopt Native American Studies Model Curriculum (NASMC). Community School Coordinator will support all teachers in integrating new CA curriculum and will do so with the support of students.
<p>Provide training and supports for Next Generation Science Standards and Ethnic Studies</p>	<ul style="list-style-type: none"> • Support staff where training is needed to support robust and vibrant programs.
<p>Increase quality engagement and learn best practices</p>	<ul style="list-style-type: none"> • Continue to actively learn from and support our Community Engagement Initiative cohort IV team. • Continue an emphasis of diversity on our Community School Advisory Team.
<p>Develop Outdoor Resiliency Building Experiences (ORBE) Program</p>	<ul style="list-style-type: none"> • Establish ORBE program, targeted to all students at both centers. • Build pivotal community partnerships to help support ORBE program and outdoor activities. • Get teachers trained in Outdoor Education, to ORBE into everyday teaching practices. • Purchase materials and curriculum to support ORBE program development.

Progress Monitoring, Possibility Thinking and Continuous Improvement Goals and Activities:

Goals	Action Steps	Outcome/Indicators
<p>Academic Progress</p> <p>*As reflected in our LCAP and Community School Goals</p>	<ul style="list-style-type: none"> • Provide trained tutors. • Increase FTE of Academic counselor. • Increase supports and strategies provided at MAP (missing assignment meetings), to reduce number of dropped students. 	<ul style="list-style-type: none"> • School Attendance Rates • Reduce chronic absentee rates • Increase proficiency scores in ELA and Math • Increase High School Graduation rates
<p>Student Supports</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> • Provide staff training for SEL, resiliency training and Restorative Justice programs • Facilitate outdoor team-building and resiliency activities • Provide transportation service • Improve school climate • Mental Health supports 	<ul style="list-style-type: none"> • Number of students participating in Outdoor Resilience Building Experience program • Participation in School Climate Survey • Access services through community partners, such as Dental Van and Behavioral Health. • Number of students accessing Daybreak Health Counseling services • Number of professional developments taken by staff • Monitor mental health data through Aperture
<p>Engagement</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> • Increase opportunities for student engagement and leadership • Increase opportunities for parent engagement and leadership • Provide opportunities for stakeholder feedback • Build trust and commit to continuous improvement 	<ul style="list-style-type: none"> • Number of students participating in engagement opportunities • Increase survey and feedback opportunities and participation • Maintain diversity of Community School Advisory Team • Number of Community School meetings • Number of staff engagement and decision making opportunities.

Key Staff -

This chart represents key staff who will be funded through the Community School Implementation Grant and staff who are supported through matching funds.

The role of these staff members are directly rooted in the in our community school goals and objectives, as identified through our Needs and Assets Assessment and Asset Mapping.

<p>Community School Coordinator</p>	<p>(.8 FTE): This position will oversee all components of the community school, including organizing the Community School Advisory Council meetings and members, establishing partnerships with community agencies, working with staff, families and students to support their individual needs, training staff, needs analysis and asset mapping, referring students and families to community resources. This role is crucial to supporting robust engagement with students, families and staff, to elevate their voices. Engagement is anchored cultural relevance, it is relationship-centered and strength based. This position will also be responsible for grant reporting. This position was funded through the Community School planning grant and will continue to be staffed through the implementation phase.</p>
<p>Academic Counselor</p>	<p>(.5 FTE): This position will support all students of the community school. In this role, the counselor is anchored in advocacy for all students, providing leadership and guidance, both academic and social emotional. Academic supports include: individual learning plans, four year academic planners, concurrent enrollment with College of the Siskiyous, graduation credit checks, A-G course support, career exploration (Pathful), Life Skills curriculum, college & vocational tours and social emotional support. Social emotional supports include: supporting students in Character Strong curriculum values, sending mental health referrals to mental health partners and helping students with our mental health screening tool - Aperture. Counselor will help run our Outdoor Resilience Building Experience program, a new program we will build for our Community School, which introduces all students to social emotional and resilience building skills, through engagement and exposure to outdoor activities.</p>
<p>Social Emotional Counselor</p>	<p>(.5 FTE): This position supports our students and staff and represents our school's matching funds at a 42% match. Counselor will provide counseling resources and information to students, parents and school staff; counsel students with personal and psychological issues; and address relevant issues in the school, such as school attendance, illegal drugs, teen pregnancy and social adjustment issues.</p>

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

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Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Northern United - Siskiyou Charter School (NU-SCS), is rooted in our commitment to students and

their families. Our commitment is clearly reflected in our school's Mission: Northern United - Siskiyou Charter School, in partnership with parents and community, will engage all students in comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Our school's Core Beliefs state that: Students come first, each student has the right to personalized education, a continuous cycle of improvement is essential for success of our students and the success of each student is the shared responsibility of all stakeholders. Similarly, our vision seeks to prepare every student for the future; ready for personal success, ready for college and ready for the global workplace. For our school to meet our mission, beliefs and visions we have woven together strategies that already authentically dovetail with the California Community Schools Framework principals.

We knew, as we started to vision and engage our Community School efforts, that we were in a good place, that we already had practice and dedication in many of the CS Framework principles. Continuous improvement is essential for success, as stated in our school's core beliefs. From a place of continuous improvement we know we can grow and evolve. By becoming a Community School, we're dedicated to finding and fine-tuning strategies to provide whole-child support, especially as our school identifies an increase of mental health and basic math and literacy needs.

After receiving the Community School Planning Grant, Northern United - Siskiyou Charter School embarked on engaging interest-holders in an educational campaign about Community Schools. The school's director created a committee of school staff members to work on the beginning stages of developing an Asset Map spreadsheet and roadmap for completing our school's goals that were stated within the Project Abstract of the Planning Grant. This process was collaborative within the agency.

This committee educated interest-holders in the Community School Framework and started the momentum of building shared understanding around what our Community School vision could be. They started this campaign by sharing information on Parent Square (our school's digital communication platform), through internal emails and by holding an informational meeting, where many stakeholders were invited to the table: staff, parents, students and community members. Participants were encouraged to be a part of the team process of co-creating the unique vision of what our Northern United - Siskiyou Charter School Community School could be. In creating the vision for our Community School, we asked how we plan to provide and bolster 'whole-child' supports through integrated supports centered around academics, health, social-services, community development and community engagement.

To concretely support the role of Community School development and ensure the values within the Framework and Overarching Values are in alignment, a Community School Coordinator was hired. In the role, the coordinator is tasked in creating board connections with all school stakeholders, to hear from a diversity of voices and make sure that as we plan to build our community school it is being done so by adhering to the Community School Framework fundamentals: four pillars, core commitments, conditions for learning and proven practices. The Community School Coordinator has built a diverse Community School Advisory Team, consisting of administrators, staff, students, parents, community members and community partners. Throughout the planning process, this diverse team has met for 10 meetings all centered around building our Community School vision and a feasible and sustainable roadmap to get there. The Community School Coordinator is tasked with creating the agenda for the Community School Advisory Team meetings and the organization and

scaffolding to help us meet our goals and reach our vision.

