

HMESD Community Schools Plan

2024–2027 California Community Schools Partnership Program: Implementation Grant Cohort 3

1. Vision for the Proposed Expansion of the Community Schools Initiative

Howell Mountain Elementary School District (HMESD) strives to strengthen the link between our school and the outlying community by looking at the “whole child”. Through partnerships, dedication to enriching the lives of students, families, and their communities. Howell Mountain ESD is committed to partnering with community agencies and our local government to improve student and community outcomes. In addition, the Howell Mountain Elementary School District provides an environment where all students, staff, and parents are allowed to reach their potential. The mission of Howell Mountain supports our Community School implementation as we are refining an integrated system of education for students in transitional kindergarten through eighth grade that embraces and accomplishes the following:

- Educating, enriching, and motivating students to achieve their fullest potential and become lifelong learners.
- Providing and further developing a positive, safe, and enriching environment
- Providing and supporting students in academic challenges that foster and nurture problem-solving and self-esteem.
- Effectively utilizing the talents, services, and support of our staff, parents, and community.
- Preparing students to be citizens of good character who will move successfully into subsequent academic programs with the necessary knowledge, attitudes, and skills for leading healthy, productive, and rewarding lives.

Furthermore, Howell Mountain ESD proposes to implement a Community School program that will increase support available to the high-need youth and families of the district.

Phase II of our community school initiative presents an opportunity to strategically expand services to meet new gaps in our current service model. The impact of COVID-19 restrictions, relocations due to fire, food insecurity, job insecurity, and electricity insecurity has overwhelmed the Howell Mountain ESD community. Events from the past few years have heightened trauma in our students and community. These events have increased the academic, mental health, and financial needs of all. Phase II of our community school partnership program will present an opportunity for HMESD to provide resources to meet the needs of our current community service gaps.

Consortium Members:

Community partners continue to work collaboratively with school staff to plan support that will connect youth and families with needed resources. Major partners in the planning phase for Howell Mountain’s Community School program include local non-profit Cope Family

Center, Napa County Health and Human Services/ Mental Health, Aldea Children and Family Services, Mentis, and Effective School Solutions. Cope Family Center also connected families with immediate support and assistance to meet their most urgent needs through emergency aid and referrals, in addition to offering parenting education. Mentis expanded counseling support for high-need youth, and Aldea Children and Family Services provided training and support to school staff. Napa County Mental Health provides direct mental health services to our referred youth. HMESD continues to participate in the UPK community forum meetings hosted by the Napa County Office of Education, which include Community Resources for Children (Napa County R & R), the Napa County Local Childcare Planning Council, and members of the early learning community and extended care community within HMESD boundaries. The Up Valley Family Center partners with HMESD to provide county resources for our underprivileged community members. In addition, the Napa Valley Education Foundation provides financial support to help the district with the sustainability of outdoor education initiatives. The goal of these meetings is to ensure that parents have access to services throughout our district boundaries.

During the implementation phase, HMESD will reinforce our planning initiative, while linking the established support to our students, staff, and community. The addition of a community advocacy group, with a focus on gardening and nutrition will further reinforce our commitment to both community wellness and outreach.

2. LEA and School Sites Applying to Expand Community Schools Programs

Howell Mountain Elementary School District, the applicant LEA, is a small rural school community of 75 students with a population of 63% unduplicated students. 24% of our students are eligible for migrant education services, and 22% are designated as homeless. 65% of our students qualify for Free and Reduced Price meals. The district is located approximately 8 miles from the nearest incorporated city, with no public transportation. Factors that create barriers to services include HMESD's rural location, lack of transportation, lack of early childcare, low socioeconomic status, and language and cultural barriers.

