

Cedarwood Elementary & Paradise Unified School District Community Schools Implementation Plan

SCHOOL SITE CONTACT INFORMATION

Implementation Plan	Paradise Unified, July 2024 – July 2025, Request for Application
District Name	Paradise Unified School District
School Name	Cedarwood Elementary
Grades	Transitional Kindergarten – 6 th grade
School Contact Person	Mike Lerch, Principal
Implementation Team Contact Person	Carrie Dawes
Implementation Team Contact Email	cdawes@pusdk12.org

PRIORITY 1: COLLECTIVE PRIORITIES: THE NEEDS AND ASSETS ASSESSMENT:

School sites plan and execute a deep needs and asset assessment, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Stakeholders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the emerging core priorities.

The collective priorities in Paradise Unified School District (PUSD) and the surrounding area can be distilled into a single word: *rebuild*. PUSD is a rural school district made up of seven school sites, spread across twenty-one miles serving fifteen hundred students. The district is perhaps most well-known for its safe evacuation of 3,500 students the morning of November 8th, 2018, when a mega-fire spawned from faulty PG&E

equipment rose 200 feet in the air, fanned by the dry autumn wind. The speed and intensity of the *Camp Fire's* spread outstripped every emergency contingency plan, consuming nine out of every ten homes in the community, incinerating cars along the five routes out of Paradise, and turning the outside air to an estimated 200F (Mooallem, 2019). The catastrophe has spawned continuous news coverage five years later, including articles by The New York Times and Washington Post, a Netflix documentary produced in 2019, a major book published in 2021, and an upcoming feature film produced by Jamie Lee Curtis (Watkins-Bennett, 2022). With the exception of other rural and razed communities like Burnt Ranch School District in Northern California and Lahaina Complex Area in Maui, the story of the destruction is often where the story ends. However, in the surrounding community of Paradise, Magalia, and Stirling City and their local school district Paradise Unified (including the 66% of PUSD staff who chose to remain after the fire), the only option that could be postulated, either spoken or felt, was to begin again – to rebuild.

One significant piece toward the rebuilding effort has been PUSD establishing a California Community Schools Partnership Program Implementation Team. The Implementation Team, in consultation with an LEA-Based Steering Committee and Site-Based Advisory Councils, was tasked with the development of a needs and assets assessment that included an education campaign aligned with the Community Schools framework, engaging a diverse constituency of interest-holders through multiple capacity-building strategies, prioritizing a list of site-specific gaps or inequities, and devising a plan to meet those gaps through improved community partnerships. Advisory Councils were consulted at each phase of the needs and assets assessment to determine the Implementation Team's focus and direction of efforts.

The roles of PUSD's California Community Schools Implementation Team, Steering Committee, and Advisory Councils were as follows:

Initial Implementation Team: The Initial Implementation Team was made up of an administrator placed on special assignment to spearhead the Community Schools (CS) project (and will continue as PUSD's dedicated Community Schools Coordinator), the School-Based Clinician Coordinator, the Assistant-Superintendent/CBO, and the Outreach Coordinator. These four members formed the "central kernel" of PUSD's CS project and were selected by the CS Coordinator to help deliver on this endeavor. The Implementation Team's primary role was to introduce the California Community Schools Framework at each site, advance each site's need and assets assessment using the National Center for Community Schools "Needs Assessment Toolkit," follow up with community partners based on guidance from the Advisory Councils, and liaison with the Steering Committee to request resources and ensure alignment with other district-wide initiatives. This Initial Implementation Team approach to completing assets and needs assessments at all sites was utilized for several reasons. It ensured a consistent, systematic process for generating a site's needs and assets profile, an implementation plan that was responsive to each site's unique profile while maintaining coherence with the district's broader strategic priorities.

LEA-Based Steering Committee: The Steering Committee featured a roster of key district leaders, including district administrators, school board members, local COE mental wellness advisors, and community partner agencies (see Artifact 5, *PUSD Tiered System of Support*, for full Steering Committee roster). The primary role of the Steering Committee was to provide resources and technical support for the Implementation Team's assessment process, as well as check implementation plan alignment with district-wide initiatives, namely the district's LCAP goals and MTSS priorities. Importantly, the Steering Committee ensured the Implementation Team had adequate coverage to devote themselves to the Assets and Needs Assessment process, including the approval of overtime and the hiring of substitute administrators and other support staff. The Steering Committee made this commitment because it viewed PUSD as uniquely situated to take advantage of the Community Schools Partnership Program even among other rural districts. This is because Paradise, Magalia, Stirling City, and are actively *rebuilding* their rural community assets – from their place to their people – which includes the opportunity to reinvent what community partnership and whole-child pedagogy look like.

Site-Based Advisory Council: The Site-Based Advisory Council was formed out of Cedarwood Elementary's existing School Site Council, with the addition of parents, staff, and students who joined to support the direction and effort of the assets and needs assessment. The Advisory Council featured a roster of key site leaders, including the site administrator, teachers, and staff from general and special education, mental health clinicians, student representatives, and parent representatives (see Artifact 5, *PUSD Tiered System of Support*, for full Advisory Council roster). The primary role of the Advisory Council was to provide direction on the content and methodologies for mapping their site's assets and needs. In addition, they were to analyze the results of the surveys and other data, and determine their site's top three priorities based on the results of their analysis and alignment with district initiatives and the broader CS framework.

The Assets and Needs Assessment for Cedarwood Elementary went as follows:

Community Schools Framework Education Campaign: The Implementation Team began its CS project with an education campaign on the CS framework at Cedarwood. This involved a presentation to staff on the "whole-child" approach to education, including the Four Pillars and Four Cornerstones that comprise the CS Framework. One purpose of raising awareness was to recruit interest among staff, parents, and students to join the Advisory Council. The Implementation Team solicited involvement via in-person, paper, and digital communications, including an additional targeted approach to recruit student representatives, SPED teachers, families living on the Upper Ridge, and families of color. The Implementation Team agreed upon this additional targeted approach to ensure equitable representation on its Advisory Council that it might not otherwise have.

