

Contact Information

| | |
|--------------------------------------|--|
| Program: | CCSPP Implementation Grant, Cohort 3 |
| Application Year: | 2023-24 |
| LEA Name: | Placer County Office of Education |
| LEA CDS Code: | 3110314000000 |
| Total Requested Amount: | 712500 |
| Section 1 - Field Names | Contact Information Entry Fields |
| Program Contact Name: | Susan J. Connolly |
| Program Contact Title: | Assistant Superintendent Student Services |
| Program Contact Phone Number: | (530) 745-1440 |
| Program Contact Email: | sconnolly@placercoe.org |
| Fiscal Contact Name: | Patricia Kowalski |
| Fiscal Contact Title: | Senior Director, Internal Business Services |
| Fiscal Contact Phone Number: | (530) 889-5948 |
| Fiscal Contact Email: | pkowalski@placercoe.org |

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: Placer County Office of Education

LEA's County-District-School Code:

Primary Contact:

Name: Susan Connolly
Title: Assistant Superintendent of Student Services
Phone: 530-745-1440
Email: sconnolly@placercoe.org

Secondary Contact:

Name: Stacy Barsdale
Title: Director of Student Services
Phone: 530-745-1487
Email: sbarsdale@placercoe.org

Fiscal Contact:

Name: Patricia Kowalski
Title: Senior Director Internal Business
Phone: 530-889-5948
Email: pkowalski@placercoe.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: Placer County Office of Education

| | |
|--|---------------|
| Susan Connolly <i>Susan J Connolly</i> | Feb 7, 2024 |
| _____ E-Signature of LEA Superintendent or Designee | _____ Date |

School site 1 Name: Placer County Court School

| | |
|--|---------------|
| Brett Adam <i>Brett Adam</i> | Feb 7, 2024 |
| _____ E-Signature of Site Principal | _____ Date |

School site 2 Name: Sierra Vista

| | |
|--|---------------|
| Bryce Lauritzen <i>Bryce N Lauritzen</i> | Feb 7, 2024 |
| _____ 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 A (1)

Final Audit Report

2024-02-07

| | |
|-----------------|--|
| Created: | 2024-02-07 |
| By: | Jammie Herl (jherl@placercoc.org) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAACJ0DRqNrO9EbBidyyvT1iTE25bqs9qrV |

"Form A (1)" History

-  Document created by Jammie Herl (jherl@placercoc.org)
2024-02-07 - 6:49:42 PM GMT
-  Document emailed to Susan Connolly (sconnolly@placercoc.org) for signature
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-  Email viewed by Susan Connolly (sconnolly@placercoc.org)
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-  Document e-signed by Bryce Lauritzen (blauritzen@placercoc.org)
Signature Date: 2024-02-07 - 8:32:54 PM GMT - Time Source: server
-  Agreement completed.
2024-02-07 - 8:32:54 PM GMT



Adobe Acrobat Sign

Form B: Project Abstract, California Community Schools Partnership Program
Vision for the proposed expansion of the community schools initiative:

Located in the Sierra foothills (Locale Code 31), the Placer County Office of Education (PCOE) operates various intensive, specialized programs for general and special education students whose heightened needs cannot be met within their local school districts. Depending on their circumstances, these students are excluded from participating in their local comprehensive school sites, and the students and families have a much higher need for whole-child resources and supports. Although PCOE has strategically designed these programs to address the needs of vulnerable student populations, there are opportunities for expansion of services that could be effectively addressed by adding a Community Schools model. PCOE is submitting CCSPP applications for two programs that serve students and families who are located across Placer County: the PCOE Court School within the Placer County Juvenile Detention Facility and Sierra Vista School, an intensive Regional Special Education program serving students who are significantly impacted by emotional and behavioral disorders.

The following descriptions provide additional details about the two PCOE school sites that are applying for CCSPP funding under the “Very Small Schools” category:

(1) Placer County Court School (CDE Code: 31 10314 3130101)

The **Court School** at Placer County Office of Education (PCOE) serves some of the most vulnerable and trauma-impacted students in the community while they are incarcerated in the Placer County Juvenile Detention Facility. Many of these students have also been expelled from their local school districts due to significant behavioral incidents. 100% of students enrolled at the Court School are classified as Socio-Economically disadvantaged. In addition, on census day, 44% of students enrolled were eligible for Special Education services. PCOE Court School students had a Stability Rate of 0% in 2022-2023, compared to the statewide stability rate of 91.2%. In 2022-2023, 142 students in grades 7-12 were served over the school year, with 19 students enrolled on census day.

To address students’ academic needs, all three Court School teachers hold dual credentials, allowing them to teach both general and special education. This is especially critical considering the disproportionately high rate of special education students who are incarcerated in the Juvenile Detention Facility. Academic Counseling and career exploration courses are also provided to all students in grades 9-12. A broad course of study is available using a blended model of in-class instruction and online coursework.

Due to the adverse experiences, low school stability rates, frequent changes in school placement, and exclusionary practices that many Court School students have experienced, it is necessary to develop and maintain intensified tiered support systems to ensure students can positively engage at school. The Court School utilizes the three-tiered framework, Positive Behavioral Interventions and Supports (PBIS), as the foundation for supporting students’ social-emotional-behavioral needs. In addition to dually credentialed teachers, the Court School is supported by an on-site Student Support Practitioner (SSP), a School Psychologist, and a Board-Certified Behavior Analyst.

These positions work with the Court School intervention team to identify students demonstrating higher social-emotional-behavioral needs and coordinate the delivery of additional support. Intervention team meetings occur every two weeks to monitor student progress and develop the next steps. Student needs may be addressed through intervention supports such as individual counseling, feedback systems (e.g., Check-in Check-out), consultation with teaching staff about positive classroom management strategies, behavior contracts, behavior plans, attendance support plans, facilitated restorative conversations, and collaboration with community partners.

The on-site Court School Student Support Practitioner (SSP) supports students when they transition in and out of the school, which includes ensuring they have successfully re-enrolled in another school within 72 hours of their release from the facility. The SSP also facilitates weekly social-emotional learning lessons using the School Connect 4.0 curriculum. In addition, the PCOE Student Support Practitioner is available through a student referral system to support students and families with community resource linkage, focusing on eliminating barriers to accessing education. These referrals include the SSP working closely with community partners to connect families and students with support at school and home. Court School programs are also supported by the Placer County Office of Education's Prevention Supports and Services department, serving students with needs related to foster placement, homelessness, Commercial or Sexual Exploitation (CSEC), or significant truancy issues.

Operating a Court School within the Placer County Juvenile Detention Facility requires high levels of flexibility and collaboration with Probation based on the context of the secure facility. Frequent daily communication between all staff is necessary to ensure that all protocols related to maintaining safety and security are always met. Probation staff and administration feedback reflects high support for expanding resources and support as outlined in the CCSPP Court School Implementation Plan.

(2) Sierra Vista School: Special Education for Emotionally Disturbed Students (CDE Code: 31 10314 0113399)

Sierra Vista School is PCOE's Regional Special Education program for students with an IEP eligibility of Emotional Disturbance. Students are referred to Sierra Vista by their local school districts. Sierra Vista serves students who require a smaller and more restrictive special education environment that provides higher levels of support than their local school districts can offer. It is critical to note that students at Sierra Vista are often significantly impacted by both internalizing and externalizing emotional and behavioral disorders. These behaviors can present serious barriers for the students and their families to access social activities and other resources commonly accessed by most same-age peers in the community. In addition, the stress of supporting children with such significant social-emotional-behavioral needs can often have a negative impact on the wellness and functioning of the family unit to the extent that additional support resources are needed.

Sierra Vista has unique demographics that reflect high levels of need, with 100% of the students qualifying for IEPs under the eligibility of Emotional Disturbance. In addition, 55% of the students are classified as socio-economically disadvantaged, and

9.1% are Foster Youth. In 2023, Sierra Vista had a chronic absenteeism rate of 45.5%. The PCOE Student Support Practitioner (SSP) directly supports 50% of the students and families enrolled at Sierra Vista; challenges requiring additional SSP support include school avoidance, food and housing insecurities, homelessness, and foster status. PCOE Special Education programs have been identified for Additional Targeted Support and Improvement (ATSI) related to school attendance, and Sierra Vista is part of the strategic improvement plan.

Sierra Vista maintains a low student-to-staff ratio. Due to the intensity of students' social-emotional-behavioral needs, the program includes an on-site School Social worker, an on-site Behavior Specialist, and a PCOE School Psychologist. The robust multi-disciplinary approach provided by these staff provides a strong foundation for student wellness, and the collaborative clinical strategies are embedded and generalized into all classroom activities. The Sierra Vista team strives to build student skills and support wellness so students can transition back to a less-restrictive educational placement within their community. This goal requires high levels of partnership and collaboration between families, students, staff, local school districts, and other community partners.

Sierra Vista is classified as a very small school. Sierra Vista serves special education students' need for a more restrictive school environment. However, it should be noted that one disadvantage for schools with such small student enrollment is that the California State Dashboard does not reflect all the relevant information, including the unique needs of the student population or its families.

LEA's Vision for Community School Implementation

The vision of implementing a Community School framework is to create an inclusive environment where students and families feel a sense of belonging, can easily access various services and supports, and benefit from enrichment and extended learning opportunities that will promote stronger conditions for student learning and healthy development. PCOE's community school resource team, the PCOE Connection, is committed to building strong partnerships between schools, students, families, and community partners to establish a sustainable and equitable system of community school resources. These resources, combined with trauma-informed instructional practices, will also support student learning to promote improved academic outcomes. The team will use evidence-based practices to identify and prioritize supports and interventions for those with the greatest needs while increasing access to quality programs and services for all students. The overarching mission is to create a culture of collaboration and shared responsibility where educators and community partners collaborate to address the needs of all students and families. Students and families can receive the support they need to address obstacles, despite high transition and school instability rates, through resource connections for basic needs, mental health supports, family engagement, and social-emotional wellness.

Being a part of the California Community Schools Partnership program (CCSPP) will support PCOE's vision of creating high-quality community schools to meet the diverse needs of students, families, and the community within these intensive programs. This

vision will be achieved by expanding supports and services for underserved students and families, ensuring equitable access to quality educational programs and resources, strengthening school-community partnerships, and increasing community engagement and involvement. CCSPP funding would support hiring a Community Schools Coordinator (CSC) to expand services already offered within the programs and develop new, more robust services that meet the needs identified by families and community partners.

Implementation Strategies

In response to the challenges faced by Court School and Sierra Vista students, which include adverse experiences, low school stability rates, frequent changes in school placement, and high rates of special education eligibility and low socio-economic status, there is an increased need to expand the resource connection services currently offered. The addition of a Community Schools Coordinator will support expanded access to community partners and resources, with a focus on the wellness services available for students and their families. In addition to overseeing the efforts of the student support practitioners, the Coordinator will provide training for school staff, families, and community partners on culturally responsive and trauma-informed practices, as well as social-emotional learning strategies. Adding a Community Schools Coordinator will increase the capacity of existing staff to connect students and families with basic needs, mental health, and social services.

PCOE envisions a comprehensive approach to introducing and expanding programs and services that align with the Four Pillars of Community Schools outlined below. More specific details regarding these initiatives and expanding services are provided in the Implementation Plans for each particular site.

Integrated Student Supports:

Both sites: The PCOE Connections team will collaborate with existing staff to expand services in developing well-rounded Community Schools for the Court School and Sierra Vista. Creating and maintaining physical and electronic resource binders will ensure accessibility for all students and families. This comprehensive resource will include vital information on community partners and cover basic needs such as 211, housing, food, cash aid, and health services.

To support the Community Schools model, PCOE Connections team members will hold in-person office and resource support hours in North Auburn and Rocklin, increasing accessibility to support for all students and families across the county. For those unable to visit the centers, mobile support by staff will be available. The centers will have set hours to be staffed by PCOE Connections staff and open beyond school hours for students, families, staff, and community partners to access resources. Each location will provide access to essential needs, including school supplies, toiletries, and community resource referrals. This will be a “one-stop shop” for students and families to access school and community resources throughout the county.

- **Court School** - The Coordinator will spearhead an innovative initiative with members from the Planned for Expelled Students Committee by facilitating transition support visits from staff at the student’s school of residence while the student is enrolled at the Court School. This initiative aims to create a supportive

and nurturing transition that allows students to feel more prepared when returning to their home schools after spending 20 days more in the Court School.

- **Sierra Vista** - In response to feedback from caregivers and staff from Sierra Vista, the Connections Team will expand in-class enrichment activities for students through community partner exposure and engagement. The Coordinator will work with community partners to bring guest speakers, guest lessons and activities, out-of-class social opportunities, and employment opportunities.

Extended Learning Time and Opportunities:

Both sites: The Connections team will partner with community agencies and other PCOE programs to provide out-of-school learning and enrichment opportunities. The Connections team will collaborate with PCOE's PSS department to explore Transition Partnership Program (TPP) employment opportunities with community partners and within PCOE for students eligible to receive (TPP) services. The community-based curriculum for parents will include the Parent Project and Parent Nights, which will host guest speakers from the community.

- **Court School:** Staff will work to expand the partnership with Sierra College to bring college professors to campus to offer classes to court school students. This partnership will allow students to earn college credits and explore interests while preparing them for the next step in higher learning and career opportunities.
- **Sierra Vista:** Caregiver feedback brought attention to the need for students and caregivers to have out-of-school social opportunities that resemble those of the larger school sites. This is a particularly unique need for this program, considering that many students are impacted by lagging social skills or externalizing behaviors which can be socially stigmatizing. The Coordinator will work with school staff, caregivers, students, and community partners to increase opportunities for students and families to participate in social activities to build engagement and positive connections to the school and the community.

Family and Community Engagement:

Both sites: To support the critical need for positive and trusting relationships between students, families, teachers, and schools, the Connections team will use the model of open two-way communication along with in-person and virtual conversations to promote relationship-building and equity while discovering the hopes and dreams families have for their children. Positive relationships will increase and enhance community engagement. Staff will utilize the PBIS framework to emphasize positive, strengths-based recognition through communication with parents, caregivers, and community partners. To further engage and support caregivers, the Parent Project will be offered virtually and in two locations in different parts of the county to ensure this program is accessible to all. This free 10-week program focused on addressing challenging behaviors, social media safety, and supporting mental health and wellness in the home. Through Proposition 28, the Coordinator will work to identify and engage with local community artists to expand students' exposure to a diverse selection of art media.

- **Court School** – The Coordinator will collaborate with the PCOE, Probation, and Sierra College staff to expand students' interactions with community partners. Expanding the partnership with Sierra College includes having a college teacher

come to the court school to provide the opportunity for students interested in earning college credits and explore possible career interests.

- **Sierra Vista** – The Coordinator will introduce the Parent Teacher Home Visit Project (PTHVP) model to build students' and families' connection to the school. Strengthening the connection to school leads to increased attendance and engagement.

Collaborative Leadership and Practices for Educators and Administrators:

Both sites - For both sites, ongoing CCSPP Implementation Meetings will be held at least three times per year. These meetings will welcome caregivers, staff, students, and community members. In addition, monthly administrative leadership team meetings will be held to review progress toward the programs' strategic plans and goals and develop improvement-focused action plans where needed.

- **Court School** - The Community Schools Coordinator will work closely with the Plan for Expelled Students Committee members to coordinate transition meetings and support for students returning to their home school after attending the Court School for 20 days or more.
- **Sierra Vista** – The Community Schools Coordinator will work closely with Sierra Vista Administration to continue strengthening the program's mission and vision. The Coordinator will use planned staff meeting time to establish team norms for communication and reviewing the vision and values of supporting students.

