

Superintendent
Greg Hawkins



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"Education is Power"

To: Fall River Joint Unified Board Trustees

From: Danniell Hampton/Payroll

Re: Approval request for Personal Incentive Leave for Unrepresented Classified

Date: April 10, 2024

Background

Currently all CSEA and FRTA employees receive "Personal Incentive Days".

Personal Incentive Days – of the 12 days of sick leave credited each year, the balance of the 12 days remaining at the end of the fiscal year shall be multiplied by a factor of .20 to award incentive days. Up to 5 days may be accumulated and it does not reduce sick leave, nor does it accumulate to excess sick.

Our two units, Classified Confidential Management and Classified Confidential, consistently follow CSEA as we are classified, as well.

Recommendation

Approval for Unrepresented Classified employees to receive "Personal Incentive Days" comparing to CSEA Benefits. Approval to change Personal Necessity (PN) Days from eight days to seven days and Personally/Professionally Compelling Days from 16 hours to 24 hours to match CSEA. All changes to be effective 7/1/2024.

Action

Chief Business Official recommends approval for Unrepresented Classified employees to receive "Personal Incentive Days" and for "Personal Necessity" and "Personally/Professionally Compelling" days to match CSEA.

Burney Elementary School & Shasta County Community School Consortium's California Community Schools Partnership Program Year 1 Implementation Plan

SCHOOL SITE CONTACT INFORMATION

Implementation Plan	Year 1: July 1, 2023 - June 30, 2024
District Name	Fall River Joint Unified School District
School Name	Burney Elementary School
Grades	TK-5
School Contact Person	Tara Aderman
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

PRIORITY 1: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

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.

Our school sites' deep Needs and Asset Assessments during implementation Year 1 will build upon the extensive community engagement and planning efforts that have already taken place in our Consortium's previous CCSP grants and aligned initiatives. These assessments involved students, staff, families, and community members in identifying the top community school priorities and vision. Our Year 1 approach is guided by best practices for community engagement and culturally responsive practices to ensure that diverse and comprehensive data are collected. We have leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our Consortium's community school strategy.

To ensure that our Needs and Asset Assessment is thorough and meaningful, our Consortium will work collaboratively with each school site during Year 1 to identify the most effective and efficient strategies for community engagement. While some efforts may be consolidated across the

Consortium, we recognize that most will be implemented at the school site level, as each school has unique needs and priorities. By engaging a wide range of stakeholders, including students, families, staff, and community members, we will collect comprehensive and diverse data to guide each school's efforts in building strong and effective community schools. Best practice strategies, such as hosting town halls, holding focus groups, and conducting surveys, will ensure that all voices are heard and all perspectives are considered. Culturally responsive practices will also ensure that our assessment process is equitable and inclusive.

To ensure that our data collection tools are culturally responsive and inclusive. This will include providing translated surveys in multiple languages, offering different formats for data collection, and hosting events at different times to ensure that all families and students have the opportunity to participate. We will also work closely with our community partners to identify potential barriers to participation and develop strategies to overcome them, such as offering childcare, incentives, or transportation services. Through these efforts, we will collect diverse and comprehensive data that accurately reflects the needs and priorities of our entire school community.

In addition to these best practices, we will explore using existing community groups, parent partners, or community health advocates to help engage families and students in the Needs and Assets Assessment process. Our school site Community Connectors will also play a key role in building relationships with hard-to-reach families and ensuring their voices are heard. We will also consider offering alternative data collection methods, such as focus groups or surveys conducted through phone calls or in-person visits, for families who may not have access to technology or be uncomfortable using it. These strategies will help ensure that we collect diverse and comprehensive data representative of our entire community.

After analyzing our data, we will utilize collaborative methods to develop priorities and create an action plan. For instance, we will use ICA's Technology of Participation methods to facilitate consensus-building and stakeholder collaboration. We will also engage with community partners, such as local nonprofits, government agencies, and businesses, to leverage their expertise and resources. Working together can address systemic issues and make meaningful progress toward our community school goals. Our ongoing communication and feedback loops will ensure that our efforts remain aligned with the expectations and requirements of the California Department of Education (CDE) and the Statewide Transformational Assistance Center for Community Schools (STAC).

School sites will form, and the Consortium will support working groups or goals teams utilizing Improvement Science, Compassionate Systems Awareness, or other strong problem-solving strategies to address root causes and progress monitor our evolving systems. To ensure that our efforts are coordinated and collaborative, we will engage the CLAC, school site Leadership Teams, Consortium and school site Community School Coordinators, and other stakeholders in this process. Additionally, we will develop structures to address system-level issues that span multiple school sites, including regular meetings and communication channels to ensure that all stakeholders are informed and engaged.