Mapping Cedarwood Assets: The Implementation Team and Site-Based Advisory Council inventoried service providers currently operating at Cedarwood. This inventory

was compiled into a tiered list of services based on the acuity of needs (see Artifact 5 *PUSD Tiered System of Support*). Several key assets identified by the Advisory Council include:

- Embedded mental health clinicians for SEL lessons and individual or group counseling
- Comprehensive SEL programming (“RULER”) for professional development and student support
- Dedicated Professional Learning Community time for professional/pedagogical development
- Home visits and wellness checks provided by PUSD’s Outreach Team
- Afterschool programming and tutoring are provided by BCOE.
- Kelvin Education for surveying dimensions of school climate and well-being among students, staff, and families
- GoGuardian for suicide prevention, safety, and security alerts

In addition, the list includes resources that will be offered for Cedarwood through the PUSD Family Resource Center (FRC) pending grant approval. This potential asset was envisioned based on the results of survey data and gap analysis conducted during the second Site-Based Advisory Council meeting.

Identifying Cedarwood Needs: To begin addressing service gaps at Cedarwood, the Implementation Team and Site-Based Advisory Council used a combination of satellite data (California Dashboard), map data (Kelvin Education surveys, Healthy Kids Survey), and street data (focus groups, interviews) to create a profile of needs. These needs include:

- Integrated family services to address high rates of socioeconomic disadvantage among families (76.3% low SES)
- Improved family outreach and engagement to address chronic absenteeism (48.6% chronic absenteeism)
- Increased integrated mental health supports to improve student emotion regulation and positive coping (31% of students overall and 37% of Hispanic students report dysregulated emotions while at school)
- Increased avenues for restorative practice that offer an alternative to suspension (5.7% of students suspended at least one day)
- Increased before- and after-school tutoring to address learning gaps, especially in the areas of English and Math (62.2 and 54.4 points below standard)
- Improved and increased inclusive practices and supportive services for ethnic minority students (54.8% of Hispanic students are chronically absent)
- Improved and increased inclusive practices and supportive services for disabled students (2.1% suspended at least one day and 43.5% chronically absent)
- Increased mental health support and opportunities for professional development for teachers and staff

In sum, the first Site-Based Advisory Council meeting resulted in a map of Cedarwood’s assets sorted into tiers and a list of needs based on the three levels of data. These

results, along with results from the other Site-Based Advisory Councils, were collected and inputted by the Implementation Team into a working draft of surveys that would go out to students, staff, and families for gathering feedback on the most effective community schools strategy.

Family, Staff, and Student Survey Creation: The Implementation Team designed three surveys –staff, parent, and student – for gathering feedback on and prioritizing the assets and needs identified by the Site-Based Advisory Councils. While the surveys reflected a consolidation of assets and needs expressed by all school sites, the Implementation Team acknowledges that each site’s assets and needs will be unique to its local ecosystem of people and place. Through the Implementation Team’s efforts to engage a high volume and wide-ranging group of interest-holders, this implementation plan aims to both maximize efficiency (e.g. Resume building workshop for all parents offered at the FRC) while being tailored to a site’s unique suite of challenges and skills. (e.g. Moms of the Ridge)

Draft surveys were sent to Site-Based and LEA-Based Advisory Councils for member checking prior to sending out as final versions. Once surveys were confirmed by Advisory Council leads, two rounds of digital surveys were sent out to all staff and families over eight weeks. Student surveys were sent out once over 4 days to all grades 3rd and up, in consultation with site principals. Survey results were organized by the Implementation Team and presented to Site-Based Advisory Councils during the second meeting. Analysis included a breakdown of the priorities for adopting the CS approach, with staff, parents, and students weighing in on which priorities best addressed their site needs.

Through an iterative process of Site-Based Advisory Council discussion and survey analysis, the asset and needs mapping assessment initiated by the Implementation Team reached consensus on the following four goals for adopting the CS Framework, emphasizing its **Four Pillars**:

Community School Pillars	Goals for Implementation	Measures of success
<i>Integrated Student Supports</i>	<i>Increasing capacity for integrated student supports through the establishment of the Family Resource Center; Increased access to services through integrated Wellness Coaches and School-based Clinicians; and Extended partnership with local agencies</i>	Leverage Kelvin and Healthy Kids Survey to track impact of current student support services; Track numbers of referrals to counseling inside PUSD and to outside counseling agencies; Track FRC referrals and usage
<i>Family and Community</i>	<i>Increasing family and community engagement through family</i>	Leverage Kelvin to increase family

<i>Engagement</i>	services and year-round staffing provided by the FRC; Expanded family outreach by the Outreach Coordinator Team; and Extended services for the PUSD District Nurse to serve families living in remote and frontier areas	engagement by surveying well-being among families and to direct engagement strategies through the FRC; Collaborate with Outreach Team to modify surveys to fit family language practices, including multilingual surveys; Create webpage that advertises FRC services
<i>Collaborative Leadership and Practices</i>	<i>Increased collaborative leadership and practices</i> through monthly and quarterly updates on CS grant progress to all parents, staff, and students; Investment in restorative practices training for teachers and staff as alternatives to suspension; Extended contracting with Professional Learning Community coaches for all TK-12 th grade staff and administrators	Utilize more Google Surveys for soliciting staff and family input on decision making; Advertise option to Zoom in SSC meetings; Create multiple pathways for families to leave feedback on FRC and other Paradise Ridge services
<i>Extended Learning Time and Opportunities</i>	<i>Extended learning time and opportunities</i> through increased partnership with afterschool and summer programming for all students. Offer transportation home after activities, TK-12 th grade	Create measure for Boys & Girls Club to track student feedback on afterschool and summer activities; Provide additional after school tutoring in areas of Math and English for all grade levels

Importantly, these Advisory Council goals are aligned with PUSD's district priorities and LCAP goals and the CS Framework. Tom Taylor, superintendent of PUSD, has outlined three district goals aligned with Multi-tiered Systems of Support (MTSS) since emerging from the Camp Fire and COVID-19: reducing chronic absenteeism, expanding student experience of Social-Emotional Learning (SEL), and improving staff Professional Learning Communities (PLC). In addition, these district goals align with PUSD's LCAP Goals for improving academic achievement, school climate, and educational partnerships. Both of these equity-enhancing PUSD initiatives align with the CS Framework to integrate academics, health, and social services as part of a whole-child approach to education. Taken together, Paradise Unified as a district organization and

the local community are committed in their mutual responsiveness for meeting student and family needs.