As we apply for implementation funding we recognize that there are areas within the Overarching Values Framework where we seek improvement and where we need support in ensuring these values are reflected in our community school work.

1. Racially-just, relationship-centered spaces:

Northern United - Siskiyou Charter School is committed to creating relationship-centered, racially-just spaces. This commitment is ongoing and takes constant nurturing. As an independent-study charter school, we are able to offer personalized education and a rich Independent Study Teacher (IST), student and parent relationships. Students often meet weekly and independently with their teachers. This unique focused, one-on-one time, allows for relationships to be at the center of building a student's personalized learning plan.

To grow in our efforts, NUSCS plans to continue to provide training and classroom implementation of PBIS, Restorative Justice practices and empathy interviews. We plan to further fund the Community School coordinator position, who will work to galvanize relations and positive connections with our tribal community and work to build trust and understanding of cultural diversity within the school. Through our on-going needs assessment, we will continue to ask students if the curriculum feels culturally relevant and representative.

2. Shared Power:

Through the diverse Community School Advisory Team, that was established in the Community School planning phase, NU-SCS started to collaboratively do the work of co-visioning and co-creating our Community School. We work to recognize and value the expertise of our team, composed of students, parents, staff, administrators and community partners. We have worked together, throughout the duration of the planning grant, to envision how we want the time, funding and resources of the implementation grant to be invested. This grant can only be written due to this collaborative work and the many voices heard through the Needs and Assets Assessment data.

However diverse this group is, it is still limited to a small percentage of our school and community. With further funding, our Community School Coordinator will work to hear from voices of those who are not always able to be at the table. We are a rural community and there can be many barriers to hearing from our diverse student body and their families.

As an independent study charter school, we by nature have an independent model of education for our students. Students can complete all of their course work at home, or come into our two centers for supplementary classes. Students and parents are able to exercise their voice, as each semester they work to build a master agreement with their teacher, getting to choose what educational courses inspire them. By nature of our independence, we lack systems of school-wide student leadership or government models. Through our Needs and Assets Assessment, we've been asking students and parents how we can best support them and the greater school, in elevating their voices through parent and student leadership groups. As we build our Community School we seek to ensure that this value of shared power

and investing in elevating student and parent voices has continued support and funding. We hope to build both a student government and parent engagement team to increase a sense of school community, empowerment and richness in relationship center spaces at our centers.

3. Classroom-community connections:

Due to our unique school model, we're able to encourage and engage with our students and families in many different ways. We know how powerful it is when the community is the classroom and we're excited about the additional support of the Community School model to help increase our capacity for community engagement.

At Northern United - Siskiyou Charter School we've been building our Career and Technical Education capacity for our High School students, where we offer a Sustainable Agriculture, Digital Media Arts and Manufacturing Pathway. These classes have increased student access to hands-on trade-based skills and empowers them to think outside the classroom towards their future careers. As a Community School we plan for these CTE classes to be further integrated in our community by building greater partnerships and internships with local businesses and our local community college. We plan to increase hours of our Academic Advisor to further this connection between enthusiasm for learning and motivation through galvanizing students' passions towards trades and future careers. We plan to increase our collaboration with our local Siskiyou Works chapter, which seeks to improve connections between education and industry, to improve workforce, local economy and our community.

As part of our Community School vision we plan to uplift our school culture by becoming more rooted and engaged in our community culture. We will build partnerships with local agencies, such as our local resource center, First 5, Behavioral Health, Public Health and Siskiyou Office of Education. As we work together and build mutually beneficial collaboration with these partners, we build capacity, sustainability and increased wellbeing for our students and their families.

During the Community School planning process we connected with the Siskiyou County Historical Society to strategize how to enliven our Social Studies program, which was a need identified by students through our Needs and Assets Assessment. One vision of our Community School is that we would like to build family engagement nights around classes offered through the historical society, providing awareness and context of the culturally rich history of our rural county and to offer genealogy support to further ground families in identity and connection. We're also working on increasing community connection with our Digital Media Arts CTE program, to volunteer and help scan documents and archives for the Historical Society.

Northern United - Siskiyou Charter School is committed to community engagement and in 2023 joined the state-wide Community Engagement Initiative Cohort IV. Again, we built a team of diverse individuals: administrators, staff, students, parents and community members, who have come together be students of and engage fist-hand with community engagement best practices. We've been inspired by past cohorts and look forward to this two year journey of learning and growing with our community engagement practices.

4. Focus on continuous improvement:

Northern United - Siskiyou Charter School, looks at CA Dashboard data, along with LCAP and Community School Needs Assessments surveys to identify areas where we would like to focus improvements and increase support. The 2023 Dashboard data saw our English Language Arts and Mathematics scores decline. As a community school we seek to recognize and address the diversity of challenges that our students and families face, at the same time we would like to bolster our efforts to provide increased quality tutoring and academic support, so our students are meeting state standards and benchmarks.

We plan to address our chronic absenteeism and focus on continuous improvement. Our 2023 Dashboard data show an increase of absenteeism from 6% in 2022, to 16.1%. Some strategies we've identified to support chronic absenteeism is to have our school counselors and Community School Coordinator attend our Missed Assignment Policy meetings. As an independent study charter school, we track attendance through work completion and after a percentage of missing assignments, a meeting is called to support the student and parent in getting them back on track. This restructured approach, brings many stakeholders together to help address academic issues and also helps give tools to eliminate barriers for success moving forward. We have already seen success in this strategy of bringing more people to the table to help offer and build support and we look forward to this trend of success in getting students the support they need to be motivated in completing school work.

We have used this year and a half of Community School planning to wonderfully support our staff in many professional development training opportunities. This gives our staff the tools to be best equipped to support our students, families and themselves, as we move forward. Trainings we have provided in the planning process have included: Restorative Justice, SEL - Character Strong and Project Based Learning courses.

As we work together, our Community School Advisory Team is committed to an ongoing cycle of reflection, to keep asking, to listen and to revise feedback on what integrated 'whole-child' supports need to be adapted and adopted at our school. Our Community School Coordinator plans to continue to grow our diverse advisory team and to continue to hold visioning meetings throughout the Community School process. We are committed to transparency in the duration of the planning and implementation process in regards to programs, collaborations and budgeting. We plan to also continue our Needs and Asset Assessment, Asset Mapping work and to hold continued meetings about Community School progress.