HMESD is nestled in the eastern foothills. Angwin has become the home of many people from Honduras, El Salvador, and Mexico. Many of the District's families are non-English speaking and work in Napa's vineyards, hotels, and restaurants. They struggle to meet their basic living expenses. They frequently request support in navigating educational and social services systems. The low-income, predominantly Latino communities are just coming out of the pandemic and multiple wildfires. In addition, the combination of multiple wildfires, evacuations, and unemployment due to the pandemic has increased the need for mental health services.

Funding from phase II of the California Community Schools Partnership Program will allow HMESD to address these needs by selecting a coordinator to conduct community outreach sessions for students and families.

The district's 2024-25 Local Control Accountability Plan (LCAP) goals establish our priorities and define the actions and services needed to close the achievement gap from where it is today and where we want all of our students to be academically within the next three years. The goals of the LCAP plan are: 1) Howell Mountain Elementary School District will increase equity and access to conditions of learning for all students, particularly for special education, low-income, and English learner students. We will be working collaboratively with students, parents, and the community to increase ELA and Math proficiency; thereby increasing opportunities for students in high school and beyond. 2) Howell Mountain ESD will enhance the social, emotional, and physical well-being of all students through targeted actions that support positive student outcomes.

3. Grant-Funded Services and Programs

Integrated Support Services:

Howell Mountain ESD will continue to build on integrated support services for students, which include mental health services with social-emotional health surveys taken by students two times per year. The coordinator will utilize survey results to build a program that will include staff training in restorative practices. HMESD will continue to build upon our teaching in learning that is centered in the rich history and cultural experiences of our students and families. HMESD will also plan professional development on integrated behavior systems so that this collective value is evident in all spaces on campus. PBIS and Restorative Practices professional development will be initiated, and these strategies will be reinforced. ***HMESD plans on using the CCSP Grant and Title 1 through a braided funds approach to fund an Art Therapy Teacher and Art/Music Teacher. The Art Therapy Teacher will create a safe environment for students to learn how to regulate their emotions. The grant will also be used to purchase curriculum and materials that will be used by the Art Therapy Teacher and Art/Music to provide lessons on positive behavior, self-reflection, and building positive self-esteem.***

Howell Mountain currently has fully implemented Multi-tier Support Systems and provides Universal Free Meals for both breakfast and lunch. HMESD will expand its relationship with its community partner, the Boys and Girls Club. Through the Boys and Girls Club, HMESD will offer expanded learning to all students throughout the whole year. Students will also get to experience Pottery Classes at the Boys and Girls Club. Community members will come alongside the district to provide gardening/ greenhouse activities.

The Superintendent will also research traditional social emotional learning and non-traditional social emotional learning strategies, such as canine and equestrian therapy to support students as well as field trips and assemblies promoting wellness. Howell Mountain ESD contracts with Effective School Solutions for mental health services for students, staff, and

families. Students and staff will participate in bi-annual surveys. The data will be used to identify students and staff who would benefit from mental health support.

Family and community engagement:

Family engagement is a high priority for our school district. Our staff currently engages families through regular communication, reaching out frequently via text, email, voice calls, parent-teacher conferences, and the automated school messenger system. The coordinator will work with families directly to plan increased opportunities for engagement, including building on many thriving partnerships, including innovative arts education, Pacific Union College experts, the Angwin Volunteer Fire Department, local vintners, master gardeners, and the Boys and Girls Club. Additional family and community engagement will include parent education events, English learning opportunities, support with document completion, technology support, and support in accessing community health and mental health resources. ***Since support for our families is extremely important, HMESD will be using the CCSP Grant to provide bilingual support to families during the school day and after school. Bilingual support will also be available at special events and community outreach events. By providing bilingual support, the Spanish-speaking members of the community will have equal access to resources and support from HMESD.***

HMESD will administer school climate surveys at each parent/ teacher conference event. The data collected will be used to inform district practices and will be recorded in the Local Control Accountability Plan. HMESD will design and execute educator, family, student and community stakeholder meetings.