Below is a summary table of the gaps, supports, measures, and alignments for Cedarwood's vision as a CS:

Gap	Action	Indicators of success	LCAP and CS Alignment
Cedarwood has a gap in services for mental health support for students given demographic (low SES) and geographic (rural) barriers, and student self-report of dysregulation on Kelvin surveys	Cedarwood will add to its number of school-based mental health supports (clinicians and coaches), and establish a FRC to address these gaps. In addition Cedarwood will hire a Wellness Coach to assist with tier 1-2 behaviors	Cedarwood will track outcomes using several indicators: Kelvin self-report data of student well-being; number of referrals for counseling; CA Dashboard suspension rate; and FRC use rate	Cedarwood Integrated Student Support
Cedarwood has a gap in services for family engagement given high rates of absenteeism, and demographic and geographic barriers	Cedarwood will address these gaps by establishing a FRC, hiring an additional Outreach Social Worker, and hiring an additional part-time nurse	Cedarwood will track outcomes using: FRC use rates, FRC website feedback, annual site surveys to parents, and CA Dashboard absenteeism rate	PUSD Family and Community Engagement
Cedarwood has a gap in collaborative leadership practices due to its lack of Restorative Practices and lack of regular student-family-staff engagement	Cedarwood will address these gaps by extending its participation in weekly PLCs, providing monthly and quarterly Community School updates to students, families, and staff, and participating in an	Cedarwood will track outcome using several indicators: CA Dashboard suspension rates; Staff feedback on PLC through Kelvin surveys; number of engagement	PUSD Collaborative Leadership and Practices

	annual Restorative Practices training.	letters and call-to-actions sent out to families; and family use numbers for FRC	
Cedarwood has a gap in extended learning time and opportunities due to limited partnership with BCOE afterschool program and absence of consistent summer programming;	Cedarwood will address these gaps by utilizing FRC, and establishing summer programming for its K-6 students	Cedarwood will track outcome using several indicators: number of students who utilize BCOE afterschool, and number of students who enroll in summer programming	PUSD Extended Learning Time and Opportunities

PRIORITY 2: SHARED UNDERSTANDING AND COMMITMENT

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, “Why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, in school branding, and throughout internal and external communication in multiple languages that are responsive to the community.

After engaging interest-holders to answer the question, “Why a community school for my school/district?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the Cornerstone Commitments:

- 1. Assets-Driven and Strength-Based Practice: Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture, and language.***
- 2. Racially Just and Restorative School Climates: Community schools commit to creating, nourishing, and sustaining school climates centered on embracing and supporting all students in the totality of school interactions.***
- 3. Powerful, Culturally Proficient, and Relevant Instruction: Community schools commit to being driven by teaching and learning relevant to, inclusive of, and centered in the wisdom, history, culture, and experience***

of students, families, and communities.

4. Shared Decision-Making and Participatory Practices: Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

A significant aspect of the educational campaign at Cedarwood and PUSD more broadly, on “Why a Community School?” was built on furthering the four Cornerstone Commitments to whole-child education. PUSD has long been an advocate for these Cornerstones through its belief in and dedication to inclusive teaching practices, a community-wide understanding of assets, and transparent governance. For instance, after a group of eight Women of Color alumni penned an open letter to the district recounting their personal experiences with racist and discriminatory behavior (Chen-Glasser et al., 2020), the district – led by its superintendent – fully collaborated with these alumni, local community groups, and current students and families to take immediate steps toward change, including the inauguration of a new PUSD Social Justice Committee.

This example serves as a paradigm case for PUSD in its effort to not only rebuild, but *reinvent* itself as a Community School District that pairs equity-centered pedagogy with egalitarian leadership. This reinvention is consistent with the PUSD mission statement to be an educational leader and to graduate “knowledgeable, productive, responsible citizens.” Indeed, the Implementation Team and LEA-Based Advisory Council have begun formally discussing the integration of the **Cornerstone Commitments** into future LCAP goals due to their alignment in values and stated objectives:

- LCAP Goal 1 / Cornerstone Commitment 3: Paradise Unified School District is committed to ensuring that all students have equal access and engage in challenging, relevant, standards-based curriculum and differentiated learning experiences.
- LCAP Goal 2 / Cornerstone Commitments 1 & 2: Provide positive, safe, clean, and well-equipped learning environments that will enhance students’ social, emotional, and physical well-being.
- LCAP Goal 3 / Cornerstone Commitment 4: Create exceptional connections by effectively engaging all educational partners by promoting various opportunities for parents, students, staff, and community members to be involved in the learning process and rebuilding Paradise Unified School District.

In addition, the Implementation Team and Cedarwood’s Advisory Council completed a Cornerstone Commitments self-assessment and plan for continuous improvement:

Cornerstone Commitment	Developmental Phase	Evidence for Phase	Plan for Continuous Improvement
Assets-Driven and	Excelling	Tier 1 RULER	CS-related hiring of

Strengths-Based Practice		systemic SEL; Wellness space; Onsite trauma-informed clinicians (integrated & agency collaboration);	mental health clinician; Tier-1 Wellness Coaches; Part-time school nurse for SPED students; Establishing Family Resource Center
Racially Just and Restorative School Climates	Evolving	Tier-1 PBIS; Tiers 1 & 2 RULER systemic SEL; Onsite trauma-informed clinicians	CS-related staff development in Restorative Practice; Anti-bias training; Trauma-informed practices; Cultural communication for inclusion; Improved MTSS integration and training
Powerful, Culturally Proficient and Relevant Instruction	Emerging	PLC weekly meetings and consultation with Creative Leadership Solutions; Teacher coaches providing additional instructional support	CS-related extension with Creative Leadership Solutions; Extended before- and after- school tutoring; Expanded transportation for school-based activities, including use of FRC;
Shared Decision Making and Participatory Practices	Evolving	SSC; LCAP; PTO; Welcome BBQ for families prior to school start each year, Pumpkin Pie with the principal; Back-to-school nights in Fall and Spring; Monthly staff meetings; Weekly PLC meetings; Biannual SPED service-provider meetings;	CS-related hiring of dedicated CS Coordinator; FRC lead office assistant; Additional Outreach Coordinator/Social Worker;

		County-wide/multi agency clinicians monthly meetings	
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PRIORITY 3: COLLABORATIVE LEADERSHIP

At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map their building and community to launch or revise site-level shared leadership structure(s).