Our school is also challenging itself to reinvent systems of measurement, to gauge success and growth not solely academic, but through mental health and emotional wellbeing. As we provide more mental health and wellness support, to meet the increased demand, we need to find a way to capture that data to analyze how we are doing. We plan to use data collected through Aperture to give real-time information on the mental health supports and needs for our students. NU-SCS commits to improving coordination among health, mental health and social services. We plan to work more consistently with Siskiyou Office of Education and their Daybreak Mental Health program to get students the care they need.

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

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

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

The Community School planning process was a wonderful opportunity for Northern United - Siskiyou Charter School to learn and to be humbled by in the initial stage of beginning to bring everyone to the table in asking what our Community School vision could be. Through the initial phase of the Needs and Assets Assessment we learned a lot from those we surveyed. These findings truly helped us understand how we can be more effective in rolling out and reaching more voices in our Needs and Assets Assessment survey efforts. We found that our strategies were not always successful and in the implementation process we plan to take what we've learned and to pivot in ways that we are confident will maximize our impact and support.

We began the planning process by firstly having our newly formed and diverse Community School Advisory Team read and amend the first drafts of our Needs and Assets Assessment. It was important for us to build trust, shared decision making and participatory practices through this first step of building our community school. We also wanted to ensure we were asking poignant and relevant questions that reflected student, parent and staff experience, culture and values. We wanted these questions to align with the Community School Framework and Overarching Values. We then conducted this survey largely through Google Forms. We layered in additional one-on-one discussions with different student groups and worked to build momentum at parent engagement nights.

We did not reach as many stakeholders as we had hoped through our survey. Even though our school advertised and educated upon the importance of our survey in person, at school functions, through flyers and over Parent Square (our school's digital communication tool), engagement numbers with the survey fell short of what we had hoped. To address this in real-time, we isolated this communication issue, made sure everyone was receiving messages properly and further educated staff, students and parents on how to best utilize Parent Square. We didn't originally anticipate this step, but as a result of focusing on fine tuning this communication tool, we now have

better engagement and reach through our Parent Square efforts.

In preparation for the implementation phase of our Community School, our Advisory Team analyzed the data from our Needs and Assets Assessment. The goal was to identify existing gaps and to identify missing voices in establishing goals and a vision for our Community School. In the Implementation process, we plan to dive deeper into the practice of engagement, to ensure that everyone's voice is heard and are a collaborative part of building our unique Community School. To further our understanding, we will continue to gather additional data through various means, including listening sessions, empathy interviews, establishing and supporting student leadership teams, establishing and supporting parent advisory groups, ongoing assessments, direct phone calls and home visits. This data will be shared and reviewed by as many stakeholders as possible, as part of our Community School planning process. Our Community Schools Team will continue to meet and share findings and visioning with the greater school, to receive feedback and promote continuous improvement. At our school centers, we plan to support a diversity of efforts to engage all groups at our school: students, parents, staff and community members in the process of collaboratively creating a network of identified needs and support systems.

How we plan to support and increase engagement with all our stakeholders-

Historically Marginalized Students:

The entirety of our engagement efforts and strategies are centered around lifting the voices of our marginalized students and family groups. According to the 2023 California School Dashboard data, our largest school demographic is that of socioeconomically disadvantaged students, which makes up 87% of our student body. Our unduplicated student count is 81.5%. Any and all efforts we make in engagement help us buoy their voice and needs. To engage further with students we plan to not only conduct more focus groups and one-on-one interviews, but to encourage and support student leadership teams and student-led listening sessions. Because our teachers meet with each student and family individually, we are able to engage marginalized students and families during weekly meetings.

Families:

Families will be further engaged in the process of community schools, through the efforts of the Community School Coordinator. More one-on-one interviews over the phone or as home visits will be conducted. We're looking to increase family engagement nights where we can support family learning and fun, as well as real-time concrete support to help families in their role as primary educators. Parents will be encouraged to join our Community School Advisory Team, LCAP council and will have support in forming a parent-led advisory group. We plan to increase parent and guardian educator support through classes offered at both sites to support homeschool strategies and curriculum fluency.

Teachers and Staff:

To engage with our entire staff our Community School Coordinator will continue to provide Community School visioning and goal updates during all staff meetings and during our annual staff inservice. As an intimate staff of 20, we regularly get to connect and provide feedback and thoughts. Staff works close together and many needs are identified and solutions addressed in real-time. The Community School Coordinator will ensure formal check-ins to ensure shared decision-making and transparency. As we assessed staff needs through the Needs and Assets Assessment we were able to address support through increasing opportunities to attend professional development. We plan to

increase staff engagement opportunities with each other and create opportunities to learn best practices in-house, and honor staff members strengths and wheel-house of knowledge.

Community Partners and Community Members:

We look to fully engage and expand our community partners in our Community School Implementation efforts. To address the needs data collected from our Needs and Assets Assessment, we plan to build partnerships with mental health services, as well as educational services and outdoor recreational organizations. Community partners will continue to play a key role in our Community School Advisory Team. The Community School Coordinator will check in regularly with community partners to survey their insights, needs, assets and gaps that they see in the needs of our students, families and community. We value and know that working together is the key to success and we greatly look forward to our increasing and braiding services through collaborations.

Setting goals and taking action-

Through our planning process efforts of conducting a wide-reaching Needs and Assets Assessment, we were able to collect responses, from a diversity of stakeholders, that spoke to the supports and needs that have made up our current Community School vision. During this two year process, we collectively developed three main goals, when implemented to represent our Community School vision and transformation.

Goal 1 - To Enhance student well-being through concrete supports and protective factors.

Goal 2 - To foster student, family and community engagement through enhanced physical health and enriching experiences.

Goal 3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.

Northern United - Siskiyou Charter School is committed to turning these goals into actions and is rooted in the Community School Capacity-Building strategies of visioning and engaging as we move towards successful transformation. In part B we will elaborate on these goals and our planned action steps and metrics.

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

Goal #1- Enhancing Student Well-being through Concrete Supports and Protective Factors

* This goal is in direct alignment with the Whole Child and Family Supports Inventory category- Integrated Students Services and Supports.