Educational Partner Engagement Strategies

Across both programs, structured processes exist to engage educational partners around program goals and actions. However, with the implementation of a Community Schools model, there is a need to expand the number of opportunities and the variety of invested partners involved. In addition to the existing engagement strategies outlined in both sites' Implementation Plans, the Community Schools Coordinator will also orchestrate at least three CCSPP Steering Committee meetings annually where participants will review progress toward strategic goals and collaborate regarding strategies for effective implementation. It will also be critical to expand partner engagement with PCOE's Prevention Supports and Services (PSS) department to support the expansion of services related to the PSS Tobacco Use Education Program (TUPE) Grant, as well as the adoption of the Parent Project Training model and increasing the arts through Proposition 28. In addition, there is a need to increase targeted partner engagement with Placer County Probation, focusing on more robust transition supports for students after they are released from the juvenile detention facility and subsequently return to their neighborhood schools. Educational partner feedback practices will continue to include a blend of in-person feedback sessions, scheduled structured meetings, online surveys, school climate surveys, and innovative strategies to reduce barriers to providing feedback.

Summary

The PCOE Court School and Sierra Vista serve students and families with unique and intensive needs. The nature of both specialized school placements requires heightened levels of resources and staff support to ensure that the various challenges

faced by students and families can be adequately addressed. It should be noted that the local community and school districts are also negatively impacted if these challenges are not sufficiently addressed. Through expanding a Community Schools model, including adding a Community Schools Coordinator, PCOE will be empowered to engage families, students, staff, and the community more effectively to identify resource gaps and implement sustainable solutions.

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

Program Budget Summary

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

Program:

Application Year:

LEA Name:

LEA CDS Code:

Total Requested Amount:

CCSPP Implementation Grant, Cohort 3

2023-24

Placer County Office of Education

3110314000000

712500

Social Worker- SV

Student Supp Pract

100%

| 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 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$659,428.00 | N/A |
| 2000 | Classified Personnel Salaries | \$94,797.00 | \$97,034.00 | \$98,240.00 | \$100,653.00 | \$74,243.00 | \$464,967.00 | \$472,971.00 | N/A |
| 3000 | Employee Benefits | \$41,810.00 | \$42,423.00 | \$41,217.00 | \$38,804.00 | \$30,350.00 | \$194,604.00 | \$431,250.00 | N/A |
| 4000 | Books and Supplies | \$2,850.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$2,850.00 | \$0.00 | N/A |
| 5000 | Services and Other Operating Expenditures | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$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 | \$139,457.00 | \$139,457.00 | \$139,457.00 | \$139,457.00 | \$104,593.00 | \$662,421.00 | \$1,563,649.00 | 236.05% |
| 7000 | Indirect Rate | \$10,543.00 | \$10,543.00 | \$10,543.00 | \$10,543.00 | \$7,907.00 | \$50,079.00 | \$0.00 | N/A |
| N/A | Total Budget & Expenditures | \$150,000.00 | \$150,000.00 | \$150,000.00 | \$150,000.00 | \$112,500.00 | \$712,500.00 | \$1,563,649.00 | 219.46% |

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

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

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

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

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

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

Program: CCSPP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Placer County Office of Education
LEA CDS Code: 3110314000000
Total Requested Amount: 712500

24-25
.9 FTE

| Object Code | Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.) | Proposed Costs - School Site | Proposed Costs - Admin Reserve | Proposed Costs - Admin Reserve (Direct Services) | Total Proposed Costs (Grant Funds) | District Match | Community Match | Total Match |
|--------------------|---|---------------------------------|-----------------------------------|--|---------------------------------------|-----------------------------|------------------------------|-------------|
| 1000 | Social Worker, 1 FTE (Sierra Vista match) | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | 124,267.00 | [Enter Community Match Here] | 124,267.00 |
| 2000 | Program Manager, .9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager .1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 94,797.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 94,797.00 | 72,539.00 | [Enter Community Match Here] | 72,539.00 |
| 3000 | Benefits:STRS/ PERS, Workers Comp, SUI, Disability, Medicare - Program Manager, .9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court school match) | 41,810.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 41,810.00 | 76,707.00 | [Enter Community Match Here] | 76,707.00 |
| 4000 | Materials and supplies - Resource Binders/Printing 1,425 (Court) Resource Binders/Printing 1,425 (Sierra Vista) | 2,850.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 2,850.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 5000 | Mileage | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 6000 | [Enter Line Detail and Narrative Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| Total Direct Costs | N/A | 139,457.00 | 0.00 | 0.00 | 139,457.00 | 273,513.00 | 0.00 | 273,513.00 |
| 7000 | 7.56 | 10,543.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 10,543.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| Total Budget | N/A | 150,000.00 | 0.00 | 0.00 | 150,000.00 | 273,513.00 | 0.00 | 273,513.00 |

150000
139457.0472
10542.95277

Match: 1/3 of budget:

50,000
100% Student support Practitioner (Title 1-D)
100% Social Worker SierraVista

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

Program: CCSPS Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Placer County Office of Education
LEA CDS Code: 3110314000000
Total Requested Amount: 712500

| Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.) | | 9 FTE | | | | | | |
|--|--|------------------------------|--------------------------------|--|------------------------------------|-----------------------------|------------------------------|-------------|
| Object Code | | 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 | Social Worker, 1 FTE (Sierra Vista match) | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | 127,660.00 | [Enter Community Match Here] | 127,660.00 |
| 2000 | Program Manager, .9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 97,034.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 97,034.00 | 79,188.00 | [Enter Community Match Here] | 79,188.00 |
| 3000 | Benefits: STRS/ PERS, Workers Comp, SUI, Disability, Medicare - Program Manager, .9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 42,423.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 42,423.00 | 80,468.00 | [Enter Community Match Here] | 80,468.00 |
| 4000 | Materials and Supplies | | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 5000 | Mileage | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 6000 | [Enter Line Detail and Narrative Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Direct Costs | 139,457.00 | 0.00 | 0.00 | 139,457.00 | 287,316.00 | 0.00 | 287,316.00 |
| 7000 | | 7.56 | 10,543.00 | [Enter Grant Funds Here] | 10,543.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Budget | 150,000.00 | 0.00 | 0.00 | 150,000.00 | 287,316.00 | 0.00 | 287,316.00 |

100% Blanca's salary for Match

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: Placer County Office of Education
LEA CDS Code: 3110314000000
Total Requested Amount: 712900 9 FTE

| Object Code | Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.) | Proposed Costs - School Site | Proposed Costs - Admin Reserve | Proposed Costs - Admin Reserve (Direct Services) | Total Proposed Costs (Grant Funds) | District Match | Community Match | Total Match |
|-------------|---|---------------------------------|-----------------------------------|--|---------------------------------------|-----------------------------|------------------------------|-------------|
| 1000 | Social Worker, 1 FTE (Sierra Vista match) | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | 131,617.00 | [Enter Community Match Here] | 131,617.00 |
| 2000 | Program Manager, 9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager .1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 98,240.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 98,240.00 | 90,522.00 | [Enter Community Match Here] | 90,522.00 |
| 3000 | Benefits: STRS/ PERS, Workers Comp, SUI, Disability, Medicare - Program Manager, 9 FTE: Program Manager .45 (Court), Program Manager .45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 41,217.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 41,217.00 | 82,893.00 | [Enter Community Match Here] | 82,893.00 |
| 4000 | Materials and Supplies | | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 5000 | Mileage | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 6000 | [Enter Line Detail and Narrative Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Direct Costs | 139,457.00 | 0.00 | 0.00 | 139,457.00 | 305,032.00 | 0.00 | 305,032.00 |
| 7000 | | 7.56 | 10,543.00 | [Enter Grant Funds Here] | 10,543.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Budget | 150,000.00 | 0.00 | 0.00 | 150,000.00 | 305,032.00 | 0.00 | 305,032.00 |

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

Program: CCSPP Implementation Grant, Cohort 3

Application Year: 2023-24

LEA Name: Placer County Office of Education

LEA CDS Code: 3110314000000

Total Requested Amount: 712920

| Object Code | Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.) | Proposed Costs - School Site | Proposed Costs - Admin Reserve | Proposed Costs - Admin Reserve (Direct Services) | Total Proposed Costs (Grant Funds) | District Match | Community Match | Total Match |
|-------------|---|---------------------------------|-----------------------------------|--|---------------------------------------|-----------------------------|------------------------------|-------------|
| 1000 | Social Worker, 1 FTE (Sierra Vista match) | | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | 135,790.00 | [Enter Community Match Here] | 135,790.00 |
| 2000 | Program Manager, 9 FTE: Program Manager 45 (Court), Program Manager 45 (Sierra Vista), Program Manager 1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 100,653.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 100,653.00 | 97,318.00 | [Enter Community Match Here] | 97,318.00 |
| 3000 | Benefits: STRS/ PERS, Workers Comp, SUI, Disability, Medicare - Program Manager, 9 FTE: Program Manager 45 (Court), Program Manager 45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 38,804.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 38,804.00 | 89,282.00 | [Enter Community Match Here] | 89,282.00 |
| 4000 | Materials and Supplies | | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 5000 | Mileage | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 6000 | [Enter Line Detail and Narrative Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Direct Costs | 139,457.00 | 0.00 | 0.00 | 139,457.00 | 322,390.00 | 0.00 | 322,390.00 |
| 7000 | | 7.56 | 10,543.00 | [Enter Grant Funds Here] | 10,543.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Budget | 150,000.00 | 0.00 | 0.00 | 150,000.00 | 322,390.00 | 0.00 | 322,390.00 |

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

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

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


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

Program: CCSPP Implementation Grant, Cohort 3
Application Year: 2023-24
LEA Name: Placer County Office of Education
LEA CDS Code: 311031400000
Total Requested Amount: 712900

| Object Code | Line Detail and Narrative (Provide a detailed justification and breakdown/calculation for each expenditure. Indicate the school(s) the cost is supporting.) | Proposed Costs - School Site | Proposed Costs - Admin Reserve | Proposed Costs - Admin Reserve (Direct Services) | Total Proposed Costs (Grant Funds) | District Match | Community Match | Total Match |
|-------------|--|---------------------------------|-----------------------------------|--|---------------------------------------|-----------------------------|------------------------------|-------------------|
| 1000 | Social Worker, 1 FTE (Sierra Vista match) | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | 140,094.00 | [Enter Community Match Here] | 140,094.00 |
| 2000 | Program Manager, 9 FTE; Program Manager 45 (Court), Program Manager 45 (Sierra Vista), Program Manager 1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 74,243.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 74,243.00 | 133,404.00 | [Enter Community Match Here] | 133,404.00 |
| 3000 | Benefits: STRS/PERS, Workers Comp, SUI, Disability, Medicare - Program Manager, 9 FTE; Program Manager 45 (Court), Program Manager 45 (Sierra Vista), Program Manager 0.1 (District Match), Student Support Practitioner, 1 FTE (Court School match) | 30,350.00 | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 30,350.00 | 101,900.00 | [Enter Community Match Here] | 101,900.00 |
| 4000 | Materials and Supplies | | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 5000 | Mileage | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| 6000 | [Enter Line Detail and Narrative Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | [Enter Grant Funds Here] | 0.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Direct Costs | 104,593.00 | 0.00 | 0.00 | 104,593.00 | 375,398.00 | 0.00 | 375,398.00 |
| 7000 | | 7.56 | 7,907.00 | [Enter Grant Funds Here] | 7,907.00 | [Enter District Match Here] | [Enter Community Match Here] | 0.00 |
| N/A | Total Budget | 112,500.00 | 0.00 | 0.00 | 112,500.00 | 375,398.00 | 0.00 | 375,398.00 |

Applicant Information

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

| Field Names | Applicant Information Fields |
|---|---|
| Program: | CCSPP Implementation Grant, Cohort 3 |
| Application Year: | 2023-24 |
| LEA Name: | Placer County Office of Education |
| LEA CDS Code: | 3110314000000 |
| Total Requested Amount: | \$712,500 |
| Superintendent's, or designee's, Printed Name and Title: | Susan J. Connolly, Assistant Superintendent Student Services |
| Superintendent's, or designee's, Signature: |  |
| Approval Date: | Feb 8, 2024 |

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CCSPP: IMPLEMENTATION PLAN: Court School

School Site Contact Information

Placer County Court School
 Susan Connolly, Asst. Superintendent, Student Services
 (530) 745-1440
sconnolly@placercoe.org

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Why a community school for PCOE Court School:

The Court School at Placer County Office of Education (PCOE) serves students incarcerated in the Placer County Juvenile Detention Facility, who are some of the most vulnerable and trauma-impacted students in the community. PCOE and its educational partners acknowledge the resource strengths of the community and recognize the importance of resource partnerships to foster a whole-child approach in supporting the well-being of every student. The CCSPP grant will play a crucial role in addressing the identified needs of the Court School by enhancing community support and providing additional learning opportunities for the most vulnerable students and families in Placer County. This includes critical resources for:

- mental health,

- basic needs,
- increased family and community engagement, and
- the expansion of education and wellness support initiatives related to Social and Emotional Learning (SEL) and trauma-informed practices.

The Court School and PCOE have been installing foundational elements of the community schools model to help address the gaps and support needs for students, families/caregivers, staff, and the community. This requires intensive ongoing collaboration with invested community partners such as Placer County Probation, local school district representatives, Placer County SELPA, Health and Human Services divisions, and PCOE's Prevention Supports and Services and Curriculum and Instruction Departments. The Court School's early implementation includes ongoing communication through various methods, including staff meetings and district communication, including the online Student Services Update Page and the Superintendent's monthly video messages sent to all PCOE staff. An example of the county Superintendent's messages includes her encouragement to work together as a community to support vulnerable students and their families during the holiday season.

Asset mapping and interest surveys have provided opportunities and feedback from all invested parties on community school strategies. Discussions with staff, caregivers, students, and community partners about specific needs for community school supports have recently been embedded within existing School Site Council and District Leadership Team meetings. In addition, existing intra-agency collaboration meetings have also solicited partner feedback and engagement about the needs at the Court School. An example is the County Wide Intervention Team (CWIT), which reflects the community school value of shared decision-making. CWIT unites community agencies and partners to support students and families through strategic collaboration. The CWIT team comprises members from the Children's System of Care, Health and Human Services, Probation, school representatives, Public Health, and others. The Student Support Practitioner represents the Court School on the CWIT team.

Outreach, transition support, and resource connections are essential to reducing recidivism and promoting student and family wellness and engagement with the school system. Taking a prevention approach, PCOE's Student Support Practitioner (SSP) also supports families and students in other PCOE programs who are at risk of incarceration and subsequent enrollment in the PCOE Court School. Examples of resource support often needed by Court School students and families include securing and stabilizing basic needs, housing, food, access to medical care, mental health providers, and school transition support. The SSP also works with families to connect with agencies and resources to reduce and eliminate barriers to wellness or school engagement. For example, the SSP recently collaborated with the Children's System of Care in finding emergency placement for an incarcerated youth. Securing emergency placement allowed the youth to be released from juvenile detention and return to their identified school. This emergency placement led to a permanent placement for the youth, who is on track to graduate in Spring 2024. Caregiver feedback to the PCOE Connections Student Support Practitioner has included comments such as, "I don't know how I would navigate this system without your support," or "Do all schools have someone like you?" The SSP has found that talking with families and collaborating as a team opens doors to building the home-to-school relationship and connecting with school and community resources. Working with the SSP addresses the immediate need while

building on strengths and the home-to-school connection.