Collaborative leadership and practices for educators and administrators:

The Howell Mountain team is highly collaborative, and teachers routinely meet to assess the needs of students and to assign enrichment and interventions. To ensure the whole school alignment with the Community School development, all staff will participate in regular professional development, with a focus on trauma-informed care, restorative justice, and social-emotional learning. Additional Collaborative leadership practices will include educator release time for collaboration to develop best practices for integrating student supports, analyzing data, and using this information to support student learning.

Expanded learning time and opportunities:

Howell Mountain Elementary School District currently offers daily expanded learning after school. Students are provided enrichment opportunities and interventions both after school and during the summer. During the implementation phase of the District's Community School programming, the Superintendent will work with community partners, including Napa County Office of Education and the Boys and Girls Club, to expand its offerings to meet the needs of all students. ***From hosting Parent Coffee Hours and meetings with parents, HMESD has decided to braid ELOP and CCSP Grant funds to hire a TK/Paraprofessional for the TK Aftercare Program. This additional employee will help***

provide access to expanded learning to our TK students. Additional Expanded Learning time activities will include the implementation of a robust summer school, through the Boys and Girls Club, that will utilize community partnerships to provide real-world experiences. Transportation will be provided so that students may attend the Boys and Girls Program during the summer months. In addition, staff will be assigned to monitor students before school hours. Students will participate in field trips and will have the opportunity to increase engagement through assemblies and the fine arts.

Need for Family Liaison, Childcare, and Teacher Stipends to Ensure Implementation in a Rural Setting

The implementation process will seek to identify an ongoing and sustainable resource for families. A coordinator will likely be central to Howell Mountain's ability to address the needs of its rural population effectively. The district also sees a need to offer childcare at parent meetings and sessions. Additionally, since Howell Mountain is such a small school district, several staff members are already spread too thin, this has created a need for stipends to compensate planning time, and support for educators (including teachers, expanded learning program staff, and other community partners working at school sites) to plan expanded learning time activities, including enhanced coordination between school-day and expanded learning time programs and activities for after school and/or summer programming.

Collaborative Planning and Ongoing Needs Assessment

The Superintendent, in conjunction with the Community School implementation team, conducts a comprehensive needs assessment with families to determine needed support. This needs assessment includes student and family surveys, focus groups, key informant interviews, and a review of student data. Grant funds will allow the district to dig more deeply and regularly into family and student needs and provide the resources to effectively address identified needs. The comprehensive needs assessment will also contribute to our continuous improvement process.

Data Collection and Evaluation Plan

HMESD will oversee data collection and evaluation for the CCSPP activities. Quantitative data collected will include: Number of family meetings planned, number successfully conducted; Number of meetings held and attendance; number of students referred for services and the types of services; Training agendas and sign-in/out sheets for staff professional development; Number and type of parent contacts. Qualitative data will include surveys of students, parents, and community partners; key informant interviews; and written reports; AERIES (School Information System, tracks attendance and behavior), and Google Sheets to track parent contact, student attendance and participation, small group and intervention support, phone and one to one support.

4. Community, HMESD, and Education Partners

Howell Mountain Elementary School engages the community and a variety of education partners in the process of school transformation through a collective impact model, in which a cross-sector partnership of organizations and agencies work together to enhance academic success and long-term wellness for students and their families. HMESD community partnerships provide a platform for agencies to investigate service gaps, communicate about challenges, and build a common vision for how to facilitate conditions for success in the community.

HMESD will utilize the implementation grant to expand our coordination of key agencies. HMESD will coordinate health, mental health, and social services that ensure coordination and support with county and local educational agency resources. HMESD will accomplish this by coordinating with Adventist Health to provide health/ dental screenings and vaccinations on campus. Angwin does not offer public transportation, so HMESD is proposing to provide these services locally for the community. HMESD provides mental health screenings on multiple platforms. Screenings are coordinated by the CalHOPE social worker, electronic surveys taken in the classrooms, and/ or one-to-one assessments given by the mental health therapist. Learning needs are identified through multiple district-wide assessments. Data is disaggregated by a learning success team, and interventions are implemented in multiple phases dependent on individualized student need.