- Outcomes:**
- Building robust community partnerships and MOUs with local business and agencies, such as: Public Health, Behavioral Health, YMCA, Heal Therapy, local Resource Centers, Boy and Girls Club and First 5.
 - Increase mental health support.
 - Increasing access and participation in Daybreak counseling services.
 - Building on MTSS and hiring quality tutors to support students and homeschool parents.
 - Transportation assistance
 - Restorative Justice and SEL supports for students and staff
- Metric to measure indicators of success:**
- Increased MOUs and or engagement with community partners

Goal #2 - Fostering Student, Family, and Community Engagement through enhancing physical health and enriching learning experiences

- Outcomes:**
- Partnering with agencies to offer holiday and summer break extended learning programs.
 - Build school wide Outdoor Resilience Building Experience - ORBE program.
 - Increase enrollment and dual enrollment opportunities with College of the Siskiyous.
 - Garden Program
 - Partnering with arts and sports based community organizations: Shasta Gravity, Historical Society, Mt. Shasta Ski Park, Shoppe Serendipity, Mount Shasta Recreational Department, Homeward Bounty Farm, RAD Camp, Jefferson Center of the Arts and Maagic Mountain Goat Farm.
- Metric to measure indicators of success:**
- Student participation in ORBE program

<p>Goal #3 - Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.</p> <p>* This goal is in direct alignment with the Whole Child and Family Supports Inventory category- Community and Family Engagement</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> ● Increase parents and community involvement at school events and in the classroom. ● Elevating student voice through student government and student run clubs. ● Elevating parent voice through increased parent engagement and parent run fundraising committee. ● Elevating staff engagement with each other and voice in planning processes. ● Increase family engagement opportunities, bringing in support from community partners. ● Build cultural inclusivity, racially-just and relationship centered spaces. ● Increase volunteer opportunities and community engagement with partner organizations. <p>Metric to measure indicators of success:</p> <ul style="list-style-type: none"> ● Number of student and parent run meetings.
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Strategy 3: Collaborative Leadership

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

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

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals

Action Steps

Goal #1: Maintain Community School Advisory Team diversity, frequency of meetings and emphasis on shared power and elevating all voices.

Action Steps:

- Add and retain diverse membership to Community School Advisory Team. Team members represent school administrators, staff, students, parents/guardians, community members and community partners.
- Stay focused on shared purpose and goals within the Implementation grant.
- Honor shared power structure and create space for all voices.
- Participate in an ongoing cycle of continuous improvement.
- Share Community School Team work and provide a clear process for input and feedback for continuous improvement.

Measure of Progress:

- Organizing frequent meetings 4-6 in a school year.
- Meetings are rooted in shared power; they are co-organized and co-led by different team members.
- Number of Community School Advisory Team members, measuring growth and retention.
- Annually conducting school-wide Needs and Assets Assessment to gauge needs and gaps.
- Increase MOU and partnerships with community partners.

<p>Goal #2: Increase family and student participation, shared power opportunities and elevate parent/guardian and student voices.</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Students actively recruited to participate in Community School, student leadership and schoolwide meetings. ● Students and parents/guardians provided with meaningful opportunities to give input and participate in decision making and school policies. ● Develop an efficient process for student feedback and input. Present finding to the school board. ● Increase student and parent/guardian involvement in school wide meetings: Community School and LCAP. ● Develop and support student leadership and student government opportunities for all students. ● Develop and support parent/guardian leadership opportunities through parent volunteer and engagement group. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Number of students and parents involved in school teams. ● Number of opportunities for students and parents/guardians to lead and be part of decision making processes. ● Participation in student government. ● Participation in parent/guardian engagement and volunteer group.
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Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

At the core of leadership within Northern United - Siskiyou Charter School is the Board of Directors. To ensure inclusive representation, the School Advisory Team actively gathers input from a diverse range of stakeholders: parents/guardians, students, teachers and community partners. The valuable input, from a diversity of voices, aids in shaping the development of our LCAP goals.

Surrounding the central structure of our Board of Directors are various teams, committees and teams, that contribute input, analyze data, address specific needs and aspirations. We seek to always bring student and parent/guardian voice to the table and we see representation, but we recognize the need to have deeper and more diverse representation and participation. As we grow into a more comprehensive community school, we plan to add more ways to share power with all school stakeholders. One of our Community School and LCAP goals is to increase student and parent/guardian engagement and to increase more active leadership roles to elevate their voices.

These teams and committees include:

- Social Emotional Learning Team
- SEL Community of Practice Committee
- Teacher Circle - weekly training for staff, offering best practices, professional development, self-care and information sharing.

- Center based staff meetings
- Community School Advisory Team
- Special Education Team - SPED
- Parent volunteer group that helps organize fundraisers

To provide more detail on our Community Schools Advisory Team, this diverse group systematically collects, and analyzes data from annual Needs and Assets Assessment surveys and focus groups. This guides the creation of our Community Schools initiatives and programs, while consistently evaluating and assessing our evolving needs. Found around the Northern United - Siskiyou Charter School Community School Advisory Team table are members representing our school as administrators, staff, students, parents/guardians, community members and community partners. We have anchored ourselves into the term Team, as opposed to council or committee, because we like that the work team roots us into the sense that we all play a unique and important role. We are aware that we can't achieve our goals without all team members working together.

As our Community School Advisory Team seasons, we seek to see greater facilitation and organization from all team members, especially student team members. As our future leaders, it would be poignant and pivotal to have them step up to guide and promote our Community School vision. As our school aims to increase student and parent leadership and voice, decentralizing the organizing of our team meetings would be key in getting us to that goal.

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>Community School goal that aligns with Goal #3 of LCAP:</p> <p>Northern United - Siskiyou Charter School will increase stakeholder engagement and maintain a positive school culture.</p>	<ul style="list-style-type: none"> ● Community School and LCAP goals and actions are aligned and integrated. ● Student and parent/guardian engagement and increased participation in Community School Advisory Team, Student Government, Parent Advisory Committee, WASC and LCAP. ● Structured opportunities and increase number of participants show give input and voice in decision making processes. ● Provide a continuum of supports: mental health, PBIS, counseling and social work services. ● Maintain Community School Coordinator position. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Increase positive results with Parent Engagement Survey. ● Increase positive results with School Climate Survey
<p>Community School goal that aligns with Whole Child Resource Map Priorities 4 (Student Achievement), 6 (School Climate) and 8 (Student Outcomes) and LCAP Highlights:</p> <p>Northern United - Siskiyou Charter School will increase social and emotional supports to improve student outcomes.</p>	<ul style="list-style-type: none"> ● Community School and LCAP goals and actions are aligned and integrated. ● Increase FTE for academic counselor. ● Build Outdoor Resilience Building Experience - ORBE program. <p>Measure of Progress:</p> <ul style="list-style-type: none"> ● Percentage of staff PBIS trained ● Number of students participating in life coaching and ORBE classes.

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
<p>Goal #1 - Implement Community School Plan, engage community organizations and coordinate resources.</p>	<ul style="list-style-type: none"> ● Retain Community School Coordinator position from the planning grant and increase FTE. ● Increase MOUs and engagement with Community Partners. ● Continue to be rooted in Community School Framework and Overarching Values
<p>Goal #2 - Provide academic guidance, success and motivation for students.</p>	<ul style="list-style-type: none"> ● Hire a part time academic counselor.
<p>Goal #3 - Increase resiliency skills among students</p>	<ul style="list-style-type: none"> ● Build ORBE program and increase student involvement with social, emotional and resilience building skills, while increasing student engagement with community partners and outdoor activities.
<p>Goal #4 - Partner with agencies and organizations to support each other with services and braided funding.</p>	<ul style="list-style-type: none"> ● Establish quality relationships and mutual goals with community partners to support one another and promote sustainability within our Community , School program.

