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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
<p>Monthly School Site Council meetings will be held to provide updates and solicit feedback about Community School implementation.</p>	<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>
<p>Align with LCAP Goal 3, Action 3.3 Engage families and students</p>	<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>
<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>	<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
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Key Staff/Personnel

<p>Community Schools Coordinator</p>	<p>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>
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<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
<p>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.</p>	<p>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).</p>
<p>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.</p>	<p>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.</p>
<p>Develop and implement a systematic process for onboarding and integrating new partners into the school's community engagement framework.</p>	<p>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.</p>

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
<p>LCAP Goal 3, Action 3.8 Coordinate mental health supports and services</p>	<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>
<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>	<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
<p>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)</p>	<p>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.</p>	<p>Meeting minutes reflect monthly monitoring of LCAP progress by Court School Leadership.</p> <p>The Placer County Board of Education approves annual LCAP updates and revisions.</p>
<p>LCAP Goal 3 Metrics/Desired Outcomes to support fostering safe, engaging, and connected school environments for all students.</p>	<p>Average scores on the PBIS School Climate Surveys will maintain a minimum score of 3 across families/guardians, students, and staff.</p> <p>These surveys are administered annually, reported to the Board of Education, and incorporated in action planning meetings with Court School staff and partners.</p>	<p>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>

<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.
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