As our Consortium's community school initiative evolves each year, we will continue to have a mix of Consortium and school site goals, focusing on collaborative best practices and community engagement strategies. We will prioritize ongoing communication and feedback from our stakeholders and continuously work to improve and refine our efforts based on their input. To ensure that our efforts align with practices and expectations from the CDE and Statewide STAC, we will seek

support from our regional technical assistance centers (RTAC). We will regularly consult with these experts to receive guidance on our community school goals and strategies and to stay current on the latest research and best practices in community schools. Additionally, we will regularly review and revise our implementation plans to ensure they comply with any requirements or expectations set forth by CDE and STAC.

PRIORITY 2: SHARED UNDERSTANDING

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.

Shared Understanding Built Around Core Commitments

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:

To ensure that our community schools' work reflects our commitment to the Cornerstone Commitments, in Year 1, we will develop a plan to raise awareness of community schools throughout the community, using multiple strategies to share information about our approach. This will include hosting school-wide events, utilizing school announcements, featuring information on our websites and branding materials, and using internal and external communication channels to share information in multiple languages that are responsive to our community. We will also engage our stakeholders in answering the question, “why a community school for my school/district?” and ensure that their understanding of community schools reflects our commitment to the Cornerstone Commitments.

Commitment to the Assets-Driven and Strength-Based Practice:

The Consortium will work to identify and build on the strengths and assets of our students, families, and community, valuing their collective wisdom derived from experience, family, history, culture, and language. We will also develop plans to promote a racially just and restorative school climate centered on the embrace and support of all students in the totality of school interactions, including implementing restorative practices and developing relationships with our students and their families.

Lead Agency:

- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches

Burney Elementary School:

- Conduct asset-mapping including “relational mapping” exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Commitment to Powerful, Culturally Proficient, and Relevant Instruction:

The Consortium will focus on teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborating with community partners to offer enrichment opportunities that align with students' cultural backgrounds and interests.

Burney Elementary School:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Commitment to Shared Decision-Making and Participatory Practices:

The Consortium will strive to have authentic and dynamic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes. We will promote using ICA's Technology of Participation methods to foster collaborative decision-making and establish structures to ensure that all stakeholders have a voice in decision-making processes.

Lead Agency:

- Provides resources on shared decision-making and participatory practices for all school site Leadership Teams.

- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process.

Burney Elementary School:

- Establish school site Leadership Teams that include diverse stakeholders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all stakeholders to provide input and feedback on school policies and programs.
- Utilize tools such as surveys and focus groups to gather feedback and make decisions collaboratively with stakeholders.

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).

Site and Consortium Level Goals and Measures of Progress

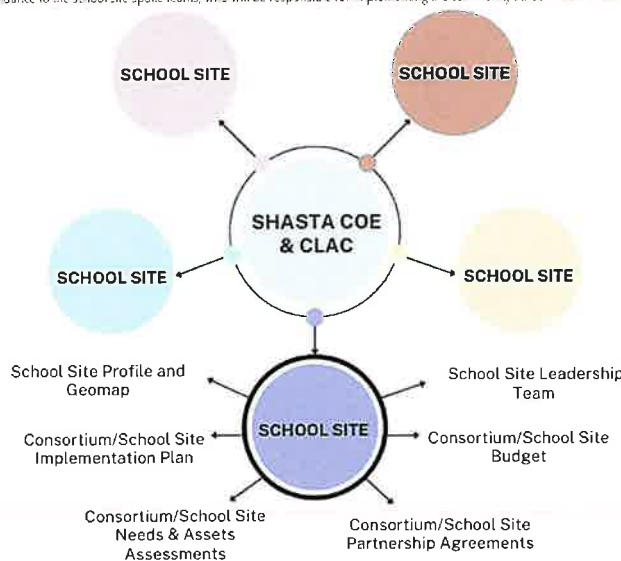
Burney Elementary School
Goals
By the end of Year 1, each school site will complete “relational mapping” of the school's boundary to launch or revise site-level shared leadership structure(s) and better link students and families to community resources.
Action Steps
<ol style="list-style-type: none"> 1. Each school site will assign its Community Connector to lead the “relational mapping” effort. 2. The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the school's boundaries. 3. The Community Connector and other members of the school's Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. 4. The school site will use the results of the relational mapping to launch or revise a site-level shared leadership structure.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other stakeholders. 2. The school site will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement.
Shasta County Community School Consortium

Goal
By the end of Year 1, the Consortium will establish a system-level steering committee, the Community Schools Collaborative Leadership Advisory Committee (CLAC), a representative group from school site Leadership Teams, SCOE, and stakeholder groups, to provide crucial guidance and support to school-level implementers in our community schools initiative.
Action Steps
<ol style="list-style-type: none"> 1. Identifying and recruiting a diverse group of stakeholders to serve on their school site CLAC, including representatives from community-based organizations, businesses, government agencies, parent groups, and other key partners. 2. Develop a shared understanding of community schools and the Cornerstone Commitments among CLAC members and other stakeholders. 3. Collaborate with the SCOE and other community school technical assistance providers to ensure that CLAC members have access to the training and resources needed to guide and support school-level implementers effectively.
Outcome/Indicators
<ol style="list-style-type: none"> 1. CLAC is established and includes representatives from diverse stakeholder groups. 2. CLAC members and other stakeholders have a shared understanding of community schools and the Cornerstone Commitments. 3. CLAC members receive training and resources needed to guide and support school-level implementers effectively.