Key Staff/Personnel

<p>Community School Coordinator</p>	<p>(.8 FTE): This position will oversee all components of the community school, including organizing the Community School Advisory Council meetings and members, establishing partnerships with community agencies, working with staff, families and students to support their individual needs, training staff, needs analysis and asset mapping, referring students and families to community resources. This position will also be responsible for grant reporting. This position was funded through the Community School planning grant and will continue to be staffed through the implementation phase.</p>
<p>Academic Counselor</p>	<p>(.5 FTE): This position will support all students of the community school, including individual learning plans, four year academic planners, concurrent enrollment with College of the Siskiyou, graduation credit checks, A-G course support, career exploration (Pathful), Life Skills curriculum, college & vocational tours and social emotional support.</p>
<p>Counselor - Wendy Kerr</p>	<p>(.5 FTE): This position supports our students and staff and represents our school's matching funds at a 42% match.</p>

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

To sustain the Community School after grand funding has been exhausted, NU-SCS will use Medi-Cal funding. Recent expansion of Medi-Cal billing and reimbursement through Medi-Cal Managed Care Plans (MCP's) will allow us to reimburse school programs. NU-SCS will qualify for reimbursement in school-linked mental health services, case management and family support services. 80-85% of NU-SCS students will be covered by these funds because they are low-income. Under State law, starting in 2024, Medi-Cal This funding will be critical to allow NU-SCS to continue its student support programs and promote continued growth in our Community School vision and sustainability.

Additionally, Northern United - Siskiyou Charter School will leverage relationships with our community partners to create systems of care at our school sides that are low cost and sustainable. By creating shared goals across systems and regular communication among partners, we will be able to collectively seed funding and implement strategies that benefit students and families in our school community. We will develop strategies to support certifying our Community School Coordinator in order to be billed for services.

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
Northern United - Siskiyou Charter will maintain and strengthen relationships with existing community partners.	<ul style="list-style-type: none"> ● Identify priorities of needs from needs and asset assessment data. ● Refine and add to Asset Map. ● Foster relationships and write MOUs with community partners.
Northern United - Siskiyou Charter School will build new community partners based on needs and asset survey data.	<ul style="list-style-type: none"> ● Foster relationships and write MOUs with new community school partners
Bring community partners to the table through involvement with Community School Advisory Team and Community Engagement Initiative Team	<ul style="list-style-type: none"> ● Grow and maintain community partnership representation at school visioning and planning groups.

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:

Northern United - Siskiyou Charter School is a year and a half into their Community School Planning process and as part of that journey has ensured we are making positive connections and relationships with community partners, so they can be on board with our Community School plan during implementation. Siskiyou County is a very rural county with limited resources. We will work hard to make meaningful partnership and increase accessibility of these resources for our students and their families.

While in the planning process, NU-SCS has established partners with these agencies, who have supported these services:

Siskiyou County Behavioral Health - Attended Winter Social Engagement night to talk about seasonal depression and other services available through their agency

Siskiyou First 5 - Director Karen Pautz is on our Community School Advisory Team and we are planning on co-hosting a workshop geared towards child development and parenting.

Daybreak Counseling Services- We are engaged and plan to streamline onboarding of students and parents in need into this counseling program provided through Siskiyou County Office of Education.

Public Health Education - Harvest of the Month Program - This the first year the Community School Coordinator coordinated services with the Public Health Education department and brought Harvest of the Month to our two school sites. This program provides nutritional awareness and gives students opportunities to experience and learn about new foods.

Great Northern Services - Thanks to the support and organization of Great Northern Services and Mount Shasta rotary, Northern United - Siskiyou Charter School is a recipient of the Mini School Pantry. This entails monthly food deliveries of healthy snacks that are available for students to take home on weekends or holidays to increase their food security while not at school.

CCSPP: Implementation Plan Template

Dental Van - Our Mount Shasta site has historically coordinated services with the Dental Van, but this year it will be the first time our Yreka site has participated. This service is available to all students and meets the identified need to increase mental and physical health support.

Yreka Community Garden - Our CTE Sustainable Agriculture class works closely with this local non-profit. Our class has a garden plot that is maintained throughout the school year that we use for hands-on learning.

At our Mount Shasta location, elementary students engage with a weekly scheduled Mosaic program, which brings in guest speakers or has students embark on field trip opportunities, where they are learning from and engaging with community members who share their expertise and culture. This is a well established program that has built many beautiful bridges for our students in the community and where students have gained empowerment, enrichment and cultural awareness. In the planning process we leaned into the strengths and connections made through this program and we plan to continue to build these experiential learning opportunities at all of our school centers.

NU-SCS plans to establish partners with these agencies, who will support these services that were identified as prioritized needs through the Needs and Assets Assessment:

Yreka Library - Coordinator of the Literacy Program, Deborah Davis is on our Community School Advisory Team and is also a guardian of one of our students. We plan to coordinate with our local library and neighbor to co-host tutoring support and tutoring modeled to parents programs.

Kahtishraam Wellness Center - We plan to partner with the Karuk Tribal Community Wellness Center to braid services, to co-host cooking classes and to utilize their gym space for ORBE program and other extended learning physical activity opportunities.

Yreka YMCA - Through our needs and assets assessment data we identified a strong need for increased access to sports and physical health opportunities. Partnering with the YMCA would give our students the opportunity to be involved with community team-based activities that raise their wellbeing physically, mentally and socially emotionally. Partnering with the YMCA would support our Community School goal of Enhancing Student Well-being through Concrete Supports and Protective Factors.

Boys and Girls Club - We have identified, through our collaborative Community School vision, that both students and parents would like to see more coordinated efforts to get involved with community clubs, where like-age students can socialize in positive ways.

Heal Therapy - Heal Therapy is a local, comprehensive Mental Health service, which brings students, families and horses together in a rich, experiential learning environment. The program utilized the well established Equine Assisted Learning model for group and individual formats. Northern United - Siskiyou Charter School has partnered with this agency in the past, but plans to reconnect and work to bring services back to our students who can greatly benefit from this holistic approach to mental health support.

Community Volunteer Week is something we plan to launch this year as a first year pilot. Each grade level will be paired with a community partner and will volunteer at their organization for a few hours during that week. We will start reaching out to existing and new partners to see how we can mutually support each other and to get students out in the community and engage in new experiences. Increased community engagement is something our students and parents are greatly looking for and we're excited about seeing how we can make lasting and impactful efforts towards that goal.

