

## **Alpaugh - Senior High Community School Implementation Plan**

***Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling in the core commitments.***

**Assets Driven and Strengths-Based Practice (emerging).** The school utilizes the Leader In Me program, which offers strategies for working with bias and youth action projects. This includes training offerings that help educators grow their ability to identify and reduce bias in order to create equitable learning environments. Additionally, students are empowered to develop, initiate, and direct service-learning projects to address needs in their school and local communities. This was initiated after student groups shared an interest in maintaining active involvement in school decision making. The school social worker, nurse, community school coordinator, and teachers will leverage these tools to maintain a more strengths-based approach. The school also has nine core commitments that are regularly assessed in meeting experiences -- commitments like growth mindset, perseverance, gratitude, and "one percent better every day."

**Commitment to Racially Just and Restorative School Climates (emerging).** The school leverages Capturing Kids Hearts curriculum to support social emotional development and it has been received well by students, staff, and parents. The curriculum targets the following domains: Cultivating relational capacity, Improving school culture, Strengthening trust between teachers and students, Building self-managing classrooms, Creating accountability, Improving academic performance, and Fostering trauma-informed care. All of the domains encourage culturally responsive practices and the ultimate goal of a restorative school culture that prioritizes relationships and trust.

**Commitment to Powerful, Culturally Proficient, and Relevant Instruction (emerging).** Alpaugh is part of the Central Valley Network for Continuous Improvement focused on math instruction. This partnership connects the team to expert trainers and coaches that support teachers to flip the classroom on its head, giving the teaching and learning responsibility to students. In this project, students are becoming leader mathematicians, engaging in regular discourse, and improving their understanding of mathematical concepts. Additionally, the staff work tirelessly to provide linguistically responsive instruction, particularly for newcomer students. For example, staff work one-on-one with students to provide materials in their home language and celebrate the super power of knowing two languages. Furthermore, the literacy resources will be

leveraged with an eye towards multilingualism, advancing some of the latest research on the science of reading for multilingual learners.

**Commitment to Shared Decision Making and Participatory Practices (evolving).**

Alpaugh is a tight-knit community and multiple education partners have a voice at the decision-making table. Most parents have a direct line to the superintendent to express their desires for their children and school community. Community feedback is regularly positive with 92% of parents and caregivers sharing they have regular opportunities to be involved at their child's school. Shared decision making does not simply happen at school site council meetings. Students regularly have opportunities to voice their opinions and determine what kinds of things they want. For example, programming resources from this grant will be determined by what students want to see in their expanded learning programs. The student advisory council also provides a more formal venue for sharing power with students.

***Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).***

The following activities will lead to the SMART goals outlined in the table below:

- In-kind school social worker
  - Provide more tailored Tier II and III services
  - Work in closer partnership with MediCal behavioral health support partners, particularly for more challenging cases
  - Develop a MediCal invoicing process
  - Implement regular SEL lessons on specific skills requested by educators
  - Develop deeper relationships with caregivers with regular home visits and increased parent communication
- School nurse to:
  - Provide regular health screenings for all students
  - Develop partnerships with local health clinics and ensure coordinator care among parent, student, and health care agency
  - Consult during IEPs and other student-focused meetings for health related concerns
  - Support school administrators and teachers to utilize the most recent policies and best practices for school safety and health
- Investment in community school coordinator to:
  - Act as liaison with external agencies and serve as point person for community school internally
  - Work collaboratively with partners to ensure more services are happening on campus and in homes

- Track absenteeism
- Develop and expand behavior support groups
- Learn from other community school partners
- Invest in literacy coaching to:
  - Support multilingual literacy instruction
  - Organize a tiered support system for students who need additional small-group acceleration
  - Integrate other literacy initiatives with the work of the community school
- Supplemental hours for teachers in expanded learning programs to:
  - Provide just-in-time instruction for students
  - Tutor students during designated time periods after school and during the summer
  - Support learning acceleration
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| <b><i>SMART goals for Alpaugh -Senior High</i></b> |                                                                                                   |                                                                                             |                                                                                                                                                                                  |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic Area                                         | Baseline                                                                                          | Current Goal                                                                                | Progress Indicators                                                                                                                                                              |
| ELA Achievement                                    | 17.07% ELA proficiency                                                                            | Increase ELA proficiency score by 5% to 22.07% by 2024-25 school year                       | 11th grade ELA benchmark assessment data (3 times per year) with a 22% proficiency goal                                                                                          |
| Chronic Absenteeism                                | 42.1% chronic absenteeism                                                                         | Reduce chronic absenteeism by 5% to 37% by end of 2024-25 school year                       | Quarterly, disaggregated chronic absenteeism reports from the student information system with maintained 37% chronic absenteeism or below                                        |
| Behavioral Health Services                         | No current baseline of students met or made progress on goals outlined in behavioral support plan | 64% of students meet or make progress on goals outlined in behavioral support plan annually | Improve “Inclusive behavior instruction” by 20% on each administration of the FIA<br><br>Reduction in number of students at-risk on behavior screener for 2nd quarter of 2024-25 |

***Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory***

***councils, key staff, and partners within the school to execute the Implementation Plan.***

Alpaugh - Senior High will use funding from this project to hire a Community School Coordinator role at the school site. A project director will be hired for the consortium that will provide support to all community school coordinators. The Project Director will be responsible for all aspects of reporting. She will also support Coordinators across the consortium to learn from one another and proactively work with them to ensure improvement and sustainability plans are in place. A lead intermediary will work hand-in-hand with these individuals, as well as with administrators, the Council and teacher teams to ensure the plan is executed with fidelity. All parties will work to ensure the community school vision is sustained through additional partnership and supplemental funding. The coordinator will work in collaboration with the project director to strengthen school site council meetings to include community school topics.

The coordinator will work directly with the Southern Tulare County Collective and collaboratively with key staff and partners to execute the implementation plan. This will include regular Council meetings, inclusive of community partners, parents, and staff, and any subcommittees that develop as a result. The coordinator will also have regular 30-minute standing meetings weekly with the principal and participate regularly in teacher and/or all staff meetings.