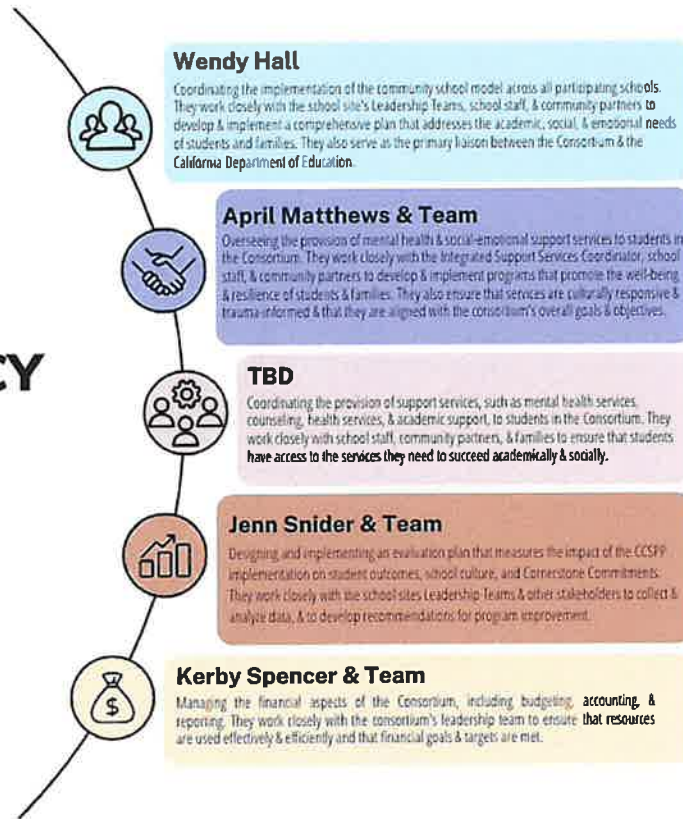
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

SHASTA COUNTY CCSP CONSORTIUM

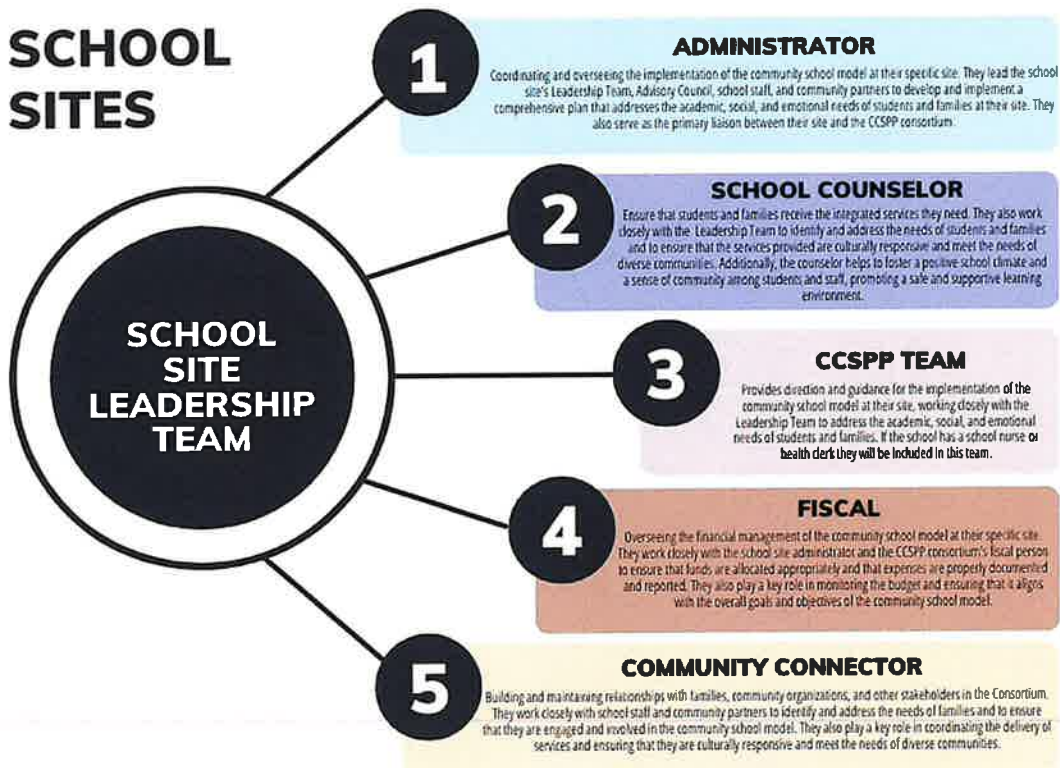
The Consortium will use a hub & spoke system for shared governance & site-level leadership. Shasta COE and the CLAC will act as the central hub & will provide support & guidance to the school site spoke teams, who will be responsible for implementing the community school model at their specific site.