CCSPP funding will support hiring a Community Schools Coordinator (CSC) to expand services already offered within the Court School and develop new, more robust services and supports. The community school resource team, the PCOE Connection, will focus on building strong partnerships between the Court School, students, families, and community partners to create a sustainable and equitable system of community school resources. The following describes how the PCOE Connection Team is committed to the values within the community school framework.

Racially Just, Relationship-Centered Spaces: The Court School leadership and staff are committed to racially just, relationship-centered spaces. Staff regularly analyze disaggregated student outcome data to evaluate and act on any disproportionate outcomes in academic achievement, disciplinary outcome data, climate survey data, and attendance to address any disparities. Annual professional development addresses implicit bias and promotes culturally responsive strategies, in addition to training that focuses on supporting trauma-impacted students and families. The Court School intervention team meets regularly to select and evaluate positive student interventions designed to prevent and reduce exclusionary practices. Responses to challenging behaviors include instructional components such as practicing more adaptive ways for students to meet their needs or participating in facilitated conflict resolution or restorative conversations. With CCSPP grant support, the Court School can increase staff training and family engagement opportunities. Staff training on related subjects, such as lessons on social-emotional learning and strategies to support equity and social justice, will be led by the community schools coordinator and PCOE Connections team. The Connections team will work with community partners to increase access to resources and enhance learning opportunities to assist in breaking down barriers. All program support and implementation will use strategies that include diverse family voices and ensure the representation of diverse values and cultures.

Recent board-approved curriculum adoptions have focused on ensuring the content is culturally relevant, representative of the community, and engaging for all students. English Language Arts curriculum is supplemented for grades 7-12 with the Reading with Relevance curriculum, which includes content specifically designed to be culturally relevant and engaging. Staff and student satisfaction levels related to the Reading with Relevance curriculum have been highly positive. In addition, School Connect 4.0 is a multimedia Social-Emotional Learning curriculum designed to improve middle and high school students' social, emotional, and academic skills, help build skills related to academic success, and strengthen relationships among students and staff. The Court School plans to continue to utilize and expand its curriculum resources.

Shared Power and Decision Making: Court School and the PCOE Connections team will facilitate ongoing communication and engagement with students, families, and community partners in various ways. Updates about grant implementation efforts will be shared, and feedback will be gathered from monthly School Site Council/Parent Advisory Committee meetings and ongoing annual structured LCAP feedback sessions. Updates about developing new supports and the resources provided by the PCOE Connection team and community partners will be included in monthly newsletters, the Student Services Update Page, and school messaging.

Classroom-Community Connections: CCSPP grant funding will also support the Court School's

goals of increasing community-based curriculum support by inviting community partners and organizations on campus to offer additional educational opportunities, including during non-instructional time. The plan includes expanding partnerships with Sierra College to have professors teach classes within the juvenile detention facility. The Connections team will increase the number of community guest speakers invited to share their diverse perspectives, life experiences, and insights on various career paths. This will broaden students' ideas on ways to reach their goals and overcome obstacles. The community-based curriculum will include the Parent Project (a 10-week program focused on building caregivers' skills to prevent and respond to challenging behaviors), social media safety, and supporting mental health and wellness in the home. In addition, for students eligible to receive Transition Partnership Program (TPP) services, the Connections team will collaborate with PCOE's PSS department to explore TPP-supported employment opportunities with community partners and within PCOE.

Focus on continuous improvement: The Court School is committed to asset-driven continuous improvement while utilizing a strengths-based and trauma-informed philosophy in its implementation efforts. The Court School staff are dedicated to building on the diverse resources and skills in the broader school community and using various data sources to identify needs for expanded community engagement. Staff believe in establishing meaningful connections and encourage student and care provider input to identify ways to improve learning and support the whole child through the community school's model. On an individual student level, the Court School's Positive Behavioral Interventions and Supports (PBIS) Intervention team meets every two weeks to analyze student outcome data related to wellness, behavior, and school engagement, and action plans are developed and progress monitored at each subsequent intervention meeting. On a program-wide level, the Court School PBIS team also rates the fidelity of its PBIS implementation at least annually. It also analyzes school-wide climate survey results to identify specific areas for improvement in its systems and practices. Monthly professional learning activities focus on identifying areas of improvement related to student academic achievement and leveraging ongoing instructional coaching that focuses on strengthening targeted instructional strategies.

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 Court School needs and assets assessment utilized existing feedback protocols, including structured LCAP feedback meetings, Parent Advisory Council meetings, and targeted surveys. Staff, students, caregivers/families, and community partners are asked to participate in feedback sessions to reflect on the efficacy of actions and progress toward desired outcomes and provide suggestions about other strategies that might better meet the needs of the Court School community. Additional feedback is received through surveys such as the California Healthy Kids Survey, PBIS School Climate Surveys completed annually by students, staff, and caregivers/families, individual student interviews about school climate, and other targeted local surveys (e.g., questionnaires on Google Forms or Kelvin Pulse). The Court School leadership team has selected LCAP actions and metrics to reflect areas of need identified by partner feedback and student outcome data. Needs are prioritized related to repeated themes most often reflected in partner feedback and supported by student outcome data. To ensure progress, the Court School leadership team reviews these actions and related metrics monthly. When obstacles to progress are encountered, the team takes a continuous improvement approach, modifying one variable at a time and then re-evaluating the data to evaluate whether that solution was effective.

The Court School's PBIS team is another valuable source of ongoing reflection and feedback on its students' social-emotional-behavioral wellness and needs. The School-Wide PBIS team meets monthly to action plan around Tier I needs, and the Intervention Team meets every two weeks to connect students with higher needs to individualized or small group intervention supports.

Another valuable source of feedback related to goals and action is the Placer County Office of Education's Plan for Expelled Students Committee. This committee consists of administrators from school districts around the county, where students will return to be re-enrolled after transitioning out of the Placer County Court School. The Plan for Expelled Students Committee has provided valuable insight into transition support needs for incarcerated students and their families. These meetings will continue to occur three times per year. In addition, the Court School team also holds School Site Council meetings each month, where needs are identified and prioritized, and decisions are made about the next steps to address those needs. School Site Council meetings will also embed the CCSPP Steering Committee. These meetings will include regular reviews of targeted community school outcome measures and provide opportunities for partner feedback specific to CCSPP implementation.

Court School Leadership also regularly collaborates with PCOE's Prevention Supports and Services (PSS) department. PSS staff, both directly and indirectly, support the most vulnerable and historically marginalized families and students enrolled in the Court School, including Foster and Homeless students, students with IEPs or 504 plans who are eligible to receive Workability and Transition Partnership Program (TPP) services, as well as students who are at risk or confirmed of being Commercially Sexually Exploited Children (CSEC). PSS staff participate in site-based intervention meetings, administrative leadership meetings, individual student support meetings, and ongoing feedback sessions.

Highlights of **assets and strengths** related to a Community Schools model which Court School educational partners have identified include the following:

- On-site Student Support Practitioner to support student transitions in and out of the facility
- Delivery of weekly Social-Emotional Learning lessons using the School Connect 4.0 curriculum
- All teachers hold dual credentials in General Education and Special Education
- Academic Counselor serves all students
- Workability/TPP for eligible students
- Academic enrichment/college courses available for qualified students
- A-G courses
- Students can self-refer for counseling services with PCOE's School Psychologist
- Strong Tier I and Intervention PBIS systems and practices are in place
- Department-wide Student Support Practitioner is available to connect students/families with outside resources
- Behavior Specialist
- School Psychologist
- Annual notifications about mental health resources are provided to families
- Systems for collaboration between PCOE Court School and Placer County Probation

Highlights of **needs** that have been identified through feedback with educational partners include:

- Increasing and expanding resources for families: Enhanced transition supports to connect students and families to community resources and the development of community resource hubs
- Enhancing and expanding upon Individual Learning Plans (ILPs) and transition support plans for students enrolled for more than 20 days to support their transition upon release
- Increased family and guardian bi-directional engagement (e.g., build upon existing newsletter, Parent Square communication, etc.) for current students as well as increasing feedback opportunities for families of students who are at risk of incarceration (e.g., those enrolled in PCOE's Community School for Expelled and probation-referred students)
- Increased opportunities for parent education to support the social-emotional wellness of their children
- Increased tiered resources and supports for expecting and parenting teen students
- Introduce the use of the Parent-Teacher Home Visit Project (PHTVP) for long-term Court School students before their transition back to PCOE's Community School for Expelled Students
- Increase connections and communication between students, families, and the school districts where the students will return upon their release from the juvenile detention facility
- Increase access to a broader range of social-emotional learning instruction for Court School students

- Increased support with connecting students with healthy extracurricular activities in their community upon their release from Placer County Juvenile Detention facility (e.g., sports and competitive activities to help positively redirect pent-up emotions)

CCSPP funding will support the expansion of staff capacity to evaluate progress monitoring data and increase engagement with families/guardians, students, and other community partners. Adding a Community Schools Coordinator (CSC) will allow the team to increase its outreach, support, and community school implementation data analysis. The team plans to use the online survey platform Kelvin Pulse to expand its understanding of students, staff, and care providers' needs, social-emotional wellness, and connectedness and use that data to inform decision-making. The team will also continue to utilize data about which students and families have been provided with transition supports, learning opportunities, and community referrals to ensure that resources are allocated appropriately and effectively based on feedback and identified needs. The PCOE Connection team will provide updates and solicit implementation feedback monthly at each School Site Council meeting and within monthly newsletters sent to guardians and community partners. The Connection Team will create a database of community partners and develop systems to ensure ongoing bi-directional communication about the efficacy of community school practices. In addition, the PCOE Connection team is working with PCOE's Transitional Partnership Program (TPP) to provide employment opportunities, which include students serving in an advisory role and speaking to the needs and assets of the Court School Program and PCOE Connection resources.

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 |
|--|---|
| Increased transition supports provided to students and families (e.g., Individual Transition Support plans, Family Resource Toolkits, increased family/guardian education opportunities, participation in county-based support service teams, etc.) | <ul style="list-style-type: none"> • Number of families/students connected with community resources • Percentage/distribution of the variety of resource types/agencies |
| Provide training to all Court School Staff (including on-site Student Support Practitioner) about how to identify student and family needs and what steps to take (e.g., providing resource information directly vs. referral to the PCOE Connection Team) | <ul style="list-style-type: none"> • Percentage and distribution of referrals to student support practitioner and PCOE Connections team |
| Increased engagement with Districts of Responsibility to facilitate supported transitions upon student return to the district | <ul style="list-style-type: none"> • Percentage of students enrolled for more than 20 days who have been connected with staff from their district of residence upon their release from the juvenile detention facility |

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 |
|--|--|
| Monthly School Site Council meetings will be held to provide updates and solicit feedback about Community School implementation. | <p>CCSPP Community School will be added as a standing item on monthly School Site Council meeting agendas.</p> <p>The Community School Coordinator will attend monthly School Site Council meetings to provide updates and solicit feedback from community members, staff, students, and families/guardians.</p> |
| Align with LCAP Goal 3, Action 3.3 Engage families and students | <p>Sites will continue to provide opportunities for family engagement via events such as school site council/ educational partner feedback sessions, school safety committee meetings, surveys, School Messenger communication, positive postcards home, ongoing student recognition activities, parent training, and access to student information online (e.g., Aeries, LiveSchool, Canvas, Google classroom), PCOE technology support line, and opportunities for students to provide feedback related to Tier I PBIS practices.</p> <p>LCAP Goal 3 Metric: Average PBIS School Climate Survey scores will maintain a minimum score of 3 (out of 4) across families/guardians, students, and staff.</p> |
| Align with LCAP Goal 4, Action 4.2 Coordinate services and supports for students who have been expelled in Placer County (Plan for Expelled Students) | <p>Plan For Expelled Students (PES) -</p> <ul style="list-style-type: none"> a) Coordinate the implementation of the 2024-2027 Plan for Expelled Students. b) Meet with stakeholders three times per year to maintain ongoing collaboration and a transparent referral process. c) Coordinate successful transitions for Expelled Students by monitoring individual expulsions, meeting with districts, and coordinating transition meetings and supports. d) Implement an agreement regarding the coordination of awarding and applying partial credits between the district LEAs and PCOE. <p>Goal 4 metric/desired outcome: Maintain PES committee meetings three times per year to coordinate services and supports for expelled students.</p> |

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

The Placer County Office of Education operates the Placer County Court School (also known as Honour Schaps Court School) in Auburn, CA. The Placer County Court School serves incarcerated youth from the community and provides education and intensive intervention tailored to students' academic and social-emotional needs. The Placer County Board of Education ("Board") is the governing body of the Court School. The Board delegates to the County Superintendent the responsibility to establish and approve all major educational and operational policies, approve all contracts, manage the Court School's fiscal affairs, and hire and be the employer of the Court School's staff. The County Superintendent or designee reports periodically to the Board regarding the Court School's progress toward meeting the goals specified in the Local Control and Accountability Plan (LCAP) and other matters of interest to the Board.

In addition, the Court School seeks input regarding its programs and operations from an advisory committee comprising individuals including guardians, teachers, administrators, classified staff, students, and community members. Meaningful partner involvement is offered through participation in the School Site Council and the Plan for Expelled Students Committee. Guardian involvement and feedback is gathered through the LCAP development and revision process. Educational partner meetings, climate surveys, and advisory committee participation are some of the ways guardians and community partners are meaningfully involved. Ongoing collaboration meetings occur throughout the year between PCOE and Placer County Probation, which operates the juvenile detention facility where the Court School is located.

PCOE provides all appropriate support services for the Court School's successful operation. In general, direct support costs of personnel, financial, legal, purchasing, and facility services are budgeted for and paid by revenue generated by student average daily attendance as reported by the Court School and included in the overall budget of the Placer County Office of Education.