Educational and community partners work cohesively to support student outcomes. Community members and staff provide reading and math intervention. Garden/ community experts also provide enrichment opportunities, increasing student engagement. The early education literacy team will continue to address barriers for families and students in need. Mental health support is offered through a partnership with Aldea Children and Family Services, CalHOPE and Mentis. The district plans on utilizing the implementation grant to expand on these services.

In addition, the HMESD partners with the Boys and Girls Club to provide an expanded learning program by offering after-school and summer school options. Expansion goals will be to offer transportation from Angwin to Saint Helena so that the children of Angwin have equal access to a robust, enriching summer school program.

HMESD also partners with Preschool for All by offering scholarships to children who reside in the community so that they may have access to preschool. The addition of the early learning center will provide an appropriate facility for all four-year-old, transitional kindergarten children who reside in Angwin. The implementation grant will support transitional kindergarten programs through staff training, curriculum, and supplies to support the developmental abilities of these young children. In addition, the implementation grant will increase before-school and after-school childcare support.

The HMESD includes working groups that organize around providing different types of support, regular planning meetings, and active participation such as, School Site Council, Gardening/ Greenhouse Advisory, Transitional Kindergarten Advisory, Parent/Teacher Organization, Students, Staff, Early Education Literacy Team, District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC). HMESD

considers it imperative to engage diverse education partners through culturally responsive practices.

5. Reflection, Assessment & Improvement

The community advocacy group ensures ongoing reflection and assessment to support district-wide continuous improvement. Embracing a rigorous evaluation that solicits voices from all partners, especially those of youth and marginalized populations through regular town hall meetings, an annual survey, and a feedback and evaluation process provides guidance and direction in developing new goals, thereby, supporting continuous improvement.

Our town hall meetings provide an opportunity to document current needs around health, wellness, and social inclusion, gather data on current and proposed programming and collect feedback that will be evaluated and shared with local partners and decision makers. Data is shared with Napa County Public Health, parents, students, staff and our community advocacy group. All district meetings are translated in Spanish in real-time.

HMESD distributes an annual survey each spring to staff, students, and parents to gather input on the community school's programs and services included in our LCAP goals. We also gather feedback from our School Site Council, Student Advocacy Group, Parent/ Teacher Group, ELAC and DELAC groups. Data is used to determine gaps in service.

6. Other Factors

Howell Mountain Elementary School District is a small, rural school. Howell Mountain Elementary School District is isolated, has a high poverty rate, and a high percentage of students and families experiencing trauma. Angwin lacks public transportation and access to affordable commerce opportunities. The district is located 30 miles from Napa. The only preschool in Angwin is a private preschool, with tuition rates that our underserved population cannot afford. Many younger students are unable to attend preschool, so when they are eligible for transitional kindergarten, they do not speak English and have not had exposure to a school setting. These factors create barriers to their learning.

In addition, the pandemic, frequent power shut-offs and wildfires have greatly impacted the Angwin area and have had a compounding impact on students, especially low-income and English learners, and their families. During evacuations, many of our families camped in tents and lacked basic resources for survival. Many of the District's families are non-English speaking and work in Napa's vineyards, hotels, restaurants, and struggle to meet their basic living expenses and need support in navigating educational and social services systems. The combination of multiple wildfires, evacuations, and unemployment due to the pandemic has increased the need for mental health services. Many family units are dissolving, furthering the mental health crisis.

The ongoing trauma of these events lingers in the community. Many of our families double-up in occupancy and have agricultural jobs, which are low-wage and seasonal. During the pandemic and distance learning, the education gap between low-income and wealthier

students widened. More now than ever, it is essential to increase integrated services to meet the needs of our students who are affected by these stressors and traumatic events. HMESD envisions capitalizing on established partnerships and expansion of learning supports practices and systems to improve student outcomes and measures.