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Collaborative Leadership Between Steering Committee & Leadership Team: Goals, Actions, and Indicators of Success
Goals (Year 1)
By the end of Year 1 of the CS Implementation Plan, the CS District Coordinator will help establish a Systems-Level Steering Committee and individual Site-Level Leadership Teams to implement the primary task of creating a Family Resource Center that meets site-level needs and asset maps.
Action Steps (Year 1)
<ol style="list-style-type: none"> 1. Establish a Steering Committee for coordinating the expansion of services at each school site consistent with CS implementation plan; Meet quarterly to review progress and address obstacles 2. Establish a Leadership Team to guide implementation in conjunction with Steering Committee; Meet monthly/quarterly to review and revise Assets & Needs Assessment 3. Establish FRC in collaboration with community partners, Steering Committee, and Leadership Teams
Indicators of Success (Year 1)
<ol style="list-style-type: none"> 1. Steering Committee is established <ol style="list-style-type: none"> 1.1. Agenda and minutes from quarterly meetings are disseminated to Leadership Team and community partners 1.2. Annual evaluation is created and distributed to Leadership Team, families, and community partners for continuous improvement 1.3. LCAP goals, indicators, and budget are written to reflect alignment with Cornerstone Commitments 2. Leadership Team is established to include a diverse constituency that includes

(among others): Principal, clinician and/or counselor, parent interest-holders, community interest-holders, teacher representation, and student representation

- 2.1. Leadership Team inaugurates quarterly Community Schools newsletter for all families and community partners based on agenda and minutes from quarterly meetings
- 2.2. Leadership Team provides Community Schools District Coordinator annual update of Assets and Needs Assessments based on progress and reflection with current implementation cycle
3. FRC is established in relative proximity to all school sites
 - 3.1. FRC is staffed with an office coordinator for scheduling, referrals, and responding to family, student, and community partner questions
 - 3.2. FRC begins operating/hosting family and student programming during school year and summer months
 - 3.3. FRC is given a dedicated webpage highlighting resources and programming, and is linked to PUSD's main website and individual school websites

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 graphics):

Paradise Unified School District Community Schools Steering Committee

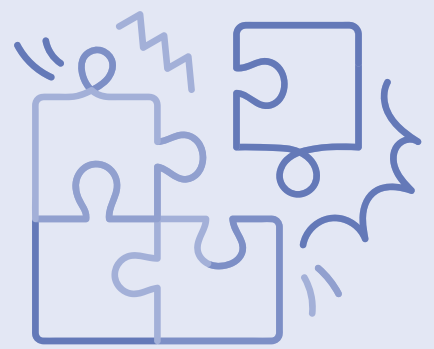


Carrie Dawes, Community Schools District Coordinator

Coordinating the implementation of the Community Schools Plan for all school sites. They work closely with each school site's Leadership Team, staff, and community partners to develop and implement a comprehensive plan that addresses a holistic approach for all students. They also serve as the coordinator for the Family Resource Center. They also work closely with the school site's Administrative Team and other stakeholders to collect and analyze data, coordinate regular interest-holder meetings, and develop recommendations for program improvement.

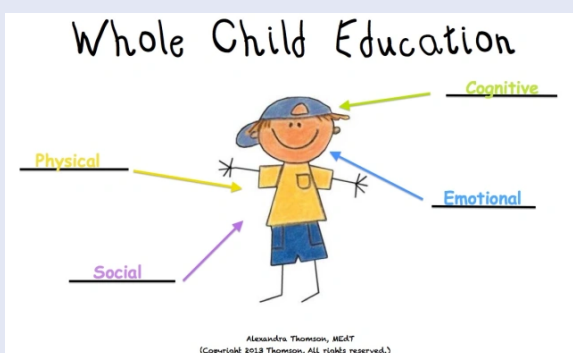
District Team

This team will consist of the CS District Coordinator, Robert Lester (Lead MH Clinician) Superintendent, Asst Supt/CBO, PUSD Board President, Dir. of Student Services, Dir. of Curriculum and Instruction, PUSD School Psychologist, PUSD Nurse, Dir. of Transportation, Dir. of Food Services, a representative from each Leadership Team, and participating community partners. This team will meet quarterly for updates, data, and program review and refinement. This team will review the CS Grants Goals and Objectives regularly and review the financial aspects, including budgeting, accounting, and reporting. They will work closely with the site leadership team to ensure resources are used effectively and efficiently and that financial goals are met.



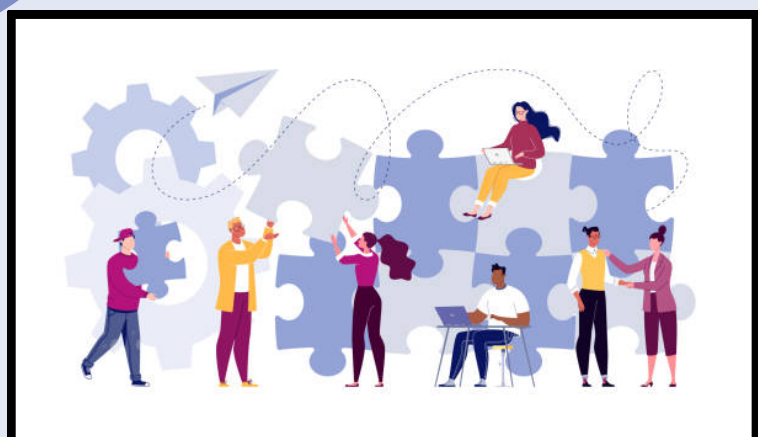
Robert Lester and Team

The Lead Mental Health Clinician will oversee the mental health and social-emotional support services and programs for all students in the District. They work closely with the CS Coordinator, school staff, Mental Health Clinicians, Site Leads/Wellness Coaches, and District Administration, and community partners to develop and implement programs that promote the well-being of students and families. They also ensure that services are culturally responsive and trauma-informed.



Student Services Team

The Outreach Coordinators, along with the Director of Student Services and CS Coordinator, will meet regularly and work closely with families needing basic needs and students struggling with attendance and ensure they have access to the services they need to succeed academically and socially. They'll make referrals to our community partners or other outside agencies as needed. They will utilize the Family Resource Center and the SARB Board for additional family support and resources.



Paradise Unified School District Community Schools Leadership Teams

Cedarwood Elementary School
Pine Ridge Elementary School
Paradise Elementary School
Paradise Junior High School
Paradise eLearning Academy
Paradise High School
Ridgeview High School

ADMINISTRATOR

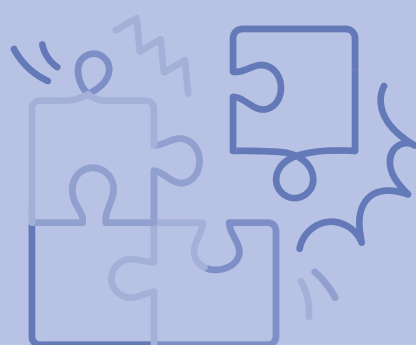
Coordinate and oversee the CS model at their specific site. They lead the school site staff meetings and the School Site Council meetings and work with the community partners at their site to implement a comprehensive plan that addresses and promotes the well-being of all students and families from a holistic approach. They also serve as the primary liaison between their site and the CS Coordinator, District Team, Clinicians, Site Lead/Wellness Coaches, and Student Services.