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>LCAP Goal 3, Action 3.8</p> <p>Coordinate mental health supports and services</p> | <p>The Student Support Practitioner will coordinate and implement attendance interventions and the SARB process. Participate in site intervention team meetings. Manage referrals from site staff related to access to community services for all students and families, including English learners, socio-economically disadvantaged students, Foster Youth, and students with disabilities. The Student Support Practitioner will also coordinate the Handle with Care program and provide professional development related to student wellness and healthy boundaries. In addition, provide outreach to families regarding the availability of mental health support at school sites.</p> |
| <p>Track referrals and services provided by the Connections team. Data will be used to measure and assess the impact and effectiveness of the Connections Team implementation and identify areas for improvement using informed decisions.</p> | <p>Use a confidential tracking system to log and track the number of families/students connected with community resources. Use a percentage/distribution of the various resource types/agencies to which families/students were connected. Track the number of student referrals to the Student Support Practitioner, the percentage of students served, and student demographics, including IEP, 504, EL, and socio-economically disadvantaged status. Track the percentage of students enrolled for more than 20 days who have been connected with staff from their district of residence upon release from the facility.</p> |

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 |
|--|--|
| Recruit and hire a qualified Community Schools Coordinator to implement the Community School Plan, expand existing services, and strengthen home-to-school connections with students and families. | Develop a position and recruitment strategy to attract qualified and diverse candidates for the Community Schools Coordinator. Post the position of Community Schools Coordinator. Use RTAC training and resources to guide the implementation of the Community Schools Plan. |
| Ensure the Community Schools funding sustainability plan is successfully implemented by developing and utilizing additional funding sources, aligning needs with resources, and engaging stakeholders. Continuously monitor and adapt to meet the needs of the Court School community based on needs mapping and monitoring funding. | The Community Schools Coordinator will implement and monitor the plan to build suitability beyond the implementation grant funding. Funding oversight will be included in the Community Schools Steering Committee meetings to ensure the effectiveness and sustainability of the sustainability plan along with accountability. |

Key Staff/Personnel

| | |
|-------------------------------|---|
| Community Schools Coordinator | The responsibility of the Community Schools Coordinator includes collaboration with stakeholders, including school staff, districts of residence, county social services, mental health services, probation, various community agencies, and the community at large. This collaboration requires working closely with school staff to connect student and family needs to school and community support systems. The coordinator supports non-school time enrichment and educational opportunities for students, families, and the community. Using the Parent-Teacher Home Visit model framework, the coordinator will work with school staff to strengthen the home-to-school connection. Additionally, the coordinator is pivotal in implementing Social-Emotional Learning (SEL) across the curriculum and school culture. The coordinator will facilitate free Parent Project classes for families to increase family engagement and support the family support. The coordinator will implement and oversee the Community Schools Budget to ensure financial stability after the implementation period. |
|-------------------------------|---|

| | |
|---|--|
| <p>On-Site Student Support Practitioner (SSP) (in place - Title 1D funding)</p> | <p>The on-site SSP supports the development of Individualized Learning Plans/Transition Support Plans for students, ensures that they have re-enrolled back at their local school district within 72 hours of release, assists with the timely transfer of student records, provides weekly SEL group instruction using the School-Connect curriculum, participates in weekly Multi-Disciplinary student staffing meetings, and supports Tier I & II PBIS systems and practices. Title 1D fully funds this position.</p> |
| <p>District-Wide Student Support Practitioner (SSP)</p> <p>Aligned with LCAP Action 3.8: Coordinate mental health supports and services (SSP)</p> | <p>The District-Wide SSP collaborates with the on-site SSP and Court School team to support families and students who need additional community resources. The District-Wide SSP also receives referrals to support students transitioning back to their PCOE School site after being released from the juvenile detention facility. This position also accepts referrals to assist families and students in other PCOE programs at higher risk of incarceration and subsequent enrollment in the Court School. This position is funded through the PCOE Court School LCAP and PCOE Pathways Charter LCAP.</p> |

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

Over recent years, the Court School has initiated the implementation of a community school model with plans to ensure the lasting sustainability of the initiative. The existing on-site Student Support Practitioner (SSP) position, funded through Title 1, Part D (Neglected and Delinquent Program under the Every Student Succeeds Act – ESSA), plays a crucial role in facilitating the transitions of students in and out of the facility and supporting their school engagement. PCOE is committed to supporting the SSP position and aims to blend Title 1D funds with CCSPP funds to extend the backing for a Community Schools Coordinator at the Court School. The sustainability for school-based counseling services is in place, with the PCOE Court School 2021-2024 LCAP allocating funds to expand counseling services for unduplicated students provided by funding a portion of the PCOE School Psychologist.

The Court School envisions sustaining the Community School beyond the grant implementation through the Local Education Agency Medi-Cal Billing Option Program (LEA BOP), the Children and Youth Behavioral Health Initiative (CYBHI), and the Student Behavioral Health Incentive Program (SBHIP). The Court School already participates in the LEA BOP billing program for services provided to special education students by a qualified provider. Many of the supports provided by the Student Support Practitioner are allowable for reimbursement through Medi-Cal. PCOE is working closely with the Court School to identify the steps needed to enroll PCOE Connection staff in this billing opportunity. PCOE will continue participating in the School-Based Medi-Cal Administrative Activities (SMAA) program to leverage Medi-Cal funds to support program maintenance and expansion.

The Children and Youth Behavioral Health Initiative (CYBHI) is meant to enhance, expand, and redesign the systems supporting youth behavioral health. PCOE works closely with local and state partners to develop and implement a Linked Fee Schedule Program and Behavioral Health Provider Network. PCOE applied for and accepted to participate in Cohort 1 where all PCOE schools will be part of the Fee Schedule Program. Cohort 1 implementation will allow the PCOE Connections staff to bill and receive reimbursement for the behavioral health services provided to students through the PCOE Connection Center. CYBHI also provides grant opportunities that support the use of evidence-based practices in behavioral health settings. PCOE proactively applied for and received two rounds of CYBHI funds. PCOE also plans to apply for the state's Wellness Coach Program and train all Student Support Practitioners to become Wellness Coach Certified. This will allow SSPs to bill for services provided starting in early 2024. The Court School's Student Support Practitioner utilizes evidence-based therapeutic practices. They are well-positioned and ready to participate in these grant opportunities.

The Student Behavioral Health Incentive Program (SBHIP) allows County Offices of Education to partner with Managed Care Plans (MCPs) to explore establishing contracts with school districts to bill mental health and behavioral health services. PCOE has established relationships with the Placer MCPs, who will engage in this work to promote increased access to school-based services. PCOE will continue working closely with Pathways Charter and Placer MCPs to identify necessary steps to successfully establish contracts and move forward with submitting for service reimbursement.

In Year 5 of the CCSPP grant, the Court School plans to utilize classified salary funding from local resources and additional state grant funding to compensate for the 25% reduction in CCSPP grant funding. In the years following, CCSPP grant funding will rely on billing opportunities. PCOE is committed to monitoring funding opportunities through CYBHI as the statewide initiative develops and expands.

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 |
|--|---|
| Maintain and strengthen existing school-community partnerships through ongoing collaboration. Regularly evaluate data and conduct needs and assets mapping to build a stronger network of inclusive and culturally responsive support. | Continue regularly scheduled partner engagement meetings with our community partners to collaborate, share feedback, and conduct needs/asset mapping. This will be done through bi-monthly Leadership meetings, monthly School Site Council meetings, Plan For Expelled Students Committee meetings, Foster/Homeless Services collaboration meetings, and LCAP planning. Continue MOU with Placer County Probation to provide social-emotional and transition support services via the school social worker at PCOE's Community School for Expelled Students (Pathways Charter, iCARE). |
| Through the needs and asset mapping, continue to identify and establish new school-community partnerships that build and support a more robust network of inclusive and culturally responsive supports. | Continually identify partnership opportunities based on needs mapping and initiate outreach to new potential partners. Prioritize partnerships that are inclusive and demonstrate cultural responsiveness. Develop and review partnership agreements while integrating the new partnership into the group of collaborators. |
| Develop and implement a systematic process for onboarding and integrating new partners into the school's community engagement framework. | Develop a concise onboarding plan for new partners that includes guidelines for expectations, responsibility, confidentiality, and the Community School plan. Provide resources and support, including possible training for new partners to understand the Community Schools model. Provide time for questions and feedback. |

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:

Established Partnerships: The Court School partners with:

PCOE Prevention Supports and Services (PSS): The PSS Department supports students and families, helping to change lives and transform school environments by supporting staff, students, and families/care providers through services that address the mental wellness of children and adults. PSS engages in collaborative efforts with various County Offices of Education, families, and community partners, all of whom are critical contributors to the work focused on student success. The PCOE Court School collaborates with the PSS team to support student populations, including Homeless and Foster Youth, Commercially and Sexually Exploited (CSEC) students, Student Attendance Review Board (SARB), Mental Health, and PBIS. The vision of this collaboration is that student groups with unique or elevated needs can be effectively supported through a multi-disciplinary community school approach. Additionally, PSS staff provide RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work), a community-based, person-centered planning and secondary transition model specifically designed for youth with emotional and behavioral disorders within the Court School student community. PSS team members also provide training for Court School staff related to strategies to support homeless, foster, and trauma-impacted youth and families. This collaborative vision emphasizes the effective support of student groups with unique needs through a multi-disciplinary community school approach.

Placer County Probation: The collaboration focuses on diversion efforts for at-risk students and ongoing support for students currently engaged with the probation system. An MOU is in place in which Placer County Probation shares the cost of the School Social Worker at PCOE's Pathways iCARE Community School due to the higher-than-average enrollment percentage of students who are either on formal or informal probation and are enrolled at Pathways iCARE when released from the Court School. The School Social Worker provides social-emotional and transition support to students previously enrolled in the Court School. Collaborative activities between the Court School and Probation include monthly update and planning meetings with agency administrators, ongoing communication about students served by both entities, diversion efforts, assistance with resource connections, social-emotional supports, and increased family partnerships and engagement efforts through initiatives like Wraparound services. Placer County Probation and the Court School are aligned in their beliefs that students and families who are at risk of becoming, or who currently are systems-involved should be provided with increased resources to support social-emotional-behavioral needs, parent education, student enrichment opportunities, and whole-family connection activities.

In addition, PCOE provides technical assistance and coaching to Probation staff regarding implementing Positive Behavioral Interventions and Supports (PBIS) within the Placer County Juvenile Detention facility.

Latino Leadership Council (LLC): LLC is a non-profit community agency dedicated to connecting Latino families to bilingual and bicultural services and advocating for wellness in the Latino community. Court School staff work with Latino Leadership to support parents in learning how to navigate the school systems to ensure their students are on track to meet their educational goals, connecting parents to medical, dental, and mental health, and supporting them in improving their wellness. The vision of this collaboration is that student and family groups with unique cultural and language needs can be supported through a multi-cultural and multi-disciplinary community school approach.

Sierra College:

The PCOE Court School recently partnered with Sierra College through the Rising Scholar Program to provide college courses to students with a High School Diploma. Four Court School students or graduates have engaged with Sierra College courses while incarcerated in the Placer County Juvenile Hall. The Court School's Academic Counselor coordinates with Probation and the Enrollment Specialists at Sierra College to ensure that each eligible student's FAFSA/CADAA application, class enrollment, and connection to Student Accessibility Services (SAS) and Support Programs are complete and to help remove barriers. This program connects students to their local community college and supports ongoing learning as they work towards their goals.

Planned Partnerships: The Court School intends to partner with:

Sierra College:

The PCOE Court School is expanding its partnership with Sierra College to provide professors who will teach college-level classes for high school students enrolled at the Court School. This program will offer courses to students which will also help them prepare for graduation and college readiness. This opportunity allows students to earn college credits while exploring potential interests, preparing them for the next step in higher learning and career opportunities.

PCOE Tobacco Use Prevention Education (TUPE): The PCOE Tobacco Use Prevention Education (TUPE) program supports train-the-trainer opportunities for the Parent Project, an intervention-focused initiative to enhance parenting skills. Through this collaboration, the Community Schools Coordinator will receive training to facilitate the Parent Project, a caregiver training curriculum. The Parent Project training empowers Court School families and caregivers to deal with challenging behaviors by offering activity-based instruction. This partnership aligns with PCOE's commitment to providing valuable resources and interventions that positively impact the well-being of both students and their families.

Plan for Expelled Students Committee:

The Plan for Expelled Student (PES) Committee meets three times a year to review the plan for providing educational services to all expelled students in Placer County. This committee is comprised of members of local school districts, representatives from Placer County Probation, and various classified, certificated, and management representatives from PCOE's Court and Community School

programs. An ongoing focus of discussion at the PES Committee meetings is the need for targeted transition support when students return to their local school district after clearing their expulsion. Many of these students attend PCOE's Court School at some point during their expulsion. Through discussions at the PES Committee meetings, local district representatives have agreed to support increased transition activities so that students can successfully re-engage at their local schools after release from the juvenile detention facility. PES Committee members agreed that it would be beneficial for districts to identify staff at their school sites who would collaborate with PCOE for a "warm hand-off" of the student and family when they re-enroll in their district. For students who have been in juvenile hall for extended periods (e.g., greater than 20 days), this may include facilitating on-site or virtual meetings between district staff and students who are incarcerated and attending Court School so that a connection is established before their release and re-enrollment in their school of residence.

CTE Arts, Media and Entertainment:

The coordinator will work closely with the CTE Arts, Media, and Entertainment teacher funded through Proposition 28 to increase learning opportunities for students focusing on the arts. This collaborative effort will also engage with local community artists to expand students' exposure to a diverse variety of art media.

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 |
|--|--|
| LCAP Goal 3, Action 3.8 Coordinate mental health supports and services | <p>The Student Support practitioner will provide professional development related to student wellness and healthy boundaries.</p> <p>In addition, the SSP will provide staff training related to identifying student and family needs and professional development related to the range of resources available in the community.</p> |
| LCAP Goals 1 and 3, Actions 1.3, 1.5, and 3.2: Provide instructional coaching to all teachers, Provide English Language Development Supports, and Support Culturally Proficient Practices. | <p>Site administrators will facilitate structured individual coaching cycles with all staff at least twice a year, with coaching support from the PCOE EIS department as needed. Provide ELD professional development to site administrators and teachers to increase knowledge and application of ELD standards, curriculum, and strategies. Collaborate with partners such as PCOE Equity, Innovation, and Supports Department, PCOE's Prevention Supports and Services Department, and Reading with Relevance to deliver resources and professional development related to culturally proficient practices and culturally responsive instruction. Site leaders will ensure the delivery of at least two Culturally Proficient Practices Professional Development sessions annually, including strategies of culturally responsive PBIS practices and culturally responsive instruction and curriculum. Site leaders will provide follow-up feedback and coaching to school staff.</p> |

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|--|---|
| Teachers will receive coaching and guidance on using the high-interest, diverse Reading with Relevance curriculum and materials. | Teachers will receive training and individual coaching on selecting and using at least one culturally relevant, socially and emotionally rich novel and related workbook that Reading with Relevance provides. |
| The Parent Project training will be offered to caregivers as a support to prevent and respond to their children's challenging behaviors. | The Community Schools Coordinator will be trained to facilitate Parent Project classes for families and caregivers. The 10-16 week program will be offered virtually and in two different areas within the county to meet the accessibility needs of all families. |
| Increase staff proficiency in social-emotional learning, equitable practices, cultural responsiveness, restorative methods, and trauma-informed approaches through targeted professional development to address disparities in student outcomes to ensure an inclusive and supportive educational environment, fostering equitable opportunities for all students. | Implement targeted professional development programs that are evidence-based, easy to implement, and address the identified needs of the court school. Provide ongoing support to reinforce newly learned skills to ensure full implementation. Use data to evaluate the outcomes and guide the next steps. |

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 |
|---|---|---|
| The Court School LCAP outcomes will be updated annually, and changes to the LCAP will be revised and approved. (Note: the SPSA is embedded in the LCAP) | The PCOE Data Quality Team meets monthly to monitor the accuracy of data reported in the LCAP. The Court School Leadership team meets monthly to evaluate progress toward LCAP Actions and desired outcomes and engage in problem-solving as needed. | Meeting minutes reflect monthly monitoring of LCAP progress by Court School Leadership. The Placer County Board of Education approves annual LCAP updates and revisions. |
| LCAP Goal 3 Metrics/Desired Outcomes to support fostering safe, engaging, and connected school environments for all students. | Average scores on the PBIS School Climate Surveys will maintain a minimum score of 3 across families/guardians, students, and staff. These surveys are administered annually, reported to the Board of Education, and incorporated in action planning meetings with Court School staff and partners. | PBIS School Climate Surveys (PBIS Assessments, through PBISApps.org) – Average perception of students, families, and staff related to school climate. (1=strongly disagree, 4=strongly agree) |

| | | |
|--|---|--|
| <p>The PCOE Connection team will measure outcome indicators from all partners specific to the effectiveness, frequency, and recipient satisfaction related to outreach and resource connections. Partners include students, staff, caregivers, and community partners.</p> | <p>Metrics and outcome measures related to effective CCSPP plan implementation will be tracked by the PCOE Connections Team and included for review at CCSPP Steering Committee meetings.</p> | <p>The following outcome measures will be regularly documented and analyzed by the PCOE Connection Team and members of the CCSPP Steering Committee three times a year:</p> <ul style="list-style-type: none"> • The percentage of Court School families engaged in outreach activities/ connected with resources, including disaggregated data reflecting the percentage of Court School Students with Disabilities who were connected with resources. • Educational partner feedback and satisfaction surveys about outreach related to whole child supports and access to community resources. • Satisfaction surveys completed by families of students enrolled 20+ days about the PCOE Connections team resource outreach that they experienced. |
|--|---|--|

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

CCSPP: IMPLEMENTATION PLAN: Sierra Vista

School Site Contact Information

Sierra Vista
 Bryce Lauritzen
 Coordinator/Principal
 (916) 415-4414
 blauritzen@placercoe.org

Strategies, Priorities and Goals

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

Strategy 1: Shared Understanding and Commitment

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

Shared Understanding and Commitment Built Around the Overarching Values

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

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

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

Why a community school for PCOE Sierra Vista:

Sierra Vista School is Placer County Office of Education's (PCOE) regional Special Education program for students with an Emotional Disturbance eligibility who are referred to PCOE by local school districts. Sierra Vista serves students who require a smaller, more restrictive environment that provides higher levels of support than their local school districts can offer. Recognizing the untapped resources available in the community and the importance of developing more resource partnerships, PCOE and its educational partners believe that a community school model would be a significant opportunity for this program. Building the community school model whole-child approach is critical to supporting the well-being of every student.