Strategy 7: Professional Learning

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

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

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase the capacity of staff to recognize and care for students' mental health needs.</p> <p>*Need Identified through staff reflections on Needs and Assets Assessment survey.</p>	<p>Action Steps-</p> <ul style="list-style-type: none"> ● Provide social/emotional training for staff. ● Provide training in culturally-affirming, relevant curriculum development. ● Provide training in counseling services that are available. ● Provide Restorative Justice training. ● Provide training on empathy interviews for all staff. To further support teacher in support student and families and build relationship-centered spaces. ● Staff who attend trainings are given space to share best practices at staff meetings. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Increase staff participation in Professional Development training in Restorative Justice, SEL and empathy interviews. ● Families and students identify an increase of supports provided by staff and feel more seen, as reflected in annual Needs and Assets Assessment.
<p>Continue Community School education and best practices</p>	<p>Action Steps -</p> <ul style="list-style-type: none"> ● Have Community School Coordinator and interested staff and partners participate in state Community School Conferences ● Create leadership opportunities for students and their parents/guardians. ● Foster Collaborative learning environments. ● Engage families in the learning process. <p>Measure of Progress-</p> <ul style="list-style-type: none"> ● Number of Community School Conferences attended by key staff. ● Number of leadership opportunities for students and 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.

Site Level Goals and Measures of Progress

Goals	Action Steps
Adopt standards-based and culturally-affirming and relevant curriculum	<ul style="list-style-type: none"> ● Adopt new social studies, ELA and science curriculum for the middle school program. In alignment with LCAP goal #2. ● Purchase K-8 standards-based Art curriculum. In alignment with LCAP goal #2. ● Adopt Native American Studies Model Curriculum (NASMC). Community School Coordinator will support all teachers in integrating new CA curriculum and will do so with the support of students.
Provide training and supports for Next Generation Science Standards and Ethnic Studies	<ul style="list-style-type: none"> ● Support staff where training is needed to support robust and vibrant programs.
Increase quality engagement and learn best practices	<ul style="list-style-type: none"> ● Continue to actively learn from and support our Community Engagement Initiative cohort IV team. ● Continue an emphasis of diversity on our Community School Advisory Team.
Develop Outdoor Resiliency Bases Experiences (ORBE) Program	<ul style="list-style-type: none"> ● Establish ORBE program, targeted to all students at both centers. ● Build pivotal community partnerships to help support ORBE program and outdoor activities. ● Get teachers trained in Outdoor Education, to ORBE into everyday teaching practices. ● Purchase materials and curriculum to support ORBE program development.

Strategy 9: Progress Monitoring and Possibility Thinking

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

Describe how your site, with educational partners, will explore the development of an evaluation plan

for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success. Describe how you are developing metrics to gauge success and to guide their work. Identify those potential outcomes/indicators.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
<p>Academic Progress</p> <p>*As reflected in our LCAP and Community School Goals</p>	<ul style="list-style-type: none"> ● Provide trained tutors. ● Increase FTE of Academic counselor. ● Increase supports and strategies provided at MAP (missing assignment meetings), to reduce number of dropped students. 	<ul style="list-style-type: none"> ● School Attendance Rates ● Reduce chronic absentee rates ● Increase proficiency scores in ELA and Math ● Increase High School Graduation rates
<p>Student Supports</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Provide staff training for SEL, resiliency training and Restorative Justice programs ● Facilitate outdoor team-building and resiliency activities ● Provide transportation service ● Improve school climate ● Mental Health supports 	<ul style="list-style-type: none"> ● Number of students participating in Outdoor Resilience Building Experience program ● Participation in School Climate Survey ● Access services through community partners, such as Dental Van and Behavioral Health. ● Number of students accessing Daybreak Health Counseling services ● Number of professional developments taken by staff ● Monitor mental health data through Aperture
<p>Engagement</p> <p>*As reflected in our LCAP and Community School goals.</p>	<ul style="list-style-type: none"> ● Increase opportunities for student engagement and leadership ● Increase opportunities for parent engagement and leadership ● Provide opportunities for stakeholder feedback ● Build trust and commit to continuous improvement 	<ul style="list-style-type: none"> ● Number of students participating in engagement opportunities ● Increase survey and feedback opportunities and participation ● Maintain diversity of Community School Advisory Team ● Number of Community School meetings ● Number of staff engagement and decision making opportunities.

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



Northern United - Siskiyou Charter School

Attachment IV-a: Community School Planning Artifacts - Community Asset Mapping and Needs/Gap Analysis

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Attachment IV-b: Community School Planning Artifacts - CCSPP Shared Decision-Making Council

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Advisory Team minutes and roster- December 1st,
2023.....page 3



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Attachment IV-c: Community School Planning Artifacts - Alignment to the Framework

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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 – Siskiyou Charter School

LEA's County-District-School Code: 47-10470-0137372

Primary Contact:

Name: Kate O'Brien-Mann
Title: Community School Coordinator
Phone: 530-643-7178 x217
Email: kobrien@nuarters.org

Secondary Contact:

Name: Shari Lovett
Title: School Director
Phone: 707-445-2660 x110
Email: slovett@nuarters.org

Fiscal Contact:

Name: Kelley Withers
Title: Chief Business Official
Phone: 707-445-2660 x130
Email: kwithers@nuarters.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: Click or tap here to enter text.

Shari Lovett	January 22, 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



Form B: Project Abstract
2023–24 California Community Schools Partnership Program:
Implementation Grant

Description of Northern United - Siskiyou Charter School:

Northern United- Siskiyou Charter School is a personalized learning, independent study charter school that understands students learn differently and can learn outside of a traditional classroom model. NU-SCS was founded in 2018 as a charter school and has learning centers in Yreka and Mount Shasta serving students in grades TK through 12. We are WASC accredited and are an AVID certified school. NU-SCS is a non-classroom based charter servicing students through a standards-based comprehensive education.

From our beginning, Northern United - Siskiyou Charter School has taken a personalized approach to meet students' needs. At our core, we celebrate and embrace the uniqueness of our students and their situations. We provide every student with a personalized learning plan that best meets their unique needs. Parents and students meet with their teachers weekly or a minimum of every 20 days, to discuss academic progress in person or through Zoom. These regular connections consistently allow our school to build a foundation of trust and communication with our students and their families. Parents are the primary facilitator of their child's learning plan, however our learning centers offer a diversity of classes where students can receive instruction in person, through online classes offered synchronously and asynchronously, or through a hybrid model. Students enrolling in our charter school are looking for something different than a traditional school model. They've come to our school to seek out individualized learning plans, small class sizes, one-on-one teacher relationships, frequency of school field trips and community-based experiences, or because barriers at home make it challenging for them to attend traditional schools.