SCHOOL COUNSELOR(S)

Ensure that all students and families receive the integrated services they need. Make proper referrals with available resources and the Family Resource Center. They work closely with the Lead MH Clinician, attend monthly collaboration meetings, and ensure that the services provided are culturally responsive and meet the needs of a diverse community; aim to break all barriers preventing equitable services among students. The school counselors will work closely with the mental health counselors and other service providers for sitewide awareness programs, referrals, and collaboration of services.

CCSPP TEAM

Site Leads/Wellness coaches and Leadership Team (TBD), along with their health clerk, will meet monthly with the administrator, site counselor(s), parent representation, and student representation and monitor the following: all academic, social, and emotional trends or concerns being seen at their site. The team will work closely with the CS Coordinator to ensure that funds are allocated appropriately per the parameters of the CS grant. In addition, they will work to ensure that their site-based programs align with the LEA's overall goals and objectives, and all aspects of the community school model.



PRIORITY 4: COHERENCE: POLICY AND INITIATIVE ALIGNMENT

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA levels. LEA pursues new policy initiatives that comprehensively define community schools while allowing local implementation flexibility. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives.

The district and its individual sites will de-silo their policies and initiatives through a coordinated effort of aligning district-wide and site-level strategies with the CS Framework. The Steering Committee will oversee district-level alignment with the CS Framework through refining its LCAP and district goals to reflect the Four Pillars and Cornerstone Commitments. The Leadership Team will oversee site-level alignment with the CS Framework through redefining local parent, staff, and student initiatives such as its RULER and MTSS trainings, Parent Compact, and SSC priorities. Taken together, the CS Framework will be made a coherent and visible part of the district’s rural identity.

PUSD will align its district goals and initiatives alongside site-level CS implementation. This means aligning district and LCAP goals with the CS Framework to ensure that all future district and site initiatives reflect its partnership with the CS Framework.

Policy and Initiative Alignment for Steering Committee & Leadership Team: Goals, Actions, and Indicators of Success
Goals (Year 1)
<p>By the end of Year 1 of the CS Implementation Plan, the Steering Committee will ensure explicit alignment between CS Framework and initiatives, district-wide initiatives, and strategic plans.</p> <p>By the end of Year 1 of the CS Implementation Plan, the Leadership Team will ensure the CS Framework is reflected in their communications, site teams, and budget</p>
Action Steps (Year 1)
<p>Steering Committee:</p> <ol style="list-style-type: none"> 1. Cornerstone Commitments will be updated to reflect LCAP Goals. CS initiatives and priorities will be revisited every other year for alignment with LCAP goals <ol style="list-style-type: none"> 1.1. Cornerstone Commitment 3 will be updated with LCAP Goal 1 1.2. Cornerstone Commitments 1 & 2 will be updated with LCAP Goal 2 1.3. Cornerstone Commitment 4 will be updated with LCAP Goal 3 2. MTSS priorities and District Goals will be updated to reflect language from Four Pillars and Cornerstone Commitments <p>Leadership Team</p>

<ol style="list-style-type: none"> 1. Parent-School Compact will include reference to the whole-child approach to education, Four Pillars of CS, and Four Cornerstone Commitments 2. School Site Council agenda and minutes will reflect CS Pillars and Commitments 3. RULER and MTSS will be modified to show alignment with CS Pillars and Commitments
Indicators of Success (Year 1)
<p>Steering Committee</p> <ol style="list-style-type: none"> 1. Develop comprehensive plan that includes LCAP, District Goals, MTSS priorities, and Community School Pillars and Commitments 2. Develop system of regular communication between CS District Coordinator, Steering Committee, and Leadership Teams to ensure alignment with district, school, and CS initiatives <p>Leadership Team</p> <ol style="list-style-type: none"> 1. Modify school initiatives to reflect Four Pillars and Cornerstone Commitments. 2. Provide annual update to CS District Coordinator 3. Add standing agenda item for SSC to review Implementation Plan progress and update Assets & Needs as part of continuous improvement 4. Provide training to staff and counselors on Restorative Justice to enhance equity practices within existing behavior guidance strategies (MTSS and RULER)

PRIORITY 5: STAFFING AND SUSTAINABILITY

Schools and systems address staffing. As needed to serve 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 sustain core staffing through long-term funding.

Cedarwood Elementary and the CS District Coordinator will work in tandem with the Steering Committee to staff and sustain its CS initiative through a combination of: designating key roles and responsibilities, matched in-kind support from district and community partners, layered and braided funding strategies, and effective site programming and system of knowledge management.

The table below outlines the goals, actions, and metrics for delivering a sustainable Community Schools program

Staffing and Sustainability for Steering Committee & Leadership Team: Goals, Actions, and Indicators of Success
Goals (Year 1)

Steering Committee:

By the end of Year 1 of the CS Implementation Plan, the Steering Committee will establish and staff the FRC and site-level personnel for executing individual implementation plans with efficiency and effectiveness.

Leadership Team:

By the end of Year 1 of the CS Implementation Plan, the Leadership Team will have a fully staffed and competent personnel to work in close coordination with the Community Schools District Coordinator

Action Steps (Year 1)

Steering Committee:

1. Write all job descriptions, obtain approval and post through local COE, social media, and EdJoin
2. Hire diverse, multilingual staff where available to support site-level implementation of CS initiatives
3. Develop a multi-strategic fiscal map in collaboration for maintaining CS initiatives
4. Provide technical assistance to District CS Coordinator

Leadership Team

1. Form Leadership Team that includes Principal, School Clinician, Site Lead/Wellness Coach, Nurse, and interested staff to work in close connection with CS District Coordinator
2. Comprehensive, annual training program for maintaining CS skill sets and knowledge within the site's collective wisdom, provided to all new staff
3. Develop site system for maintaining organizational knowledge related to CS implementation plan
4. Create referral structure for the FRC's various service

Indicators of Success (Year 1)

Steering Committee

1. Fully staffed Leadership Team to coordinate district resources with CS initiatives
2. Create fiscal map layered with LCAP and other district funding streams for sustaining CS implementation plans
3. Maintain or exceed 33.3% match funding through use of other PUSD funds
4. CBO or other fiscal agent will explore opportunities for braiding community partners' grant funding with the CS initiatives
5. District CS Coordinator will review site staffing and training needs to fulfill implementation plan on an annual basis