The CCSPP grant will play an essential role in addressing the identified needs of each student, enhancing community support for students and families, and providing additional opportunities for overall wellness in Placer County. The focus areas include:

- mental health,
- basic needs,
- family and community engagement, with socialization opportunities
- expansion of education and wellness support initiatives related to Social and Emotional Learning (SEL) and trauma-informed practices.

Sierra Vista and PCOE have already started to embed elements of the community schools' model to help address gaps and increase support for students, families/caregivers, staff, and the community. Collaboration with community partners such as PCOE's Prevention Supports and Services (PSS), Placer County SELPA, Health and Human Services divisions, local school district representatives, and PCOE's Curriculum and Instruction Departments is vital to Sierra Vista's whole-child approach. Sierra Vista's early implementation includes ongoing communication through various methods, including staff meetings and district communication. Examples include the online Student Services Update Page, feedback meetings with staff and families, and the Superintendent's monthly video messages sent to all PCOE staff. Needs assessments and interest surveys have also provided opportunities to obtain feedback from all invested parties on community school strategies. Discussions with staff, caregivers, students, and community partners about specific needs for community school support have been embedded within existing school feedback sessions and District Leadership Team meetings. In addition, existing intra-agency collaboration meetings have also solicited partner feedback and engagement about the needs at Sierra Vista. An example is the County Wide Intervention Team (CWIT), which reflects the community school value of shared decision-making. CWIT unites community agencies and partners to support students and families through strategic collaboration. The CWIT team comprises members from the Children's System of Care, Health and Human Services, Probation, school representatives, Public Health, and others. The Student Support Practitioner represents Special Education on the CWIT team.

The entire multi-disciplinary Sierra Vista team believes that robust home-to-school connection, outreach, and resource connections are essential to student success and promoting student and family wellness and engagement with the school system. PCOE's Student Support Practitioner (SSP) takes a prevention approach, supporting families and students experiencing barriers to accessing their education and other basic needs. The SSP collaborates with community agencies, such as PCOE's Prevention Supports and Services (PSS), to address immediate needs and eliminate barriers to wellness and school engagement. Examples of resource support often needed by Sierra Vista students and families include securing and stabilizing basic needs, housing, food, access to medical care, mental health providers, and school attendance support. For example, the SSP recently collaborated with PCOE's Prevention Support Services (PSS) to help a family living in another family's garage, which burned down, to obtain supplies to meet basic needs. The SSP collaborated with community agencies to provide personal hygiene products and blankets. PSS helped purchase new school clothes for the student using funding for families and students who are in housing transition and were in need of support for essential supplies. Caregiver feedback to the PCOE Connections Student Support Practitioner has included comments such as, "Coming to our home to discuss our needs is

what we needed; it shows you care about my child," or "Do all schools have someone like you?" The SSP has found that talking with families and collaborating as a team opens doors to building the home-to-school relationship and connecting with school and community resources. Working with the SSP addresses the immediate need while building on strengths and the home-to-school connection.

Sierra Vista has unique demographics, with 100% of the students qualifying for IEPs under the eligibility of Emotional Disturbance. In addition, 55% of the students are classified as socioeconomically disadvantaged. The SSP directly supports 50% of the students and families enrolled at Sierra Vista; additional challenges requiring support include school avoidance, food and housing insecurities, homelessness, and foster status. PCOE Special Education has been identified for Additional Targeted Support and Improvement (ATSI) related to school attendance, and Sierra Vista is part of the improvement plan. The SSP supports families in eliminating barriers to accessing education and reducing school avoidance.

CCSPP funding will support hiring a Community Schools Coordinator (CSC) to expand services already offered within Sierra Vista while also developing new, more robust services and supports. The community school team, PCOE Connections, will focus on building strong partnerships between Sierra Vista, students, families, and community partners to create a sustainable and equitable system of community school resources. The following describes how the PCOE Connection's Team is committed to the values within the community school framework.

Racially Just, Relationship-Centered Spaces: Sierra Vista leadership and staff are committed to racially just, relationship-centered spaces. The team's program design focuses on building positive relationships with students, teaching and promoting empathy and acceptance, and utilizing restorative practices to address conflict and repair interpersonal connections. Individual and small group sessions are regularly facilitated by the school social worker and school psychologist to help build social skills and positive interactions among students.

Sierra Vista regularly meets as a team to evaluate positive student interventions and supports designed to prevent and reduce exclusionary practices. Responses to challenging behaviors are anchored in the Nurtured Heart Approach and include instructional components such as practicing more adaptive ways for students to meet their needs or participating in facilitated conflict resolution or restorative conversations. With CCSPP grant support, Sierra Vista can increase staff training and family engagement opportunities. Staff training on related subjects, such as lessons on social-emotional learning and strategies to support equity and social justice, will be led by the community schools coordinator and PCOE Connections team. The Connections team will work with community partners to increase access to resources and enhance learning opportunities to assist in breaking down barriers. All program support and implementation will use strategies that include diverse family voices and ensure the representation of diverse values and cultures.

Recent board-approved History/Social Science and Language Arts curriculum adoptions have focused on ensuring the content is culturally relevant, representative of the community, and engaging for all students. The Reading with Relevance curriculum includes content specifically designed to be culturally relevant and engaging, focusing on expanding related social-emotional learning skills. Staff and student satisfaction levels related to the Reading with Relevance curriculum have been highly

positive. In addition, Sierra Vista plans to continue to utilize and expand its curriculum resources.

Shared Power and Decision Making: Sierra Vista and the PCOE Connections team will facilitate ongoing communication and engagement with students, families, and community partners in various ways. Updates about grant implementation efforts will be shared, and feedback will be gathered from feedback surveys, individual communication with families, school climate surveys, Tier I PBIS meetings, and ongoing structured Community School feedback sessions held at least twice per year. Updates about developing new supports and the resources provided by the PCOE Connection team and community partners will be included in IEP meetings, the Student Services Update Page, and regular printed and digital school messaging.

Classroom-Community Connections: CCSPP grant funding will also support Sierra Vista's goals of increasing community-based curriculum support by inviting community partners and organizations on campus to offer additional educational opportunities, including during non-instructional time. Feedback sessions involving staff, students, and caregivers reflected the desire to recruit additional guest speakers and community-based activities during class time. Additionally, caregivers and students expressed the need for out-of-school opportunities for social interaction with other parents and peers. Community-based curriculum offered will include the Parent Project (a 10-week program focused on building caregivers' skills to prevent and respond to difficult behaviors), social media safety, and supporting mental health and wellness in the home. In addition, for students eligible to receive the Transition Partnership Program (TPP) services, the Connections team will collaborate with PCOE's PSS department to explore TPP-supported employment opportunities with community partners and within PCOE. The program will also continue to work closely with students' Districts of Special Education Responsibility to maintain communication and check-ins about student progress and will continue to support students' return to their local school district through building connections with district staff and facilitating smooth transitions after they leave Sierra Vista.

Focus on continuous improvement: Sierra Vista is committed to continuous improvement through an asset-driven approach. The team is guided by a strengths-based and trauma-informed philosophy in its implementation efforts. Staff are committed to building on the diverse resources and skills of the broader school community and using various data sources to identify needs for expanded community engagement. Staff believe in establishing meaningful connections and encourage student and care provider input to identify ways to improve learning and support the whole child through the community school model. On an individual student level, Sierra Vista's Positive Behavioral Interventions and Supports (PBIS) team meets regularly to analyze student outcome data related to wellness, behavior, and school engagement. Action plans are developed and progress is monitored at each subsequent intervention meeting. The PBIS team also meets monthly to analyze trends in site-wide behavior data and develop action plans related to school-wide systems and practices utilized with all students. Monthly professional learning activities focus on identifying areas of improvement related to student academic achievement and leveraging ongoing instructional coaching that focuses on strengthening targeted instructional strategies. In addition, at monthly administrative leadership team meetings, various student outcome data are reviewed and analyzed (i.e., attendance, English Learner reclassification status, NWEA MAP, and CAASPP scores), and action plans are created to address identified areas for improvement.

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.

At Sierra Vista, formal needs and asset assessments are conducted annually through a structured feedback process and related surveys. Staff, students, caregivers/families, referring school districts, and community partners are asked to provide feedback reflecting on the efficacy of the program design, practices, and progress toward desired outcomes, and they are asked to give suggestions on other strategies that might better meet the needs of the Sierra Vista community. Additional feedback is received through surveys such as the California Healthy Kids Survey and other targeted local surveys (e.g., questionnaires on Google Forms or Kelvin Pulse). The Sierra Vista leadership team has selected priorities for implementation that reflect areas of need identified by partner feedback and student outcome data. Needs are prioritized related to repeated themes, often reflected in partner feedback and supported by student outcome data. To ensure progress, the Sierra Vista leadership team reviews these actions and related metrics monthly. When obstacles to progress are encountered, the team takes a continuous improvement approach, modifying one variable at a time and then re-evaluating the data to evaluate whether that solution was effective.

Sierra Vista's PBIS team is another valuable source of ongoing reflection and feedback on its students' social-emotional-behavioral wellness and needs. The School-Wide PBIS team meets monthly to action plan around Tier I needs, and the site team also meets regularly to discuss connecting students with higher needs to individualized or small group intervention supports. Moving forward, the team plans to increase its use of surveys to gain input from students, staff, and families that is specific to School Climate and wellness needs.

The Special Education Administrators Committee (SEAC) meeting is held monthly for Special Education representatives and administrators throughout Placer County. At these meetings facilitated by Placer County SELPA, there is a time for public comment about community needs or feedback about the special education programs across the county. In addition, PCOE gives an update at each meeting about its regional special education programs, including Sierra Vista, and provides opportunities for members to give feedback or ask questions.

Sierra Vista's Leadership also regularly collaborates with the Student Support Practitioner (SSP) and

PCOE's Prevention Supports and Services (PSS) department. PSS staff, both directly and indirectly, support the most vulnerable and historically marginalized families and students enrolled in Sierra Vista, including Foster and Homeless students, students with IEPs or 504 plans who are eligible to receive Workability and Transition Partnership Program (TPP) services, as well as students who are at risk or confirmed of being Commercially Sexually Exploited Children (CSEC). PSS staff participate in administrative leadership meetings, individual student support meetings, and ongoing feedback sessions.

Sierra Vista's team and educational partners have identified the following assets and strengths related to the Community Schools model:

- Department-wide Student Support Practitioner is available to connect students/families with outside resources and address barriers to wellness or school engagement
- PCOE School Social Worker serves all students (on-site)
- Workability/TPP services provided for eligible students
- Strong PBIS Tier I and Intervention systems and practices are in place
- PCOE Board Certified Behavior Analyst serves all students (on-site)
- PCOE School Psychologist serves all students
- Annual notifications about mental health resources are provided to families
- Systems for collaboration between Sierra Vista and PCOE Prevention Services and Supports department (PSS)
- Consistent use of prevention strategies that are embedded in Positive Behavior Interventions and Supports (PBIS) and the Nurtured Heart Approach

Highlights of **needs** that have been identified through feedback with educational partners include:

- Increasing and expanding **resources for families**: Enhanced support to connect students and families to community resources and the development of community resource hubs
- Increased **family and guardian bi-directional engagement** (e.g., build upon existing Parent Square communication and paper communication)
- Increased opportunities for **parent education** to support the social-emotional wellness of their children
- Adoption of the **Parent-Teacher Home Visit Project** (PHTVP) model for students struggling with attendance or other aspects of school engagement
- Increased **enrichment opportunities** during school time, including guest speakers and community partner activities (e.g., increased student access to activities that would be available on a comprehensive school district campus)
- Out-of-school **social opportunities** for students and parents
- Increased access to **respite services** for families who face challenges finding qualified childcare providers who are trained to support challenging behaviors and lagging social-emotional skills

CCSPP funding will support the expansion of staff capacity to evaluate progress monitoring data and increase engagement with families/guardians, students, and other community partners. Adding a Community Schools Coordinator (CSC) will allow the team to increase its outreach, support, and ongoing analysis of community school implementation. The team plans to use the online survey platform Kelvin Pulse to expand its understanding of students, staff, and care providers' needs, social-emotional wellness, and connectedness and use that data to inform decision-making. The team will also continue to utilize data about which students and families have been provided with transition supports, learning opportunities, and community referrals to ensure that resources are allocated appropriately and effectively based on feedback and identified needs. The PCOE Connection team will provide updates and solicit implementation feedback monthly at each Community Schools Steering committee meeting, administrative leadership team meetings, and newsletters sent to guardians and community partners. The Connection Team will create a database of community partners and develop systems to ensure ongoing bi-directional communication about the efficacy of community school practices. In addition, the PCOE Connection team is working with PCOE's Transitional Partnership Program (TPP) to provide employment opportunities, which include students serving in an advisory role and speaking to the needs and assets of Sierra Vista and PCOE Connection resources.

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 |
|--|---|
| Expanded enrichment opportunities: guest speakers, enrichment activities during school | The PCOE Connection Team will support adding at least three new expanded enrichment activities annually. |
| Communication on resources outside of PCOE | The PCOE Connection Team will prepare and deliver hard-copy and digital materials to all enrolled families in their home language, outlining available resources. |
| Expanded socialization enrichment opportunities outside of school | The PCOE Connection Team will support adding at least one after-school social event for students and families each year. |

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 (aligned with Sierra Vista's 2022 WASC mid-cycle self-study) | Sierra Vista will review the current mission, vision, and program description to get buy-in from all educational partners, create materials for sharing this vision, and share this vision with new parents when students enroll. |
| Goal #2: Classroom staff management (aligned with PCOE Special Education's Three-Year Strategic plan, Action 2.4) | Build strong classroom teams by outlining shared vision and values, establishing team communication norms, and participating in professional development focusing on leveraging teamwork to mitigate stress in the workplace. |

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

The Placer County Office of Education (PCOE) Student Services' mission for all programs is to increase student achievement through rigorous and meaningful instruction to all students. The Sierra Vista program opened in January 2007 for special education students with emotional and behavioral challenges adversely affecting their academic or social-emotional development. These students require an intensive and comprehensive educational placement to meet their intensive needs. The County Superintendent or designee is responsible for establishing and approving all significant educational and operational policies, approving all contracts, managing the school's fiscal affairs, and hiring the school's staff.