LEAD AGENCY



SCHOOL SITES



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.

Site and Consortium Level Goals and Measures of Progress

Burney Elementary School
Goals
LCAP ENGAGING EDUCATIONAL PARTNERS: During Year 1, we will create a safe, inclusive, and supportive learning environment through the implementation of community school-aligned practices that address the social-emotional and mental health needs of all students.
Action Steps
<ol style="list-style-type: none"> 1. Provide professional development designed to meet the specific needs of foster youth, English learners, and low-income students, including social-emotional learning, mental health, and instructional strategies. 2. Maintain or hire full-time counselors. 3. Provide and maintain paraprofessionals for alternative education, Native American, EL, FY, LI, and exceptional needs students.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Maintain pupil expulsion rates of 0.1% 2. Decrease pupil suspension rate from 7.2% to 4.6% 3. Decrease chronic absenteeism from 22% to 16%
Shasta County Community School Consortium
Goals
By the end of Year 2, the Consortium will ensure alignment of community school policies and initiatives with school site Local Control and Accountability Plans (LCAPs), District Advisory (DA) committees, and support provided by SCOE.
Action Steps
<ol style="list-style-type: none"> 1. Develop a comprehensive plan for community schools that integrates with LCAPs, DA committees, and SCOE supports. 2. Establish a system for regular communication and collaboration among the Consortium, LEAs, and school sites to ensure alignment of policies and initiatives. 3. Provide professional development and technical assistance to LEAs and school sites to support alignment with community school policies and initiatives.

4. Develop a process for regularly reviewing and updating policies and initiatives to ensure ongoing alignment with LCAPs, DA committees, and SCOE supports
Outcome/Indicators
<ol style="list-style-type: none"> 100% of LEAs and school sites have community school policies and initiatives that align with LCAPs, DA committees, and SCOE supports. Increased stakeholder engagement in the alignment process, as evidenced by participation in LCAP and DA committee meetings and other community events.

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.

Site and Consortium Level Goals and Measures of Progress

Burney Elementary School
Goals
By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the Consortium’s community school strategies that address the unique needs of our student population.
Action Steps
<ol style="list-style-type: none"> Establish our Leadership Team that includes the principal, a Community School Coordinator, a school counselor, our school site Community Connector, a nurse or health clerk, a fiscal staff, and other interested staff. Provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement. Collaborate with the Consortium to share best practices and resources to support the development and implementation of Leadership Teams.
Outcome/Indicators
<ol style="list-style-type: none"> A functioning Leadership Team established by the end of the school year. Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies.
Shasta County Community School Consortium

Goals
By the end of Year 1, SCOE, the Consortium's Lead Agency, will establish a comprehensive Community School Team to support school-site and Consortium level work competently and sustainability.
Action Steps
<ol style="list-style-type: none"> 1. SCOE, as the Consortium's Lead Agency, will hire a full Community School Team to support the CLAC, school site teams and complete Consortium level work for all. 2. Research and identify areas where new and current positions could support the work of the Community School Team, restructure as needed for current positions, develop job descriptions for new positions, advertise open positions, and hire qualified candidates for these positions. 3. The team will begin to develop a sustainability plan to support community school efforts.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Hire a full Community School Team by the end of Year 1. 2. Develop a Consortium level braided funding tool as the first step in our sustainability plan. 3. Assess staffing and funding strategies annually and make adjustments to ensure continued success.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Tara Aderman	Burney Elementary School Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
Janelle Howes	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services. They also 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. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
Teresa Spooner CBO	School Site Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They also play a key role in monitoring the budget and ensuring that it aligns with the overall goals and objectives of the community school