At our learning centers we offer a four day a week in-person K-5 comprehensive and enrichment program. Our middle school in-person programs consist of Math, English, AVID and STEM. High School students have the opportunity to complete their A-G required classes on-line and in person. In person, we offer programs in Math, English, Biology, Earth Science, AVID, Computer Science, Music Theory and CTE pathways in Agricultural Science, Manufacturing and Media Arts. In addition, we have co enrollment opportunities for courses at our local community college, College of the Siskiyou.

Our school is located in very rural Siskiyou County, located at the far northern border of California. Siskiyou is the 5th largest county in the state and ranks 8th in lowest population density, with a population of 43,830 residents. 16.7% of Siskiyou County residents are identified as living in poverty, compared to 12.2% statewide. 21% of those



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in poverty are under 18 years of age. Resources are concentrated in Yreka, the county seat, and travel to this town can be lengthy and inclement for the 82% of the population living outside town limits. There is limited public transportation and high fuel prices and cost of vehicle maintenance can be a deterring factor to accessing resources.

Our current student enrollment is 123 students. According to the California School Dashboard, 87% of which are socioeconomically disadvantaged, 14.6% students with disabilities, 6.5% homeless and 1.6% foster youth. Outside of foster youth, we have 9.6% of our student body living with guardians who are not their parents. We have an 81.5% unduplicated pupil count. Our student body identifies as 69.1% white, 19.5% Hispanic, 8.9% two or more races, 1.6% American Indian and .8% Asian.

Northern United - Siskiyou Charter School offers services and supports aligned with the Community School Model and four pillars. NU-SCS has adopted a Multi-Tiered System of Supports model (MTSS), that is in place to bolster academic achievements, enhance behavioral supports and increase whole-child wellness factors. This grant will greatly help our school with these supports and systems to uplift our students and their families.

Support systems that we have already built into our school include bus passes for students who need transportation support (this is limited however to student age, proximity to a bus stop and bus route hours), laptops and hotspots for students, free breakfast and lunch, a school pantry where students can take home snacks during weekend and holiday breaks, menstrual supplies, condoms and all school supplies. Backpacks and additional support are available to homeless and foster youth through the McKinney-Vento program. We offer in-person and zoom tutoring support for all students, but our capacity is limited and does not meet our demand. On staff we have a .5 FTE academic counselor. Through this grant we seek to increase the FTE of our academic counselor to provide increased support.

Academic data shows that NU-SCS has room for improvement. The addition of the support provided by the Community Schools program will help us in these efforts. Northern United - Siskiyou Charter School has identified the following academics that needs to be addressed:

- 2023 CAASPP English Language scores 83.6 points below state average (decline of 59.8 points from 2022)
- 2023 CAASPP Math scores 153.1 points below state average (decline of 59.8 points from 2022)
- Renaissance Learning Star Assessment data from the 2022-23 school year confirms that our students, on average, are underperforming compared to the state benchmark.



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- We need to increase the number of students who score ready for college on the EAP.
- We also need to continue to emphasize concurrent enrollment for our students at the local community college.
- Our graduates meeting A-G eligibility and taking AP courses needs to increase.
- We saw an increase in chronic absenteeism in 2023, 16.1%, compared to 10.1% in 2022.

Our Community School Vision:

Northern United-Siskiyou Charter School is applying to the California Community Schools Partnership Program Implementation grant to strengthen and solidify its current model of student-centered, whole-child services and supports. NU-SCS envisions a school where parents, students, teachers, administrators and community partners are connected and aligned with the shared goal of providing students and their families with a top-tier, innovative, and inclusive education, with wrap-around mental health support through partnerships. As we planned for our Community School, the vision that we co-created, with a diversity of educational partners, is one wherein every student is surrounded with numerous supports that address academic, physical and mental health needs. To support our vision we have detailed a roadmap to our success, which includes hiring key supportive staff, increasing engagement strategies with educational partners, building programs and community partners that will empower and increase student success and well-being.

We prioritize building a Community School, built by and for our students, families, staff and community, that betters itself through shared power and decision making, through participatory practices and with an ever-present focus on a continuous cycle of improvement. We visualize the success of each student as a shared responsibility of all school partners, as reflected in our school's mission statement: Northern United - Siskiyou Charter School, in partnership with parent and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

How Northern United - Siskiyou Charter School and agencies have been engaged in the planning process:

In the two year planning grant phase, NU-SCS has accomplished and built a strong foundation to begin to build our Community School. During the planning phase we have achieved these goals:



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- Hired a Community School Coordinator at .6 FTE
- Successfully educated educational partners on what a Community School is and can be and introduced the Community School Framework.
- Assembled a diverse Community School Advisory Team, consisting of administrators, teachers, students, parents, community members and community partners. Our team continues to grow, as we encourage as many voices as possible to be at the table.
- Held 10 Community School Advisory Team meetings, in addition to educating and promoting our Community School work at every school engagement function and during all staff meetings.
- Created a detailed Asset Map of current and desired community partners, that included staff, parents and community partner involvement.
- Collaboratively drafted and launched Needs and Assets Assessment through a school-wide Google Forms Survey, held one-on-one interviews and class breakout sessions.
- Transparently shared data from Needs and Assets Assessment with Community School Advisory Team to support and identify Community School possibilities of needs and supports.
- Joined California Community Engagement Initiative Cohort IV to increase our investment in learning about state-wide best practices in community engagement, systems of support and racially-just, relationship centered spaces.
- Increased tutoring support.
- Offered extended learning time and opportunities, with credit recovery and tutoring support over summer vacation and school holiday breaks.
- Provided professional development training for Social Emotional Learning (SEL) -Charter Strong curriculum, Restorative Justice and Community Schools workshops.
- Purchased books and support materials to support SEL, Restorative Justice and Resilience Building.

Through thoroughly conducting our Needs and Assets Assessment we were able to collect a wealth of data, from many important voices, to help inform and support our Community School Advisory Team about the gaps and supports we can fulfill through our Community School vision. During this two year process, we collectively arrived at three main goals, to implement our Community School transformation.

1. Enhance student well-being through concrete supports and protective factors.
2. Foster student, family and community engagement through enhanced physical health and enriching experiences
3. Strengthening and empowering school culture and relationship centered spaces through student, family and community engagement.



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We will accomplish these goals by leveraging our local community and school assets to address academic, mental, behavioral, social emotional needs for our students and their families. We believe these goals, which find alignment with our LCAP and the Community School Framework will guide us in our vision of school improvement and our ability to meet the needs of our diverse student body and their families.