Sierra Vista School complies with all applicable state and federal laws in serving students with disabilities, including but not limited to section 504 of the Rehabilitation Act ("Section 504"), the

Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Act (IDEA). Sierra Vista School agrees to adhere to the policies, procedures, and requirements of the Placer County Special Education Local Plan Area (SELPA). PCOE is responsible for Sierra Vista's compliance with Section 504 and the ADA. Sierra Vista School complies with PCOE policy and practices.

During the 2020-2021 school year, PCOE implemented Professional Learning groups across the county between similar regional Special Education programs. The Sierra Vista School began collaborating with the PCOE ED SDC program on the Skyridge Elementary campus. This collaboration became helpful in looking at the similarities and differences between the programs. One goal was to provide alignment in several areas, including vision, behavioral support, and counseling support. This mechanism of expanded collaborative leadership has been an important addition, considering that some of the students served within the Skyridge ED program may transfer to the Sierra Vista program at a later date.

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 |
|--|--|
| Coordinate mental health supports and services (aligned with PCOE Charter and Court School LCAP, Goal 3) | The Student Support Practitioner will coordinate and implement attendance interventions and the SARB process. Participate in site intervention support team meetings as appropriate. Manage referrals from site staff related to access to community services for all students and families, including English learners, socioeconomically disadvantaged students, Foster Youth, and students with disabilities. The Student Support Practitioner will also coordinate the Handle with Care program and provide professional development related to student wellness and healthy boundaries. In addition, the SSP will provide outreach to families regarding the availability of mental health support at school sites. |
| Track referrals and services provided by the Connections team. Data will be used to measure and assess the impact and effectiveness of the Connections Team implementation and identify areas for improvement using informed decisions. (Aligned with PCOE Charter and Court School LCAP Goal 3) | Use a confidential tracking system to log and track the number of families/students connected with community resources. Use a percentage/distribution of the various resource types/agencies to which families/students were connected. Track the number of student referrals to the Student Support Practitioner and the percentage of students served |
| Expand engagement with community resources (Aligned with Sierra Vista WASC Goal 3) | Continue progress on partnerships with the community for increased access to field trips, work experiences, and guest presentations. |

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 |
|--|--|
| Recruit and hire a qualified Community Schools Coordinator to implement the Community School Plan, expand existing services, and strengthen home-to-school connections with students and families. | Develop a position and recruitment strategy to attract qualified and diverse candidates for the Community Schools Coordinator. Post the position of Community Schools Coordinator. Use RTAC training and resources to guide the implementation of the Community Schools Plan. |
| Ensure the Community School funding sustainability plan is successfully implemented by developing and utilizing additional funding sources while aligning resources and engaging stakeholders. Continuously monitor and adapt to meet the needs of the Court School community based on needs mapping and monitoring funding. | The Community Schools Coordinator will implement and monitor the plan to build suitability beyond the implementation grant funding. Funding oversight will be included in the Community Schools Steering Committee meetings to ensure the effectiveness and sustainability of the sustainability plan along with accountability. |

Key Staff/Personnel

| | |
|--|---|
| Community Schools Coordinator (to be hired with CCSPP funds) | The responsibility of the Community Schools Coordinator includes collaboration with invested partners, including school staff, districts of residence, county social services, mental health services, probation, various community agencies, and the community at large. This collaboration requires working closely with school staff to connect student and family needs to school and community support systems. The coordinator will partner with community agencies to support non-school time enrichment and educational opportunities for students and families. The coordinator will work with school staff using the Parent Teacher Home Visit model as a framework to strengthen the home-to-school connection. Additionally, the coordinator is pivotal in implementing Social-Emotional Learning (SEL) across the curriculum and school culture. The coordinator will facilitate free Parent Project classes for families to increase family engagement and support the family support. The coordinator will implement and oversee the Community Schools Budget to |
|--|---|

| | |
|---|---|
| | ensure financial stability after the implementation period. |
| <p>District-Wide Student Support Practitioner (SSP)</p> <p>Aligned with PCOE Charter and Court School LCAP Action 3.8: Coordinate mental health supports and services</p> | <p>The District-Wide SSP supports students and families needing additional community resources and school-based resources to eliminate barriers to accessing their education. This position is in place and funded through the PCOE LCAP.</p> |

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

Over the years, Sierra Vista has embedded elements of a community school model with plans to ensure the lasting sustainability of the initiative. The existing on-site School Social Worker plays a crucial role in facilitating students' transitions in and out of the program, in addition to supporting their wellness and school engagement. PCOE is committed to maintaining support for the School Social Worker position and the School Psychologist and Behavior Specialist who serve the students, as funded through the PCOE regional special education program bill-back model. In addition, PCOE plans to continue funding the district-wide Student Support Practitioner, which currently supports Sierra Vista and other programs. In addition, Sierra Vista envisions sustaining the Community School beyond the grant implementation through the Local Education Agency Medi-Cal Billing Option Program (LEA BOP), the Children and Youth Behavioral Health Initiative (CYBHI), and the Student Behavioral Health Incentive Program (SBHIP). Sierra Vista already participates in the LEA BOP billing program for services provided to special education students by a qualified provider. Many of the supports provided by the PCOE Student Support Practitioner and Community Schools Coordinator are allowable for reimbursement through Medi-Cal. PCOE is working closely with Sierra Vista to identify the steps needed to enroll PCOE Connection staff in this billing opportunity. PCOE will continue participating in the School-Based Medi-Cal Administrative Activities (SMAA) program to leverage Medi-Cal funds to support program maintenance and expansion.

The Children and Youth Behavioral Health Initiative (CYBHI) is meant to enhance, expand, and redesign the systems supporting youth behavioral health. PCOE works closely with local and state partners to develop and implement a Linked Fee Schedule Program and Behavioral Health Provider Network. PCOE applied for and accepted to participate in Cohort 1, where all PCOE schools will be part of the Fee Schedule Program. Cohort 1 implementation will allow the PCOE Connections staff to bill and receive reimbursement for the behavioral health services provided to students through the PCOE Connection Center. CYBHI also provides grant opportunities that support evidence-based practices in behavioral health settings. PCOE proactively applied for and received two rounds of CYBHI funds. PCOE also plans to apply for the state's Wellness Coach Program and train all Student Support Practitioners to become Wellness Coach Certified. This will allow SSPs to bill for services provided starting in early 2024. The Court School's Student Support Practitioner utilizes evidence-based therapeutic practices. They are well-positioned and ready to participate in these grant opportunities.

The Student Behavioral Health Incentive Program (SBHIP) allows County Offices of Education to partner with Managed Care Plans (MCPs) to explore establishing contracts with school districts to bill

mental health and behavioral health services. PCOE has established relationships with the Placer MCPs, who will engage in this work to promote increased access to school-based services. PCOE will continue working closely with Pathways Charter and Placer MCPs to identify necessary steps to successfully establish contracts and move forward with submitting for service reimbursement.

In Year 5 of the CCSPP grant, the Court School plans to utilize classified salary funding from local resources and additional state grant funding to compensate for the 25% reduction in CCSPP grant funding. In the years following, CCSPP grant funding will rely on billing opportunities. PCOE is committed to monitoring funding opportunities through CYBHI as the statewide initiative develops and expands.

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 |
|--|---|
| Maintain and strengthen existing school-community partnerships through ongoing collaboration. Regularly evaluate data and conduct needs and assets mapping to build a more robust, inclusive, and culturally responsive support network. | Continue regularly scheduled partner engagement meetings with community partners to collaborate, share feedback, and conduct needs/asset mapping related to Community Schools implementation and other existing initiatives. This will be done through bi-monthly Leadership meetings, PBIS meetings, Foster/Homeless Services collaboration meetings, and Special Education WASC and Strategic Plan review meetings. Continue ongoing collaboration with the Connections Team, on-site school social worker, school psychologist, and behavior specialist concerning social-emotional-behavioral supports and practices. |
| Through the needs and asset mapping, continue to identify and establish new school-community partnerships that build and support a more robust network of inclusive and culturally responsive supports. | Continually identify partnership opportunities based on needs mapping and initiate outreach to new potential partners. Prioritize partnerships that are inclusive and demonstrate cultural responsiveness. Develop and review partnership agreements while integrating the new partnership into the group of collaborators. |
| Develop and implement a systematic process for onboarding and integrating new partners into the school's community engagement framework. | Develop a concise onboarding plan for new partners that includes guidelines for expectations, responsibility, confidentiality, and the Community School plan. Provide resources and support, including possible training for new partners to understand the Community Schools model. Provide time for questions and feedback. |

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:

Established Partnerships: The Court School partners with:

PCOE Prevention Supports and Services (PSS): The PSS Department supports students and families, helping to change lives and transform school environments by supporting staff, students, and families/care providers through services that address the mental wellness of children and adults. PSS engages in collaborative efforts with various County Offices of Education, families, and community partners, all of whom are critical contributors to the work focused on student success. Sierra Vista staff collaborate with the PSS team to support student populations, including Homeless and Foster Youth, Commercially and Sexually Exploited (CSEC) students, Student Attendance Review Board (SARB), and Transition Partnership Program (TPP) recipients, incorporating mental health support and PBIS practices. The vision of this collaboration is that student groups with unique or elevated needs can be effectively supported through a multi-disciplinary community school approach. Additionally,

PSS staff provide RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work), a community-based, person-centered planning and secondary transition model specifically designed for youth with emotional and behavioral disorders within the student community. PSS team members also offer training for PCOE staff related to strategies to support homeless, foster, and trauma-impacted youth and families. This collaborative vision emphasizes the effective support of student groups with unique needs through a multi-disciplinary community school approach.

Latino Leadership Council (LLC): LLC is a non-profit community agency dedicated to connecting Latino families to bilingual and bicultural services and advocating for wellness in the Latino community. Sierra Vista staff work with Latino Leadership to support parents in learning how to navigate the school systems to ensure their students are on track to meet their educational goals, connecting parents to medical, dental, and mental health resources, and supporting them in improving their wellness. The vision of this collaboration is that student and family groups with unique cultural and language needs can be supported through a multi-cultural and multi-disciplinary community school approach.

Planned Partnerships: Sierra Vista intends to partner with:

PCOE Tobacco Use Prevention Education (TUPE): The PCOE Tobacco Use Prevention Education (TUPE) program supports train-the-trainer opportunities for the Parent Project, an intervention-focused initiative to enhance parenting skills. Through this collaboration, the Community Schools Coordinator will receive training to facilitate the Parent Project, a caregiver training curriculum. The Parent Project training will empower Sierra Vista families and caregivers to deal with challenging behaviors by offering activity-based instruction. This partnership aligns with PCOE's commitment to providing valuable resources and interventions that positively impact the well-being of both students and their families.

Local Artists - Arts in Schools (Prop 28):

The Coordinator will identify and collaborate with local artists to come to campus as guest presenters to offer expanded learning opportunities and art exploration for students. This collaborative effort will expand students' exposure to a diverse variety of art media and offer students another way to communicate and express feelings and emotions.

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 |
|---|--|
| Coordinate mental health supports and services: Student Support Practitioner | The Student Support practitioner will provide professional development related to student wellness and healthy boundaries. In addition, the SSP will provide staff training related to identifying student and family needs and professional development related to the range of resources available in the community. |
| Professional Learning and Instructional Coaching (Aligned with PCOE Special Education Strategic Plan Action 1.2) | Provide at least two cycles per year of instructional coaching to all teachers to ensure the use of the adopted curriculum, alignment of curriculum to IEP goals, and collecting data. |
| Create and support up to three Demonstration Classrooms: PBIS Implementation (Aligned with PCOE Special Education Strategic Plan Actions 1.5 and 2.1) | <p>Receive PBIS implementation support from PCOE's Prevention Supports and Services (PSS) department for all staff in the classroom.</p> <p>Provide coaching and ongoing professional development to site teams and administrators.</p> |

Strategy 8: Centering Community-Based Curriculum and Pedagogy

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

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

Site Level Goals and Measures of Progress

| Goals | Action Steps |
|--|--|
| Teachers will receive coaching and guidance on using the high-interest, diverse Reading with Relevance curriculum and materials. | Teachers will receive training and individual coaching on selecting and using at least one culturally relevant novel and related workbook provided by Reading with Relevance. |
| The Parent Project training will be offered to caregivers as a support for them to prevent and respond to their children's challenging behaviors. | The Community Schools Coordinator will be trained to facilitate Parent Project classes for families and caregivers. The 10-16 week program will be offered virtually and in two different locations within the county to meet the accessibility needs of families residing in more remote parts of the county. |
| Increase staff proficiency in social-emotional learning, equitable practices, cultural responsiveness, restorative methods, and trauma-informed approaches through targeted professional development to address disparities in student outcomes to ensure an inclusive and supportive educational environment, fostering equitable opportunities for all students. | Implement targeted professional development programs that are evidence-based, easy to implement, and address the identified needs of Sierra Vista students. Provide ongoing support to reinforce newly learned skills to ensure full implementation. Use data to evaluate the outcomes and guide the next steps. |

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.