	model.
TBD	Burney Elementary School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other stakeholders. 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 and ensuring that they are culturally responsive and meet the needs of diverse communities.
Wendy Hall	Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education.
April Matthews	Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of mental health & social-emotional support services to students in the Consortium. They work closely with the Integrated Support Services Coordinator, school staff, & community partners to develop & implement programs that promote the well-being & resilience of students & families. They also ensure that services are culturally responsive & trauma-informed & that they are aligned with the consortium's overall goals & objectives.
TBD	Consortium Lead Agency Integrated Student Supports External Director: Coordinating providing support services, such as mental health services, counseling, health services, & academic support, to students in the Consortium. They work closely with school staff, community partners, & families to ensure that students have access to the services they need to succeed academically & socially.
Jenn Snider	Consortium Lead Agency Director of Data, Planning, and Accountability: Designing and implementing an evaluation plan that measures the impact of the CCSPP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' Leadership Teams & other stakeholders to collect & analyze data, & to develop recommendations for program improvement.
Kerby Spencer	Consortium Lead Agency Community School Fiscal Director: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

Our Consortium has taken several steps to build sustainability beyond the life of the implementation grant.

Sustainable Revenue Stream

To ensure sustainability, we have worked with our community partners and stakeholders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools initiative. One of the key steps we have taken is to establish partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This includes funds from Redding Rancheria and the Cowell and McConnell Foundation. We have also leveraged existing funding sources, such as federal grants and state initiatives, to support our work. This includes funds from MHSA and MHSSA. In addition, we are working to build support among policymakers and elected officials at the local and county levels to make community schools a priority in our region. In addition, we are also focusing on billing for direct student and family services through Medi-Cal and other payors. We recognize the importance of this revenue stream in providing sustainable funding for our community school programs. To support LEAs in maximizing their reimbursements, SCOE is collaborating with the California Children's Trust to create a toolkit to help LEAs in our Consortium and across our state secure new billing vendors. Additionally, SCOE applied for and was selected as one of the COEs for the Department of Health Care Services Student Health Demonstration Grant, which will provide funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train our school site Community Connectors to become certified Wellness Coaches who can bill for their services. Those who meet the criteria will receive training and certification as Wellness Coaches and bill Medi-Cal for providing mental health and wellness support to students and families. This will help the school generate revenue and increase access to much-needed services for students and families in the community. Through these efforts, we aim to build a sustainable revenue stream that will support the long-term sustainability of our community school programs.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we plan to invest in professional development and training opportunities for our staff and community partners. This will include ongoing training on best practices in community school implementation, as well as leadership development and capacity building for our community school coordinators, school site Leadership Teams, and members of the CLAC.

Consolidated Services

In addition to the steps outlined above, our Consortium's consolidated service strategy also plays a key role in building sustainability beyond the life of our implementation grant. By pooling our resources and working collaboratively, we will maximize the impact of our community school efforts and ensure that they continue to thrive even after the grant period ends. Our Consortium structure also provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort will allow us to continue to improve outcomes for our students, families, and communities in the long run.

Alignment

Finally, we have started to embed community schools within the broader strategic plans and priorities

of our school districts and local education agencies. This has included aligning our community school Implementation Plan goals with the LCAP, DA, and other district-level planning documents. We will continue to work on alignment and collaborating with other school and community initiatives to ensure that our work is integrated and sustainable over the long term.

Overall, these steps will help to build a strong foundation for sustainability beyond the life of the implementation grant, and we are confident that our community schools initiative will continue to thrive and grow in the years to come.

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.

Site and Consortium Level Goals and Measures of Progress

Shasta County Community School Consortium	
Goals	
During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect.	
Action Steps	
<ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Consortium Integrated Student Supports External Director and a Community Connector for each school site. 3. Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, COST, Care Classroom, etc. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan. 	

Shasta County Community School Consortium	
Goals	
Apply for California Accountable Communities for Health Initiative's (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community.	
Action Steps	
<ol style="list-style-type: none"> 1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process. 2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children's Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community. 3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Development of a comprehensive funding proposal that reflects the needs of our community and community schools and aligns with the requirements of the ACH Initiative. 2. Successful submission of the funding proposal and receipt of the necessary funding to establish the ACH infrastructure in our community. 3. If funded, establish a collaborative ACH with representatives from diverse sectors in the community. 	

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.

To ensure the success of our community schools, we have established or plan to establish partnerships with key stakeholders in our community. These partnerships are designed to address each of the four pillars of community schools and are aligned with our cornerstone commitments. We recognize that community schools are not successful in isolation and must rely on partnerships with families, community-based organizations, businesses, and government agencies.

Partnerships to Support Pillar 1: Integrated Student Supports

To support the pillar of integrated student support, we have established partnerships with healthcare providers, mental health organizations, and other community-based organizations. These partnerships allow us to provide wrap-around services to our students and families, including access to healthcare, mental health services, and other critical resources. **Example:** We are working more closely with our Partnership Health Plan of California, our managed care plan to contract for direct services provided to students.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

To support the pillar of expanded and enriched learning time and opportunities, we are establishing

partnerships with local businesses and organizations to provide students with internships, job shadowing opportunities, and other real-world learning experiences. Additionally, we will partner with local museums, libraries, and other cultural institutions to provide students with access to high-quality cultural and educational experiences. **Example:** We are working with our Shasta County Chamber of Commerce around internships, job shadowing, and childcare opportunities.