Leadership Team

1. Established fully functioning Leadership Team
2. Participate in at least two (2) professional development trainings in Collaborative Problem-Solving (CPS) or related strategy, and align with RULER training

3. Dedicated knowledge management system using shared Google Drive with documented procedural knowledge, community partners spreadsheet, evaluative measures for FRC and other CS implementation planning, and sustaining wisdom and best practices
4. Create Google Form referral for directing and tracking student and family use of FRC

Key staff and responsibilities for CS implementation will be as follows:

Steering Committee	
Key staff	Responsibilities
Community Schools Coordinator (Carrie Dawes)	Coordinates the implementation of the community school model at all sites. They work closely with the district Steering Committee, site Leadership Team, school staff, families and community partners to oversee progress on the site's implementation plan. The CS Coordinator is responsible for monitoring implementation plan progress, addressing barriers to progress, Leadership Team cohesion, and community and family input to close gaps in the school's ability to meet the academic, social, and emotional needs of its students. The CS Coordinator acts as the primary go-between for site Leadership Teams, the district Steering Committee, and the California Department of Education
Director of Student Services (Dena Kapsalis)	Coordinates and is responsible for all Special Education services, Speech-Language Pathologists, and Individual Education Plans, advocates and connects students/families to educational programs based on students' needs. Works directly with Butte County SELPA as support to ensure all students are represented with equity and fairness and with the most opportunities for student success.
Director of Food Services (Tanya Harter)	The Director of Food Services plays a crucial role in promoting the well-being and health of students by providing nutritious and safe meals in compliance with regulatory standards. In addition, all menu planning, follows nutrition guidelines, proper procurement, community

	engagement, and compliance.
School Psychologist (Carly Ingersoll)	Responsible within the entire district to support the social, emotional, and academic development of students. Their primary focus is on promoting a positive and inclusive learning environment. They also take the lead on student assessments and evaluations, Behavioral Interventions Plans, and Consultations with students, parents, and families. Works directly with all school staff, SPED and GenED, and the Director of Student Services.
Assistant Superintendent/CBO (David McCready)	Manages the budgeting, accounting, & reporting. They work closely with the CS Coordinator and Leadership Team to ensure that resources are used efficiently and financial goals are met. Responsible for the solvency of the school district, future financial aspects, planning, financial auditing, and projections.
School Nurse (Carol Bengson)	This position involves a combination of healthcare, education, and advocacy. Responsible for student medication management, immunization compliance healthcare assessments and screenings, and working directly with public and private resources, key partners, and local agencies to serve all students for all needs.
Direct of Transportation (Rubina Hartwig)	This person is responsible for overseeing and managing all aspects of the transportation department, ensuring the safe and efficient transportation of students to and from school and related activities. Fleet management, route planning, compliance, driver training, safety, and communication with all interest holders, including working directly with families and students.
Outreach Coordinator (Cris Dunlap)	This coordinator is responsible for Home Visits, Monitoring Chronic Absences and Truancy Letters, Monthly SARB meetings, Forms 10 & 11 Coordinator, and District Community Liaison.

	Works directly with families to connect and advocate for the needs of the students/families.. Additionally, this person is the District ELPAC Coordinator and Test Administer for PUSD, Parent Liaison for Spanish-speaking Families, IEPs, Teacher Meetings, etc.
Leadership Team	
Key staff	Responsibilities
Principal (Mike Lerch)	Leads the school site's Leadership Team, school staff, and community partners in implementing the CS model at the site level. Oversees management of assets, prioritization of needs, and strategies for addressing gaps to improve the academic, social, and emotional needs of students.
Site Lead/Wellness Coach (TBD)	Builds and maintains relationships with students, families, community organizations, and other interest-holders. They work closely with school staff and community partners to identify and address the needs of families and to ensure that they are engaged and involved in the community school model. They also play a key role in coordinating the delivery of services through the FRC, ensuring they are culturally responsive to meet the needs of diverse communities
School-based Clinician (Callista Ruiz/Amy Jensen)	Attends student and family social-emotional needs, foster a positive school-climate, and participate in restorative practices. They will work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities
Teachers	Serves on Leadership Team to provide important feedback from the teacher perspective on prioritizing needs and strategies for addressing gaps in delivery of culturally responsive academic, social, and emotional services at the site-level

Parent Representative	Serves on Leadership Team to provide important feedback from the family perspective on prioritizing needs and strategies for addressing gaps in delivery of culturally responsive academic, social, and emotional services at the site-level
Student Representative	Serves on Leadership Team to provide important feedback from the student perspective on prioritizing needs and strategies for addressing gaps in delivery of culturally responsive academic, social, and emotional services at the site-level

Sustainable Revenue Stream

PUSD is committed to implementing an effective and sustainable Community Schools plan for each site in its district through a combination of community support and multi-strategic approaches to funding. The Implementation Team has already established an impressive list of partnerships with local agencies, businesses, and key community interest-holders to support and sustain CS initiatives. For example, PUSD has agreements with Boys and Girls Club to expand their afterschool and tutoring services for students, and with Youth for Change to expand their integrated mental health and wraparound support to students and families (see Artifact 3- PUSD Community School Partner Roles and Responsibilities for a complete list of partnerships). Working to expand existing services is a key strategy in PUSD's approach to building a sustainable CS model.

In addition, PUSD will layer existing funding sources, including funds from the North Valley Community Foundation Grant, MHSSA, LCAP, and Title funds, to support CS funding for its implementation plans. PUSD is also collaborating with BCOE to hire certified Wellness Coaches as CS Leads to pilot Fee-for-Service Medi-Cal billing in return for providing mental health and wellness support to students and families. If effective, PUSD will pursue expansion of its Fee-for-Service Medi-Cal billing operation to include school-based Fee for Services using the School-based Clinicians, School Psychologists, Nurses, etc., already employed by PUSD, as well as school-linked fee for services using the outpatient behavioral health agencies currently contracted with PUSD. These strategies of layered funding and generating additional revenue will ensure the CS initiative will be sustained over time while improving access to highly sought-after services for our students and families.

Build Capacity and Sustainability

PUSD will build capacity through a strategy of hiring qualified individuals, providing effective training, capturing organizational wisdom through a system of knowledge

management, and improving services through solicited feedback. Qualified individuals will be recruited by a broad-reaching hiring process undertaken by the Steering Committee. Effective training will be provided by reaching out to regional and state collaboratives on best practices for CS implementation, as well as investing in CPS or related strategies training. Organizational wisdom will be captured by a system of knowledge management that will be stored on a dedicated Google drive for each Leadership Team. This will include capturing knowledge and best practices from training, team meetings, and learned wisdom from trial and error. Lastly, services introduced or expanded on by the implementation plan, as well as extant site assets, will be surveyed by consumers of those services for reflection and continuous improvement.