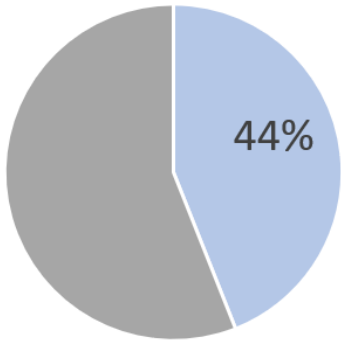
Site Level Goals and Measures of Progress

| Goals | Action Steps | Outcome/Indicators |
|---|--|---|
| The PCOE Special Education Strategic Plan outcomes will be updated annually, and changes to the plan will be revised and approved. | The Administrative Leadership Team meets monthly to monitor the accuracy of data reported in the Strategic Plan. | Meeting minutes reflect monthly monitoring of Strategic Plan progress by PCOE Leadership. |
| Sierra Vista will maintain WASC Accreditation through the Western Association of Schools and Colleges. | Complete the Sierra Vista WASC self-study and participate in the site visit with the WASC Accreditation team in Spring 2025. | Sierra Vista will maintain WASC accreditation and continue monitoring progress toward the goals included within the self-study. |
| The PCOE Connection team will measure outcome indicators from all partners specific to the effectiveness, frequency, and recipient satisfaction related to outreach and resource connections. Partners include students, staff, caregivers, and community partners. | Metrics and outcome measures related to effective CCSPP plan implementation will be tracked by the PCOE Connections Team and included for review at CCSPP Steering Committee meetings. | <p>The following outcome measures will be regularly documented and analyzed by the PCOE Connection Team and members of the CCSPP Steering Committee three times a year:</p> <ul style="list-style-type: none"> • The percentage of Sierra Vista families engaged in outreach activities/connected with resources, including disaggregated data reflecting the percentage of Socioeconomically Disadvantaged students/families connected with resources • Educational partner feedback and satisfaction surveys about outreach related to whole child supports and access to community resources • Satisfaction surveys completed by families of students receiving direct support from PCOE Connections team • The number of additional enrichment opportunities facilitated annually by the PCOE Connection Team |

Attachment IV-a Community Schools Planning Artifacts – Community Assets
PCOE LEA CCSP Needs and Assets

Summary of PCOE Court School Needs and Assets: 2023-20242
Summary of PCOE Sierra Vista Needs and Assets: 2023-20247

Summary of PCOE Court School Needs and Assets: 2023-2024

| | | |
|--|---|---|
|  <p>Almost half of court school students receive Special Education Services. This is an <u>increase</u> from 32% in 2022-2023.</p> | <p>PCOE Court School students had a Stability Rate of</p> <p>0%</p> <p>in 2022-2023, compared to the statewide stability rate of 91.2%.</p> | <p>100%</p> <p>of Court School students are classified as Socio-Economically Disadvantaged.</p> |
|--|---|---|

Highlights of how the Court School's unique model **empowers students and families to break down barriers** and **expand access to healing-centered educational, health, and mental health support services** that address a wide range of needs which impact conditions for teaching and learning, and opportunities for expansion:

| | |
|---|--|
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Student Support Practitioner (SSP) on site • Weekly School Connect 4.0 SEL lessons • All teachers are dually credentialed (general and Special Education) • Workability and Transition Partnership Program (TPP) services • Students can self-refer to counseling, staff can also refer • Intervention team processes and access to tiered social-emotional-behavioral interventions • Department-wide SSP • Behavior Specialist • School Psychologist • Annual notifications about MH resources • Tiered PBIS Implementation | <p>NEEDS:</p> <ul style="list-style-type: none"> • Automatic family resources provided for all students enrolled for 20 or more days • Parent Project (to be provided at multiple geographic locations) • Expand on Individual Learning Plans/Transition Support Plans for students enrolled for 20+ days • Increase transition support and “warm handoffs” for students enrolled for 20+ days prior to their release |
| <p>Highlights of how the Court School effectively and meaningfully engages students, teachers, families, and community partners, and opportunities for expansion:</p> | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Collaboration meetings between PCOE and Probation • Collaboration with PCOE’s Prevention Supports and Services (PSS) Department • Plan for Expelled Students (PES) committee meetings • Intra-agency collaboration for students (e.g., Wraparound, SSTs, CSOC meetings) • Weekly Multi-Disciplinary Team (MDT) meeting between Court School representatives and Probation partners • Students participate in advisory period for individualized feedback and support from teachers • School-based tiered PBIS implementation • Student interview in ILP transition support form (identify strengths/hopes/dreams/etc.) • Community Education (guest speaker DA) • Planning TPP and CTE opportunities | <p>NEEDS:</p> <ul style="list-style-type: none"> • Parent Project (multiple locations) • SEL daily check-ins/ratings (Tier 1 practice) • Increased resources and outreach to families and schools of residence • Increase connections between district of responsibility and students by increased visits while they are enrolled in court school • Home visit model partnering with school of residence |

| | |
|---|---|
| <p>Highlights of how the Court School establishes and expands partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets, and opportunities for expansion:</p> | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • PSS and student support teams (CSOC, etc.) • Student Support Practitioner • Ongoing collaboration with probation • PBIS training supports provided for probation • Latino Leadership Council (LLC) partnership • Sierra College courses • Guest speakers • Academic Counselor support and related opportunities | <p>NEEDS:</p> <ul style="list-style-type: none"> • Family resources/packets, provided in the family's home language • Parent Project training • Further collaboration with PCOE Tobacco Use Prevention Education (TUPE) |
| <p>Highlights of how the Court School expands student-centered teaching practices and enrichment opportunities during and out of school time, and opportunities for expansion:</p> | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Probation provides after school programming and group supports (e.g., anger management, recovery groups, Hip Hop Congress, etc.) • Students are offered ELA credit recovery outside of school hours • Students are offered academic enrichment through Sierra College • School Connect weekly SEL lessons • TPP work experience opportunities • Guest Speakers • Career Technical Education (CTE) | <p>NEEDS:</p> <ul style="list-style-type: none"> • Further collaboration with Probation to support expanded enrichment opportunities, such as the Garden Project and Arts activities (e.g., pottery) |

| | |
|---|---|
| Highlights of how the Court School enhances positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices, and opportunities for expansion: | |
| ASSETS (currently doing/established): <ul style="list-style-type: none"> School-based tiered PBIS implementation School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction Ongoing professional development related to culturally proficient practices (academic/instructional and Tier I PBIS) Use of Reading with Relevance Language Arts curriculum and newly-adopted History/Social Science curriculum | NEEDS: <ul style="list-style-type: none"> Expand the scope of information related to culturally proficient practices and discipline disproportionality within PBIS agendas Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices Increase engagement with the Transition Partnership Program (TPP) to provide training/work opportunities for youth with lived experience, such as student advisors |
| Highlights of how the Court School demonstrates collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners), and opportunities for expansion: | |
| ASSETS (currently doing/established): <ul style="list-style-type: none"> Monthly school site council meetings Annual school climate surveys Targeted staff surveys using Kelvin Pulse Feedback and decision making involves community partners (Plan for Expelled Students, probation, Prevention Supports and Services) | NEEDS: <ul style="list-style-type: none"> Recruiting students through TPP to serve as advisors about the implementation of the Community Schools model Increased outreach and resource connections to families of students enrolled for more than 20 days |

Below is a summary which outlines the collective priorities identified through the needs and assets evaluation, which help guide the Community School implementation plan.

| Collective Priority | Data and Feedback | Outcome/Indicators to improve |
|--|--|---|
| Increased transition supports provided to students and families (e.g., Individual Transition Support plans, Family Resource Toolkits, increased family/guardian education opportunities, | <ul style="list-style-type: none"> Connection's Team referral and outcomes data Referral to community partners and agency data | <ul style="list-style-type: none"> Percentage of families/students enrolled for 20+ days who are connected with transition supports and community resources Percentage/distribution of the variety of resource types/agencies |

| | | |
|--|---|--|
| participation in county-based support service teams, etc.) | | |
| Provide training to all Court School Staff (including on-site Student Support Practitioner) about how to identify student and family need, and what steps to take (e.g., providing resource information directly vs. referral to the PCOE Connection Team) | Themes identified in court school staff feedback reflected requests for increased support and training related to supporting trauma-impacted youth. | <ul style="list-style-type: none"> • Number of families/students connected with community resources • Percentage and distribution of referrals to student support practitioner and PCOE Connections team |
| Increased engagement with Districts of Responsibility to facilitate supported transitions upon student return to district | Feedback from local school district representatives indicated a need for increased transition support. | <ul style="list-style-type: none"> • Percentage of students enrolled for more than 20 days who have been connected with their district of residence via on release. |

Summary of PCOE [Sierra Vista](#) Needs and Assets: 2023-2024

| | | |
|---|--|--|
| <p>50%</p> <p>of students are currently directly supported by the Student Support Practitioner related to attendance, food and housing insecurities, homelessness, and foster status.</p> | <p>100% of</p> <p>students have IEPs under the eligibility of Emotional Disturbance.</p> | <p>55%</p> <p>of Sierra Vista students are classified as Socio-Economically Disadvantaged.</p> |
|---|--|--|

Highlights of how Sierra Vista's unique model **empowers students and families to break down barriers and expand access to healing-centered educational, health, and mental health support services** that address a wide range of needs which impact conditions for teaching and learning, and opportunities for expansion:

| | |
|--|---|
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • School Social Worker on site, supports all students • Department wide Student Support Practitioner (SSP) • On-site Behavior Specialist • School Psychologist • Basic health screenings part of student triennial IEPs • Annual notifications about MH resources • Tiered social-emotional-behavioral supports and interventions (E.g., Tier II Check-in Check-out) | <p>NEEDS:</p> <ul style="list-style-type: none"> • Continue to support the Special Education ATSI plan • Increase staff training on community resources that are available outside of school • Increase staff training and support related to treating school refusal • Parent Project (to be provided at multiple geographic locations) • Increase structure for the timeline/planning for student transition back to district |
|--|---|

| | |
|---|--|
| <ul style="list-style-type: none"> • Focus on supporting student return back to a less-restrictive placement in their district of Special Education responsibility • Strong multi-disciplinary approach between all support staff • Consistent use of prevention strategies which are embedded in Positive Behavior Interventions and Supports (PBIS) and the Nurtured Heart Approach • Daily social-emotional wellness check-ins • Robust group and individual social-emotional learning activities and instruction | |
| <p>Highlights of how Sierra Vista effectively and meaningfully engages students, teachers, families, and community partners, and opportunities for expansion:</p> | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Student Services Update Page (staff communication) • Collaboration with PCOE's Prevention Supports and Services (PSS) Department • Recent increase in parent connections related to ATSI attendance plan • Intra-agency collaboration for students (e.g., Wraparound, SSTs, CSOC meetings) • School-based tiered PBIS implementation • Monthly Workability/TPP classroom push in • Daily wellness check-ins | <p>NEEDS:</p> <ul style="list-style-type: none"> • On site and virtual access to community resource information (resource board with flyers and brochures) • Multiple county locations for Connections Hubs with office hours for easy access to community resources • Parent Project (multiple locations) • Decrease school refusal; provide training and coaching on treating school refusal • Increased resources and outreach to families and schools of residence • Host increase visits to the site for districts of residence (for their referred students) • Home visit model to increase home to school connection (Tier II/III supports) • Organize information about the program in a more parent-friendly manner • Transition to Parent Square for digital communication with families |

| Highlights of how Sierra Vista establishes and expands partnerships , supports, and services that intentionally address locally defined needs and compliment locally defined assets, and opportunities for expansion: | |
|---|--|
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Low student to staff ratio/reduced class size • PSS and student support teams (CSOC, etc.) • Department wide Student Support Practitioner (SSP) • PBIS training supports provided for staff • Latino Leadership Council (LLC) partnership • Communication and partnership with districts of residence • Workability and Transition Partnership Program (TPP) services | <p>NEEDS:</p> <ul style="list-style-type: none"> • Family resources/packets, provided in the family's home language • Parent Project training • Further collaboration with PCOE Tobacco Use Prevention Education (TUPE) • Develop relationships with community partners that can support additional socialization opportunities and activities (E.g., Master Gardeners, Placer Land Trust, Blue Line Arts, etc.) • Guest speakers |
| Highlights of how Sierra Vista expands student-centered teaching practices and enrichment opportunities during and out of school time, and opportunities for expansion: | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Combination of instructional strategies and intervention techniques • Use of technology-aided instruction, along with visual supports (i.e., visual strategies, schedules, and work systems). • Low student to staff ratio/reduced class size. • TPP monthly career assessment and exploration • StemScopes science curriculum (including hands-on projects) | <p>NEEDS:</p> <ul style="list-style-type: none"> • Supports and resources for outside of school socialization opportunities • Access to more activities that students would experience on local comprehensive school district campuses • Increased social interaction opportunities to develop friendships with more classmates • Field trips (small group) • Increased guest speakers and hands-on activities brought into school |

| Highlights of how Sierra Vista enhances positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices, and opportunities for expansion: | |
|--|---|
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • School-based tiered PBIS implementation • School-based progressive discipline protocols with a focus on restorative opportunities and alternative means of correction • Use of Reading with Relevance Language Arts curriculum and newly-adopted History/Social Science curriculum • Schoolwide communication is sent via parent email and flyers are placed in students' backpacks. Communication is translated as needed. • Use of the Nurtured Heart approach for all students • Program focus on acceptance and emotional safety for all students and staff | <p>NEEDS:</p> <ul style="list-style-type: none"> • Expand the scope of information related to culturally proficient practices and discipline disproportionality within PBIS agendas • Professional development related to culturally proficient practices • Increasing family, student, and community engagement and feedback related to school-wide PBIS systems and practices • Increase engagement with the Transition Partnership Program (TPP) to provide training/work opportunities for youth with lived experience, such as student advisors • Increased use of the Parent-Teacher Home Visit model |
| Highlights of how Sierra Vista demonstrates collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners), and opportunities for expansion: | |
| <p>ASSETS (currently doing/established):</p> <ul style="list-style-type: none"> • Annual school climate surveys (CHKS) • Collaboration with Placer County SELPA related to best practices in special education • Collaboration with other PCOE Special Education Programs • Collaboration with PCOE's Prevention Supports and Services department related to PBIS implementation • Monthly SEAC meetings with administrative representatives from local referring school districts | <p>NEEDS:</p> <ul style="list-style-type: none"> • Recruiting students through TPP to serve as advisors about the implementation of the Community Schools model • Implement targeted staff and student surveys using Kelvin Pulse • Support development of structured feedback sessions related to the program's implementation of PBIS |

Below is a summary that outlines the collective priorities identified through the needs and assets evaluation, which help guide the Community School implementation plan.

| Collective Priority | Data and Feedback | Outcome/Indicators to improve |
|--|--|---|
| Increased outreach and wellness resources provided to students and families (Family Resource Toolkits, increased family/guardian education opportunities, resource hubs, etc.) | <ul style="list-style-type: none"> • Connection's Team referral and outcomes data • Referral to community partners and agency data | <ul style="list-style-type: none"> • Parent Square communications and surveys (e.g., parent knowledge about available resources from the Connections Team) • Parent engagement with Connections Team; # of parents utilizing resources provided |
| Provide training to all program staff about how to identify student and family need, the variety of community resources available, and what steps to take (e.g., providing resource information directly vs. referral to the PCOE Connection Team) | Themes identified in family and staff feedback reflected requests for increased support and training related to increasing students' engagement with opportunities they would experience in traditional campuses | <ul style="list-style-type: none"> • Number of families/students connected with community resources • Percentage and distribution of referrals to student support practitioner and PCOE Connections team |
| School refusal supports (training for staff, home visits) | ATSI Plan Student attendance data and SARB referrals | |
| Enrichment activities which focus on increasing peer friendships and providing parent support (e.g., movie nights, field trips, etc.) | Parent and staff feedback session | |

CCSPP Grant Application Artifact: Agendas/Minutes for Grant Steering Committee Meetings

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PCOE Leadership Team Meeting Minutes

| Today's Meeting | | Date | | Time | | Location | | Facilitator | | Minute Taker | | Timekeeper | |
|--|----------------|----------|---------------------|-----------|-----------------|----------|-----------------|-------------|------------|--------------|-----------------|------------|--|
| | | 11/16/23 | | 1:00-3:00 | | Teams | | Val | | Kim/Val | | Kim | |
| Next Meeting | | 12/7/24 | | 1:00-3:00 | | Teams | | Stacy | | Kim | | | |
| Team Members & Attendance (Place "X" to left of name if present) | | | | | | | | | | | | | |
| x | Susan Connolly | x | Christina Fahlstrom | | Bryce Lauritzen | x | Sara Ballantine | x | Brett Adam | x | Andy Wood | | |
| x | Kim Wood | | Stacy Barsdale | x | Michelle Sumner | | Jammie Herl | X | Amy Banan | x | Valerye Salazar | | |

| Leadership Team Purpose |
|---|
| <ul style="list-style-type: none"> Identify and prioritize greatest areas of need for all students, and identify/address obstacles to student wellness and achievement. Select and evaluate effective and rigorous initiatives/program support opportunities; engage in ongoing progress monitoring. Monitor academic and social progress for all students using an equity lens. |

| Topic/ Presenter | Discussion points and notes | Next steps |
|---------------------|--|--|
| CCSPP Grant/ Kim | <p>CCSPP Grant Discussion points</p> <ul style="list-style-type: none"> Discuss/provide an overview of CCSPP-related student/family needs across all Student Services programs. Discuss options and eligibility requirements for grant application. Engage team members in feedback and questions about the CCSPP Grant for PCOE programs. <p>Notes:</p> <p>Kim provided an overview of the grant, including requirements and various levels of eligibility. Team members discussed the current student/family needs that are being addressed and met by the existing Student Support practitioner, and also agreed that there is a need for expanded community school-based services and supports which would require additional staff. Team members asked about the benefits and drawbacks of applying for a single school vs a consortium of schools. Kim and Jammie are consulting with PCOE's CCSPP technical support providers for the region to gain assistance with the application process. School site-specific educational partner feedback sessions will focus on asking questions related to needs that could be supported by the CCSPP grant. Principals/Coordinators discussed additional opportunities to recruit students, families, and community partners to obtain this feedback. Kim and Jammie will meet with Susan on 11/29 to review the drafted application plan.</p> | <p>Provide updates on CCSPP steering committee meetings and grant applications at next District Leadership Team meeting (12/7/23).</p> |

Parent and Staff Feedback Session for Sierra Vista School and PCOE's ED Programs

Date and Time: January 25, 2024 5:00-5:45pm (online meeting via Microsoft Teams)

In attendance:

- Families: Cheryl H., Kristy W., Deanna, Josh D.
- Staff: C. Bellendir, S. Brunkhorst, J. Chavez, L. Gardella, H. Gennuso, B. Lauritzen, C. Stone, J. Sipiora,

- (1) Principal Bryce Lauritzen reviewed Sierra Vista program description and goals, and all participants provided feedback on the JamBoard or verbally discuss their feedback with the group.
- (2) Jammie Herl provided overview of the Community Schools grant. Kim Wood and Jammie Herl provided descriptions and examples of key areas of focus for the Sierra Vista program, related to: access to resources & supports in or out of school (AKA, "What, if anything, do you need to remove barriers?"), communication and Engagement between school and families, expanded enrichment opportunities during school, and Positive school climate and student/family connection to school.
- (3) Participants were then asked to provide feedback related to the categories described above.
 - a. Participant feedback included themes about strengths of the program related to building a sense of community and inclusion, high levels of support for preparing students to transition back to their district of residence, high levels of on-site multi-disciplinary support (i.e., behavior analyst and school social worker), and PBIS implementation.
 - b. Participant feedback included themes related to increased opportunities for socialization with peers in or out of school, access to more activities that students would experience on traditional comprehensive campuses, increased involvement from students' districts of residence, increased parent involvement, and increased family access to respite services for their children.