Partnerships to Support Pillar 3: Family and Community Engagement

To support the pillar of family and community engagement, we have established partnerships with local community-based organizations, parent-teacher associations, and other parent groups. These partnerships will allow us to engage families and community members in decision-making and ensure their voices are heard. Additionally, we have partnered with local media outlets to ensure that our community is informed about the work that we are doing in our community schools. **Example:** Our partner community-based organizations hold AmeriCorps contracts that allow them to provide Parent Partners and Parent Cafes in our community. These established relationships have and will continue to help our community schools with parent engagement.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To support the pillar of collaborative leadership and practices, we are building strong partnerships among teachers, school staff, parents, and community members, so our school sites can create an environment where everyone is working together toward a common goal of student success. We have established partnerships with other schools and school districts in our region. These partnerships will allow us to share best practices, collaborate on professional development opportunities, and work together to address common challenges. Additionally, we have partnered with local government agencies to ensure that our community schools are aligned with broader community goals and priorities. **Example:** SCOE's position as our CCSP Regional Technical Assistance Center will allow us to collaborate regularly with local community schools.

Partnerships for Consortium Success

To ensure the success of our Consortium, we have established partnerships with the California Department of Education, the State Transformational Assistance Center, and other regional, state, and national-level organizations. These partnerships will allow us to access resources and expertise critical to our community schools' success. Additionally, we have established partnerships with other community school consortia in the state to share best practices and collaborate on advocacy efforts. **Example:** Our Consortium is working directly with Partners for Rural Impact, which helps build rural capacity and infrastructure to strengthen community school leaders and schools in under-resourced rural communities by supporting the development of civic infrastructure and increasing access to proven practices through training and technical assistance.

Partnerships with Stakeholders, CLAC, and School Site Leadership Teams

To ensure that our partnerships are responsive to the vision and priorities of our stakeholders, we will establish a Community Leadership Advisory Council (CLAC) and engage our school site Leadership Teams in the partnership development process. These partnerships allow us to ensure that our work is aligned with the needs and priorities of our students, families, and community members. We also work closely with them to identify and address emerging challenges and opportunities. **Example:** We currently have very successful meetings of our Connection Cafe group. The Connection Cafe is a valuable networking opportunity for all agencies providing services to children and families in Shasta County. This event allows local service providers to come together for formal networking, learning, and input gathering. This group will be used to secure knowledgeable members of the CLAC.

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.

Site and Consortium Level Goals and Measures of Progress

Burney Elementary School & Shasta County Community School Consortium	
Goals	
By the end of Year 1, all SCOE community school team members, school site Leadership Team members, and CLAC members will be offered training in ICA's ToP participatory methods to facilitate effective completion of deep needs and asset assessments and ongoing stakeholder engagement.	
Action Steps	
<ol style="list-style-type: none"> 1. Identify a qualified training facilitator for ICA's ToP participatory methods. 2. Schedule and organize training sessions for SCOE community school team, school site Leadership Teams, and CLAC members. 3. Evaluate and provide feedback on the effectiveness of the training sessions. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. SCOE's community school team, school site Leadership Teams, and CLAC will have a minimum of 1 member attend the ICA's ToP participatory methods training sessions during Year 1. 2. The feedback from participants will demonstrate that 80% found the training sessions useful and relevant to their work. 3. 90% of participants will facilitate deep needs and asset assessment activities using ICA's ToP participatory methods. 	

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.

Site and Consortium Level Goals and Measures of Progress

Burney Elementary School
Goals
By the end of Year 3, school sites will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year.
Action Steps
<ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by Consortium 2. Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in the design and implementation of CBL projects.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects.
Shasta County Community School Consortium
Goals
By the end of Year 3 of the implementation grant, 75% of educators in the consortium will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.
Action Steps
<ol style="list-style-type: none"> 1. Identify or develop professional development opportunities focused on CBL for educators in the

<p>consortium.</p> <ol style="list-style-type: none"> 2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action. 3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction.
Outcome/Indicators
<ol style="list-style-type: none"> 1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3. 2. 5 or more opportunities for educators in the Consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified. 3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction.

PRIORITY 9: PROGRESS MONITORING AND COLLECTIVE PROBLEM SOLVING

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.