In addition, PUSD will focus heavily [early on] with efforts in training their own employees to take on additional roles in the district, e.g. teaching the Strengthening Families Program. Butte County Behavioral Health and First 5 of Butte County have both offered to train PUSD staff to take over the SFP. Programs such as Operation Wolverine offered for Ridgeview High School students could also be facilitated by trained PUSD employees making these programs available, not dependent upon outside agencies. As these agencies' funding is reduced, the Paradise, Magalia, and Stirling City community programs are first to be cut due to the rural area. This forces our families to drive out of the area should they want to participate.

PRIORITY 6: STRATEGIC COMMUNITY PARTNERSHIPS

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school. 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.

Strategic Community Partnerships: Goals, Actions, and Indicators of Success
Goals (Year 1)
<p>Steering Committee: By the end of year 1 of the CS Implementation Plan, the Steering Committee will work with all partnering agencies to convert all letters of intent to MOUs/contracts included in the Community Schools Partner Roles and Responsibilities matrix for implementing the CS model at each site.</p>

<p>Leadership Team:</p> <p>By the end of year 1 of the CS Implementation Plan, the Leadership Team will expand the Community Schools Partner Roles and Responsibilities matrix to include additional partnerships with agencies and businesses, and will consolidate training and services into the daily operation of site-based services where applicable.</p>
Action Steps (Year 1)
<p>Steering Committee:</p> <ol style="list-style-type: none"> 1. Formalize letters of intent into MOUs or contracts for the Community Schools Partner Roles and Responsibilities matrix 2. Host end of year CS Review with Leadership Teams, Site-Based Advisory Councils, and key interest-holders to discuss best practices for continuous improvement and ensure community partner involvement. <p>Leadership Team</p> <ol style="list-style-type: none"> 1. Provide updated Community Schools Partner Roles and Responsibilities matrix to CS Coordinator 2. Identify additional community partners for the following year's implementation planning 3. Identify services provided by partners that can be consolidated into daily operation of site-based services 4. Site Lead/Wellness Coach proficient in referring to FRC and extended school programming (e.g. before/after school, summer school) 5. Creation of Relational Mapping to identify at risk students for targeting support systems
Indicators of Success (Year 1)
<p>Steering Committee</p> <ol style="list-style-type: none"> 1. MOUs/Contracts for first year of Implementation Plan on file in District Office 2. Next year's MOU/contracts renewed, renegotiated, or discontinued with explanation to ensure transparency 3. End of year CS Review conducted, including representatives from each site's Leadership Team, Advisory Council, and any additional key interest-holders (e.g. School Board members) <p>Leadership Team</p> <ol style="list-style-type: none"> 1. Increase community partnerships to improve school-based initiatives by at least one additional partner each year 2. Create and document at least one new training that can be provided within the school site to address an identified gap 3. Create plan to increase referral rate for FRC by 15% over two years using Relational Map as guide

The CS Implementation Team, in consultation with the Steering Committee and Advisory Council, has established an extensive plan of partnerships to address gaps in whole-child services. These partnerships were formed with the Four Pillars of the

Community Schools Framework and are aligned with the Cornerstone Commitments.

Pillar 1 Integrated Student Support: This pillar will be addressed through partnerships that provide school-based mental health support, health care services, and wrap-around services. Examples of these partnerships will include expanding PUSD's contract with local counseling agency Youth for Change and their Tier 3 (i.e. high needs) school-based counseling service, contracting with Divine Dental to provide oral health screenings, cleanings, and education, contracting with local fitness center Paradise Stronger to provide fitness instruction, contracting with Butte County Public Health to provide immunizations and health screenings, and expansion of current mental health services to include more school-based clinicians and the addition of certified Wellness Coaches.

Pillar 2 Family and Community Engagement: This pillar will be addressed through partnerships that focus on providing family services to strengthen outreach and collaboration with the school. Examples of these partnerships include contracting with First 5 of Butte County to offer parent education and support during a critical window of child development, contracting with the local university's (CSU, Chico) Eco-therapy program to provide forest therapy experiences for families, and expanding PUSD's outreach program to bolster support for chronically absent students and their families.

Pillar 3 Collaborative Leadership and Practice: This pillar will be addressed through partnerships that focus on improving School Site COE collaboration, teacher-teacher collaboration, and teacher-parent collaboration. Examples of these partnerships will include extending contracts with Butte COE to provide training in restorative practices and PBIS/MTSS professional development to teachers and counselors, extending contracts with Creative Leadership Solutions to provide effective instructional strategies for teacher-teacher Professional Learning Communities, and extending RULER's SEL training to emphasize teacher-parent collaboration through offering parents and caregivers the opportunity to learn RULER tools and develop emotional intelligence.

Pillar 4 Extended Learning Time and Opportunities: This pillar will be addressed through partnerships that focus on extended and expanded learning opportunities to students through academic support, project-based learning, before and after school programming, interventions, and summer programming. Examples of these partnerships will include extending contracts with Boys and Girls Club of the North Valley to increase capacity for their after school enrichment program, contracting with the Magalia Community Center to provide no-cost summer activities for students and families, contracting with Butte County Behavioral Health to provide experiential Social-Emotional Learning, and potential future contracting with local transit system B-Line Public Transportation to provide micro-transit within Paradise-Magalia during after school activities.

Many of these initiatives will be solidified and housed under PUSD's plan to establish its first-ever Family Resource Center (FRC). FRCs are vital hubs for community assets and activities, promoting a sense of togetherness and social cohesion, especially when

social isolation is a common feature in rural districts like PUSD. PUSD will launch a variety of its planned CS initiatives through the FRC, which will be located near the Upper Ridge schools due to the area's relative socioeconomic disadvantage and heightened needs compared to the Lower Ridge. More importantly, the CS implementation plan will include transportation to and from the FRC for all sites to ensure the FRC acts as a community hub to all students and families, providing academic, physical, and mental health supports, afterschool and summer-school programming, and rebuilding the social connections within the community.