The Big Picture - Information about planned initiatives and programs and services we will add, expand and provide, that will transform our school into our Community School vision:

After two years of planning, educating, data gathering, asset mapping, along with developing and conducting a Needs and Assets Assessment, through surveys, one-on-one interviews, and through Community School meetings, we have developed a plan for the programs and services that this grant will help us initiate, in order to reach our Community School vision. To meet our three identified overarching goals, we plan to put these structures in place and make key connections within our community.

Individually our three goals are strategies, together they are transformative for our small rural school.

Community School Coordinator: Funded by the grant, our Community School Coordinator (CSC) will be hired a .8 FTE. As coordinator of the Community School program, they are tasked with overseeing and implementing the Community School grant and reporting. They are the liaison between the school, our families and the greater community. Building partnerships and working with stakeholders is key to this role, in realizing our Community School goals and uplifting student success by supporting the well-being of the whole child. The role of CSC also involves working to continuously build transparency and work towards shared power and leadership within the Community School Advisory Team. The coordinator is rooted in the principles of the Community School Framework and Overarching Values and continuously seeks improvement and clear avenues to collect feedback and input in the development of our Community School. Having a dedicated staff member in this role will directly strengthen and support empowering school culture and relationship centered spaces through developing avenues for student, family and community engagement. The role is the backbone of the program and actively pursues attaining our three Community School goals.

Academic Counselor: Funded by the grant, our Academic Counselor will be hired at an additional .5 FTE. This position will support all students. Their role is to inspire motivation through establishing four year academic planners, promote concurrent enrollment with College of the Siskiyous, provide A-G support, career exploration



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through Pathful, Life Skills curriculum and social emotional support. This staff member is key in promoting enthusiasm for learning, motivation and empowerment through creating clarity and vision for each student and what is possible for their present and future. The role of this key staff member aligns with our Community School goal of providing increased support and protective factors, fostering enriching experiences and strengthening school culture and relationships through a sense of belonging and engagement.

Mental Health and Social Emotional Learning: As a Community School we will increase our support, by leveraging and building partnerships. As a collective, we've identified the strong need to create a stable foundation of mental health and social emotional learning, so students and families can be in a place to be ready for academic excellence. Living in a rural county, we have limited organizations and support, we are however resourceful and always maximize the potential of each relationship. Northern United - Siskiyou Charter School will work with these partners to increase the support of mental health services:

- Siskiyou County Office of Education - Daybreak mental health counseling referrals.
- Aperture mental health screening tool
- Public Health
- Behavioral Health
- Local Resource Centers
- First 5
- Heal Therapy

We will increase our current partnerships and add new MOU's, to richly work together to support each other to increase the capacity of our services. We plan to co-host events and guest speakers and provide collaborations. We seek to partner with services that can ultimately be student and family centered and we will work to create avenues for these supports to be student and parents driven and led as well.

To further support mental-health and social emotional health, we plan to deepen PBIS/MTSS practices through professional developments for all staff, including training in empathy interviews, Restorative Justice, Social Emotional Learning - Character Strong and trauma-informed instructional approaches to ensure student well-being.

We plan to build a social emotional resiliency program, modeled from our sister school, Northern United - Humboldt Charter School, called Outdoor Resilience Building Experiences (ORBE) where students will have weekly opportunities to be outdoors and get exposure to activities that promote team building, communication skills and behavior management, all rooted in social and emotional learning. Grant funds will support this class in paying for coordinated services, equipment and travel expenses. This course



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will be open to all students and will provide opportunities for students to experience activities that they would otherwise likely not be exposed to. It will promote belonging, empowerment, community engagement and awareness, as well as equity. This program fills many desires identified through our Needs and Assets Assessment and defined through the Community School Advisory Team. It will support student mental health and social emotional well-being, as well as promote physical health, enriching learning experiences and community involvement.

Enhancing physical health and enriching learning experiences: One of our Community School objectives is to create a dynamic learning environment that actively involves our community, promotes physical well-being through outdoor and physical education and provides enriching student/family learning opportunities. We are already engaging with community partners, but we plan to expand volunteer and civic engagement initiatives. We will build upon our efforts in building a strong sense of collaboration and participation among all stakeholders. These efforts benefit our staff, students, families and the greater community.

To meet success in these efforts we plan to:

- Partner with organizations that support the arts: Jefferson Center of the Arts, Liberty Arts, RAD Camp, Maagic Mountain Goat Farm, Southern Oregon University, College of the Siskiyous, Yreka Community Garden and Homeward Bounty Farm.
- Partner with organizations that promote physical well-being: YMCA, Shasta Gravity and Mount Shasta Recreational Center.
- Partner with organizations that support extended learning opportunities: Boys and Girls Club, Siskiyou County Office of Education enrichment opportunities, Camp YES, Camp LEAD and Upward Bound.
- Partner with organizations to build cultural relevance, trust and inclusivity: Siskiyou County Historical Society, Kahtishraam Wellness Center and Karuk Tribe.
- We plan to increase tutoring capacity and tutoring quality through professional development opportunities.
- Engage in our community through school organized community volunteer week.

Empowered Family and Student Engagement: Our Community School vision is that of a vibrant school culture, where families and students are actively engaged in decision-making and building positive school identity of empowerment and trust. We plan to foster and support parent and student-led initiatives and space of increased shared ownership. Our efforts to meet this goal include:



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- Refining school wide communication and organization. We will work to create stronger consistency and clarity in communication, school processes and structure.
- Increasing parent teacher support to guide parents in homeschool strategies and support curriculum. We plan to do this through offering weekly classes for parents and guardians.
- Increase family and community engagement opportunities and increase family input and leadership in engagement efforts.
- Increase staff engagement with each other and learn best practices in house to honor staff members strengths and wheel-house of knowledge.
- Grow and support students in creating leadership and shared power structures, such as student government.
- Grow and support parent leadership and shared power through parent led organization/fundraising group.
- Retain and increase parent, student and community involvement in the Community School Advisory Team.
- Community School Advisory Team will meet a minimum of four times a year and will share progress with all educational partners at board meetings, all staff meetings and at family engagement events.
- Increase parent and student involvement in the LCAP committee.
- Complete two year participation with Community Engagement Initiative Team, Cohort IV
- Expand professional development opportunities for staff.
- Increase participation in school surveys: LCAP, School Climate Survey, Healthy Kids, Aperture, Needs and Assets Assessment and WASC.
- Remain focused on collaborative leadership opportunities and shared power.

Ongoing reflection and assessment that supports school-wide continuous improvement:

Through this grant Northern United - Siskiyou Charter School looks forward to seeing our Community School vision come to life. We look forward to expanding our whole-child services to greater support students and their families, to first improve mental health structures, that will ultimately bolster academic outcomes and social and emotional empowerment.

To ensure an ongoing system of continuous improvement, our 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. We will provide clear and easy ways to provide feedback and input towards our progress. We will continue to root ourselves in transparency and shared decision making.