Site and Consortium Level Goals and Measures of Progress

Burney Elementary School
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and Compassionate Systems Awareness strategies to continuously improve their community school.
Action Steps
<ol style="list-style-type: none"> 1. School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles, to continuously improve their community school. 2. School site Leadership Teams will collaborate with other community school site Leadership Teams to share best practices and strategies for improvement. 3. School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth.
Outcome/Indicators

1. The school site Leadership Team utilizes Improvement Science and Compassionate Systems Awareness strategies to improve the system continuously.
2. Log collaboration with educational partners to share best practices and strategies for improvement.
3. Examples of community school success celebrations.

Shasta County Community School Consortium

Goals

By January 2024, the Consortium's Evaluation Team will develop the evaluation plan for our community school initiative.

Action Steps

1. The Consortium's Evaluation Team will convene a workgroup with educational partners to review existing evaluation plans and determine the necessary components for the community schools initiative.
2. Our evaluation plan will be rooted in local data and measures, allowing for diverse community-based definitions of success.
3. The Consortium's Evaluation Team will create tools and training to support school site Leadership Teams in implementing the evaluation plan.
4. Review and revise the evaluation plan annually to ensure relevance and effectiveness.

Outcome/Indicators

1. The completion of an evaluation plan that includes necessary components for the community schools initiative.
2. The building of evaluation tools and training of school site teams on implementing the evaluation plan.
3. Annual review and revision of the evaluation plan to ensure relevance and effectiveness.

**Fall River Elementary School &
Shasta County Community School Consortium's
California Community Schools Partnership Program
Year 1 Implementation Plan**

SCHOOL SITE CONTACT INFORMATION

Implementation Plan	Year 1: July 1, 2023 - June 30, 2024
District Name	Fall River Joint Unified School District
School Name	Fall River Elementary School
Grades	TK-5
School Contact Person	Chris Knoch
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

PRIORITY 1: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

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.

Our school sites' deep Needs and Asset Assessments during implementation Year 1 will build upon the extensive community engagement and planning efforts that have already taken place in our Consortium's previous CCSP grants and aligned initiatives. These assessments involved students, staff, families, and community members in identifying the top community school priorities and vision. Our Year 1 approach is guided by best practices for community engagement and culturally responsive practices to ensure that diverse and comprehensive data are collected. We have leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our Consortium's community school strategy.

To ensure that our Needs and Asset Assessment is thorough and meaningful, our Consortium will work collaboratively with each school site during Year 1 to identify the most effective and efficient strategies for community engagement. While some efforts may be consolidated across the

Consortium, we recognize that most will be implemented at the school site level, as each school has unique needs and priorities. By engaging a wide range of stakeholders, including students, families, staff, and community members, we will collect comprehensive and diverse data to guide each school's efforts in building strong and effective community schools. Best practice strategies, such as hosting town halls, holding focus groups, and conducting surveys, will ensure that all voices are heard and all perspectives are considered. Culturally responsive practices will also ensure that our assessment process is equitable and inclusive.

To ensure that our data collection tools are culturally responsive and inclusive. This will include providing translated surveys in multiple languages, offering different formats for data collection, and hosting events at different times to ensure that all families and students have the opportunity to participate. We will also work closely with our community partners to identify potential barriers to participation and develop strategies to overcome them, such as offering childcare, incentives, or transportation services. Through these efforts, we will collect diverse and comprehensive data that accurately reflects the needs and priorities of our entire school community.

In addition to these best practices, we will explore using existing community groups, parent partners, or community health advocates to help engage families and students in the Needs and Assets Assessment process. Our school site Community Connectors will also play a key role in building relationships with hard-to-reach families and ensuring their voices are heard. We will also consider offering alternative data collection methods, such as focus groups or surveys conducted through phone calls or in-person visits, for families who may not have access to technology or be uncomfortable using it. These strategies will help ensure that we collect diverse and comprehensive data representative of our entire community.

After analyzing our data, we will utilize collaborative methods to develop priorities and create an action plan. For instance, we will use ICA's Technology of Participation methods to facilitate consensus-building and stakeholder collaboration. We will also engage with community partners, such as local nonprofits, government agencies, and businesses, to leverage their expertise and resources. Working together can address systemic issues and make meaningful progress toward our community school goals. Our ongoing communication and feedback loops will ensure that our efforts remain aligned with the expectations and requirements of the California Department of Education (CDE) and the Statewide Transformational Assistance Center for Community Schools (STAC).

School sites will form, and the Consortium will support working groups or goals teams utilizing Improvement Science, Compassionate Systems Awareness, or other strong problem-solving strategies to address root causes and progress monitor our evolving systems. To ensure that our efforts are coordinated and collaborative, we will engage the CLAC, school site Leadership Teams, Consortium and school site Community School Coordinators, and other stakeholders in this process. Additionally, we will develop structures to address system-level issues that span multiple school sites, including regular meetings and communication channels to ensure that all stakeholders are informed and engaged.