Communication between Steering Committee, Advisory Councils, Leadership Teams, and additional Partners

The focus and efforts of each School Site Leadership Team will be held in close partnership with its Advisory Council and the Steering Committee. The Leadership Team's partnership with its Advisory Council will ensure the implementation plan meets the diverse needs of the school, and will include monthly meetings facilitated by the CS Coordinator to ensure regular communication. Additionally, the CS Coordinator and each CS Lead will meet quarterly with the Steering Committee to ensure coordination with and alignment to district-wide resources and goals. Lastly, the CS Coordinator will pursue additional partnerships with regional, state and national assistance providers, such as Butte COE and other regional CS consortia, the State Transformation Assistance Center, and the national group Partners for Rural Impact, to share best practices and coordinate advocacy efforts.

PRIORITY 7: PROFESSIONAL LEARNING

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. The LEA develops a system of professional learning supports, including communities of transformative practice that include school-level advisory teams (coordinators, principals, teachers and other school implementers, students, families, and community partners) to share learnings and best practices that reimagine teaching and learning and support community-based curriculum and pedagogy.

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.

Professional Learning: Goals, Actions, and Indicators of Success
Goals (Year 1)
Steering Committee and Leadership Team: By the end of year 1, the Leadership Team and Steering Committee will participate in a Collaborative Problem-Solving training to facilitate a shared leadership and relationship-centered approach to supporting the CS initiative.
Action Steps (Year 1)

Steering Committee and Leadership Team:

1. Identify members to participate in the Think:Kids Collaborative Problem-Solving certified training
2. Schedule training for those site and LEA-based members to participate
3. Evaluate and provide feedback on training effectiveness

Indicators of Success (Year 1)

Steering Committee and Leadership Team:

1. At least one Steering Committee member in addition to the CS Coordinator and one Leadership Team member in addition to the CS Lead will participate in the Think:Kids Level 1 Certification in Collaborative Problem-Solving during Year 1, or related training
2. Steering Committee and Leadership Team members will provide feedback on training as at least 80% effective or explore a different training on collaborative methods
3. Members who receive training will disseminate training materials and resources to the rest of their respective team

PRIORITY 8: CENTERING COMMUNITY-BASED CURRICULUM AND PEDAGOGY

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

Community-based learning (CBL) is an approach to education that emphasizes the integration of classroom learning with community service and engagement. It is a teaching and learning strategy that seeks to connect students with the broader community and provide opportunities for them to apply academic knowledge and skills to real-world problems and issues. CBL can take many forms, including service learning, community-engaged research, internships, and other types of experiential learning.

The principles of CBL include the following:

- *Reciprocity: creating a mutually beneficial relationship between the academic institution and the community*
- *Empowerment: fostering the development of civic engagement, leadership, and critical thinking skills in students and community members*
- *Integration: connecting academic learning with community-based experiences to create a holistic and integrated learning experience*
- *Authenticity: ensuring that the community-based experiences are meaningful and relevant to the needs and interests of the community*
- *Reflection: providing structured opportunities for reflection on*

community-based experiences to promote deeper learning and understanding.

Professional Learning: Goals, Actions, and Indicators of Success
Goals (Year 1)
<p>Steering Committee: By the end of Year 1, the Steering Committee will possess sufficient background knowledge of Community-Based Learning (CBL) for supporting school sites in identifying community partners to integrate CBL.</p> <p>Leadership Team: By the end of Year 1, the Leadership Team will possess intimate background knowledge of CBL for supporting site educators in identifying community partners and developing classroom practices that integrate CBL.</p>
Action Steps (Year 1)
<p>Steering Committee:</p> <ol style="list-style-type: none"> 1. Identify community partners and intra-district staff who can support CBL in the classroom <p>Leadership Team:</p> <ol style="list-style-type: none"> 1. Identify and attend professional development in CBL 2. Disseminate training material and resources to the rest of the school site 3. Encourage teachers to work with students in identifying community partners for integrating CBL into curricula
Indicators of Success (Year 1)
<p>Steering Committee:</p> <ol style="list-style-type: none"> 1. At least 2 community partners and 2 intra-district staff are identified to provide sites with opportunities for CBL via in-classroom work and/or field-based learning <p>Leadership Team:</p> <ol style="list-style-type: none"> 1. Leadership Team attends at least one professional development training in CBL 2. Training resources and materials are added to the site's CS Google Drive 3. 15% of teachers will utilize at least one community partner or Steering Committee member associated with the FRC or related CS initiative to integrate CBL into their classroom 4. Participating teachers will share best practices for incorporating CBL into curriculum during PLC to increase support for teacher use of CBL

PRIORITY 9: PROGRESS MONITORING AND POSSIBILITY THINKING

The LEA, with educational partners, explores 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.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work.

Improvement science strategies, such as Plan-Do-Study-Act cycles, are used to continuously improve the system. The school site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and other data sources the school is collecting.

Progress Monitoring and Possibility Thinking: Goals, Actions, and Indicators of Success
Goals (Year 1)
<p>Steering Committee: By the end of Year 1, the Steering Committee will develop a plan for evaluating the Leadership Team’s CS initiative and implementation progress.</p> <p>Leadership Team: By the end of Year 1, the Leadership Team will develop a comprehensive baseline data portfolio for evaluating year-over-year improvement</p>
Action Steps (Year 1)
<p>Steering Committee:</p> <ol style="list-style-type: none"> 1. The Steering Committee will organize a work group that develops a plan of evaluation in agreement with the site’s Leadership Team 2. The evaluation plan will use already existing local measures of success to ensure community-based definitions of success 3. Site-individualized plans of evaluation will be reviewed by the Advisory Council to ensure adequate capture of local assets and needs. <p>Leadership Team:</p> <ol style="list-style-type: none"> 1. Leadership Team will generate a comprehensive portfolio based on metrics from: Kelvin SEL, California Healthy Kids Survey, LCAP, and SPSA 2. Leadership Team will agree on an improvement science plan, such as the Plan-Do-Study-Act protocol, to ensure a process of reflection at the school site for continuous improvement 3. Leadership Team will hold an end-of-year reflection for the Advisory Council to discuss highlights, lessons learned, and priorities for next school year 4. CS Leads will meet with CS Coordinator to discuss best practices and lessons learned

Indicators of Success (Year 1)

Steering Committee:

1. Plan of evaluation for individualized by site and approved by respective Advisory Councils
2. Plan of evaluation utilizes multiple measures, including quantitative and qualitative data, to capture local definitions of success

Leadership Team:

1. Log of comprehensive portfolio and metrics used, shared with entire site
2. Evidence of an improvement science strategy utilized by Leadership Team
3. Summary of end-of-year CS implementation results (highlights, lessons learned, priorities) uploaded to school website