Court School Parent Advisory Committee (PAC) Meeting

MEETING NAME: Court & Community PAC Meeting

DATE: January 26, 2024

TIME: 3:00 pm

LOCATION: Teams Virtual Meeting

NEXT MEETING DATE: February 26, 2024

In attendance:

[Call Roll](#) Brett Adam, Principal PCOE Honour Schaps; Brooke Bothwell, PCOE; Katherine Gerski-Keller, PCOE Honour Schaps Teacher; Makenna A., Student Advocate; Kim Wood – Behavior Specialist; Melanie Esque – Probation; Officer Garnika – Probation; Valerye Salazar - PCOE

1.-OPENING ITEMS:

Procedural: 1.1 Call to Order: Brett called the meeting to order at 3:02 p.m. Discussed the purpose of meetings to student participant

AGENDA:

2. – Introductions

- All attendees introduced themselves and Makenna showed her seedlings from the garden supplies that were purchased from CTEIG

3.- Review and approve last meetings minutes

4. – LCAP

- Valerye Salazar discussed that we are in year 3 of a 3 year LCAP plan and this is an opportunity to learn from staff and students how it has been beneficial and what improvements can be made for future LCAP plans
- Student Makenna Adcock discussed how LCAP funds have been used to purchase a toaster oven and she will be using it for culinary arts. For future orders she would like to have puzzle glue for her puzzles and lined paper (also requested by Katie Gerski Keller) for school and for letters to home

5. – School Site Safety Binder

- Approved

6. – CCSPP Grant (Kim Wood)

- This state funded grant gives schools money to expand services to students and families. This can be used to fund more staff, student support practitioners, counseling services, food, clothing and resources outside the facility
- Can provide more support to students as they transition to the district and training staff to help support students and families
- Meeting participants were asked to provide feedback about areas of need which could be supported by the grant
- Makenna requested school supplies, more items to set up for success, possible mentor at school
- Kim recommended resource binders be sent out to parents with information regarding services available and how to reach out
- Kim also recommended staff from the student's district come to the JDF to meet students prior to release so they have a friendly face at school

7. – PBIS School Climate Survey results and feedback

- Results have been posted
- Kim Wood discussed results with all being better than previous years with the exception of one question relating to do student behaviors in my class allow teachers to teach.
- Student and staff both felt like classroom behaviors are interfering with teachers teaching
- Makenna thought that students with behaviors just need to talk about their feelings and can't concentrate on work with the things going on in their lives (e.g., bad news at court, being there at the juvenile hall, etc.)
- Kim Wood – when dysregulated or upset student behaviors interfere, what strategies have helped or can potentially help?
- Makenna – 15 minute reset, check in w/staff, students can't help emotions of the situation. Maybe staff can be more patient and aware of kids' emotions

8. - ADJOURNMENT:

The meeting was adjourned by Brett Adam at 3:25 PM

Plan for Expelled Students Meeting Agenda and Minutes

| | Date | Time (begin and end) | Location | Facilitator | Minute Taker |
|-----------------|-----------------|----------------------|----------|----------------|---------------------|
| Today's Meeting | January 30 2024 | 3:00-4:00 | Zoom | Stacy Barsdale | Christina Fahlstrom |
| Next Meeting | May 21 2024 | 3:00-4:00 | Zoom | Stacy Barsdale | Kim Wood |

| Team Members & Attendance (Place "X" to left of name if present) | | | | | | | | | | | |
|--|----------------|---|-----------------|---|-----------------------|---|-----------------------|---|-----------------|---|--------------|
| x | Susan Connolly | x | Kim Wood | | Christina Fahlstrom | | Brett Adam | x | Brittaney Meyer | | Alicia Rozum |
| | Cindy Giove | x | Annamarie Cohen | x | Emily Ortiz | x | Erin Peterson | x | Jammie Herl | x | Trisha Lopez |
| | Jenny McCoy | | Judy Fischer | | Lacy Hart (probation) | | Rebecca Katenhorn | | Melanie Esque | x | Julie Winkel |
| | Kristi Marinus | | Marty Flowers | | Melanie Dopson | | Michelle Lucci Garcia | | Trent Wilson | x | Kim Barry |
| | Joey Olsen | x | Valerye Salazar | X | Kelly Young | x | Stacy Barsdale | | Scott Leaman | | |

| Today's Agenda Items: | | | | Agenda Items for Next Meeting | | | |
|--|--|--|--|-------------------------------|--|--|--|
| 1. Introductions and Additional Agenda Items | | 4. Upcoming Sierra College Collaboration | | 1. _____ | | | |
| 2. Site Contact Lists - ongoing | | 5. New standing item: Behavior Threat Assessment processes/collaboration | | 2. _____ | | | |
| 3. Probation Updates - ongoing | | 6. Site Registrar Lists | | 3. _____ | | | |

Referral forms: [Probation](#) [Districts/Self/Referral/SARB](#)

| Item | Discussion | Decisions and Tasks | Who? | Due Date | Follow-up |
|---|---|---|-------------------------|-----------|--|
| 1. Introductions/General Discussion/Additional Agenda Items | | | Christina Fahlstrom | Ongoing | Informational |
| 2. Probation updates | | | Melanie Esque | Ongoing | <input type="checkbox"/> In process <input type="checkbox"/> Completed <input type="checkbox"/> Discontinued <input type="checkbox"/> New action needed <input type="checkbox"/> Informational |
| 3. Behavior Threat Assessment Process | Provide updates as needed. | | | | <input type="checkbox"/> In process <input type="checkbox"/> Completed <input type="checkbox"/> Discontinued <input type="checkbox"/> New action needed <input type="checkbox"/> Informational |
| 4. Plan for Expelled Students - due June 2024 | The PES will go to the Board for approval by June 30, 2021. | All PES committee members were sent the draft of the new Plan for | Stacy and PES Committee | Jun2 2024 | <input type="checkbox"/> In process <input type="checkbox"/> Completed <input type="checkbox"/> Discontinued |

| | | | | | |
|---|---|--|----------------------|--|--|
| | | Expelled Students for review and input. | | | <input type="checkbox"/> New action needed <input type="checkbox"/> Informational |
| 5. Community Schools Grant update (CCSPP) | <p>See notes below for details about identified needs that could be addressed through CCSPP Grant Funding. PCOE is applying for a very small site grant for our Court School program at JDF (as well as for our Regional SpEd ED site, Sierra Vista).</p> <p>Do PFES members have additional suggestions about areas of need that the CCSPP Grant could support for our Court School students?</p> | <p>Areas of focus include: increased transition supports when student return to district (including facilitating some visits between district reps and long-term JDF students), increased outreach to families by the Student Support Practitioner to connect them with community resources and family education, and expanded staff training.</p> | Kim Wood/Jammie Herl | | <input type="checkbox"/> In process <input type="checkbox"/> Completed <input type="checkbox"/> Discontinued <input type="checkbox"/> New action needed <input type="checkbox"/> Informational |

From PCOE Court School's CCSPP Grant Application:

Highlights of needs that have been identified through feedback with educational partners include:

- **Increasing and expanding resources for families:** Enhanced transition supports to connect students and families to community resources and the development of community resource hubs
- **Enhancing and expanding upon Individual Learning Plans (ILPs) and transition support plans** for students enrolled for more than 20 days to support their transition upon release
- **Increased family and guardian bi-directional engagement** (e.g., build upon existing newsletter, Parent Square communication, etc.) for current students as well as increasing feedback opportunities for families of students who are at risk of incarceration (e.g., those enrolled in PCOE's Community School for Expelled and probation-referred students)
- **Increased opportunities for parent education** to support the social-emotional wellness of their children
- **Increased tiered resources and supports for expecting and parenting teen students**
- **Introduce the use of the Parent-Teacher Home Visit Project (PHTVP) model for long-term Court School students before their transition back to PCOE's Community School for Expelled Students**
- **Increase connections and communication between students, families, and the school districts where the students will return upon their release**
- **Increase access to a broader range of social-emotional learning instruction for Court School students**

Attachment IV-c: Alignment to the Framework

| | |
|--|--------|
| PCOE Connections Resource Brochure (Court School and Sierra Vista) | Page 2 |
| ILP and Transition Support Form (Court School Only)..... | Page 4 |

Student Support Practitioner

The Student Support Practitioner (SSP) acts as a liaison and resource for PCOE's Court School. When families or students are experiencing barriers to their learning or wellness, the SSP can connect them to community-based and social service agencies to help address areas of need. The SSP also supports the Court School in developing positive home-school relationships with families and building parent/caregiver engagement.

Jammie Herl Student Support Practitioner

☎ 916-415-4435

✉ jherl@placercoe.org



<https://bit.ly/SSPreferral>



Placer County Office of Education
Susan J. Connolly
Assistant Superintendent, Student Services



AREAS OF FOCUS

- Connect with School-Base Support
- School Avoidance/Attendance Support
- Outside Agency Connection
- Family/Caregiver Engagement

Court School Connections

Resource Guide

COMMUNITY PARTNERS & RESOURCES

Basic Needs

- 211
- Clothes - Operation School Bell
- Shoes - Feet Treat
- School Supplies PCOE
- Kaiser Resource Hotline
1-800-260-7445

Cultural Supports

- Latino Leadership
- Sierra Native Alliance

Education

- Sierra College

Employment

- PCOE - TPP/DOR
- Golden Sierra

Family Supports

- Placer County Children's System of Care
- Child Advocates of Placer County
- Prosper Placer
- Youth Empowerment Support Program

Financial Assistance

- Community Assistance League

Food

- Cal-Fresh
- Placer County Food Bank
- Auburn Interfaith Food Closet

Health

- Medi-Cal
- Alta Regional Services
- Smiles for Kids
- Vision Screening - Lion's Club
- California Children's Services

Housing

- 211
- PCOE Homeless/Foster Support Team
- Ami Housing
- Unity Care

Juvenile Justice

- Probation

Mental Health

- Children's System of Care
- Mobile Crisis Triage - Placer County
916-787-8860
- LightHouse Family Resource Center
- KidzFirst

Substance Use

- PCOE - TUPE
- Granite Wellness

Individual Learning Plan (ILP) and Student Transition Support Form

| | | | | | |
|--|--|--|--|--------------|--|
| Student Name: | | Previous school: | | Date: | |
| PCOE staff to contact for more information: | | Contacts at receiving school site where student will return (names/emails for administrator and site counseling support): | | | |
| Probation contact (if applicable): | | | | | |
| Link to student's career readiness portfolio: | | | | | |
| Receiving school should check student's file for: | <i>(highlight all that apply)</i> MAP scores iXL scores Career readiness certificates Vocational assessments Graduation exemptions/reductions IEP/504 CTE credits earned (transcript) Intervention supports Other: | | | | |

****1. Student answers the following questions upon enrollment; staff will review periodically and update as needed:****

| | |
|--|---|
| What are your goals and priorities when you transition back to your district school? | What are your career goals and your plans after high school? (Career/College/Job Training plan) Type N/A if not applicable |
| | College/junior college: Employment: Vocational/Trade school: Military: Other: |
| Do you feel like you have the supports you need to reach your goals? If yes, what or who are they? If no, what supports do you wish you had in place? | What are a few things that you wish people knew about you? |
| | |
| What are some things that have helped you academically? | What are some things that have helped you behaviorally? |
| | |

****2. Based on identified areas of need, the current PCOE team then outlines supports and follow-up plans in the area(s) below:****

| | |
|---|--|
| Academic What strategies or supports have worked best for the student? Where might they need additional assistance or motivation? • | Social-Emotional-Behavioral What behavioral support strategies have worked best for the student? • |
| Existing Professional Supports List any county- or community-based supports that are already in place for the student (with contact info) to ensure ongoing communication and collaboration. • | Additional referrals recommended Outline possible resources that would likely benefit the student or family (e.g., school-based counseling, linkage with Wellness Center, McKinney-Vento, job training resources, etc.) • |

Other

What other obstacles need to be addressed based on the feedback from the receiving school, parent/guardian, or probation? (e.g., relationship repair needed at receiving school, positive connection with one adult, “warm handoff” to Wellness Center staff, etc.)
 What is the plan to address those?

-

NWEA MAP Scores (or iXL scores), Growth Goals, and Support Plan

| Initial MAP or iXL scores | Test Date | Score | Goal score for next MAP test or N/A | Student and teacher’s collaborative plan to support meeting growth target goals: |
|---------------------------------|-----------|-------|-------------------------------------|--|
| MATH | | | | Date of meeting: |
| READING | | | | Action plan: |
| LANGUAGE USAGE | | | | |
| Credit updates and action plan: | | | | |

| Initial MAP or iXL scores | Test Date | Score | Goal score for next MAP test or N/A | Student and teacher’s collaborative plan to support meeting growth target goals: |
|---------------------------------|-----------|-------|-------------------------------------|--|
| MATH | | | | Date of meeting: |
| READING | | | | Action plan: |
| LANGUAGE USAGE | | | | |
| Credit updates and action plan: | | | | |

| Initial MAP or iXL scores | Test Date | Score | Goal score for next MAP test or N/A | Student and teacher’s collaborative plan to support meeting growth target goals: |
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| READING | | | | Action plan: |
| LANGUAGE USAGE | | | | |
| Credit updates and action plan: | | | | |