As our Consortium's community school initiative evolves each year, we will continue to have a mix of Consortium and school site goals, focusing on collaborative best practices and community engagement strategies. We will prioritize ongoing communication and feedback from our stakeholders and continuously work to improve and refine our efforts based on their input. To ensure that our efforts align with practices and expectations from the CDE and Statewide STAC, we will seek

support from our regional technical assistance centers (RTAC). We will regularly consult with these experts to receive guidance on our community school goals and strategies and to stay current on the latest research and best practices in community schools. Additionally, we will regularly review and revise our implementation plans to ensure they comply with any requirements or expectations set forth by CDE and STAC.

PRIORITY 2: SHARED UNDERSTANDING

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.

Shared Understanding Built Around Core Commitments

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:

To ensure that our community schools' work reflects our commitment to the Cornerstone Commitments, in Year 1, we will develop a plan to raise awareness of community schools throughout the community, using multiple strategies to share information about our approach. This will include hosting school-wide events, utilizing school announcements, featuring information on our websites and branding materials, and using internal and external communication channels to share information in multiple languages that are responsive to our community. We will also engage our stakeholders in answering the question, "why a community school for my school/district?" and ensure that their understanding of community schools reflects our commitment to the Cornerstone Commitments.

Commitment to the Assets-Driven and Strength-Based Practice:

The Consortium will work to identify and build on the strengths and assets of our students, families, and community, valuing their collective wisdom derived from experience, family, history, culture, and language. We will also develop plans to promote a racially just and restorative school climate centered on the embrace and support of all students in the totality of school interactions, including implementing restorative practices and developing relationships with our students and their families.

Lead Agency:

- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches

Fall River Elementary School:

- Conduct asset-mapping including “relational mapping” exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Commitment to Powerful, Culturally Proficient, and Relevant Instruction:

The Consortium will focus on teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborating with community partners to offer enrichment opportunities that align with students' cultural backgrounds and interests.

Fall River Elementary School:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Commitment to Shared Decision-Making and Participatory Practices:

The Consortium will strive to have authentic and dynamic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes. We will promote using ICA's Technology of Participation methods to foster collaborative decision-making and establish structures to ensure that all stakeholders have a voice in decision-making processes.

Lead Agency:

- Provides resources on shared decision-making and participatory practices for all school site Leadership Teams.

- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process.

Fall River Elementary School:

- Establish school site Leadership Teams that include diverse stakeholders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all stakeholders to provide input and feedback on school policies and programs.
- Utilize tools such as surveys and focus groups to gather feedback and make decisions collaboratively with stakeholders.

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).

Site and Consortium Level Goals and Measures of Progress

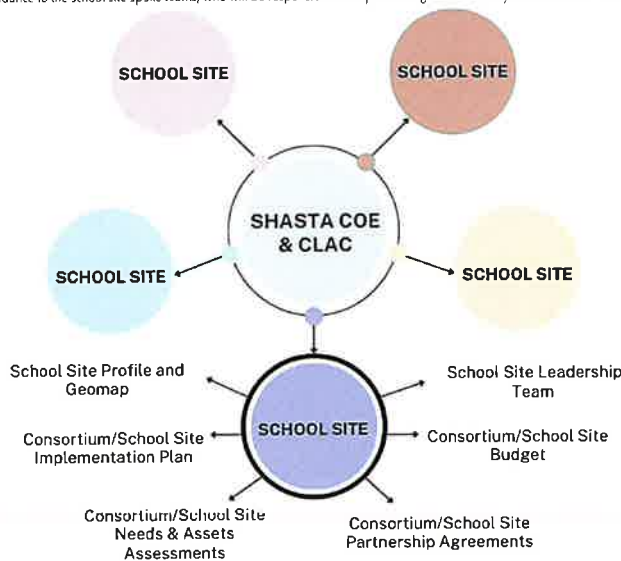
Fall River Elementary School
Goals
By the end of Year 1, each school site will complete “relational mapping” of the school's boundary to launch or revise site-level shared leadership structure(s) and better link students and families to community resources.
Action Steps
<ol style="list-style-type: none"> 1. Each school site will assign its Community Connector to lead the “relational mapping” effort. 2. The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the school's boundaries. 3. The Community Connector and other members of the school's Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. 4. The school site will use the results of the relational mapping to launch or revise a site-level shared leadership structure.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other stakeholders. 2. The school site will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement.
Shasta County Community School Consortium

Goal
By the end of Year 1, the Consortium will establish a system-level steering committee, the Community Schools Collaborative Leadership Advisory Committee (CLAC), a representative group from school site Leadership Teams, SCOE, and stakeholder groups, to provide crucial guidance and support to school-level implementers in our community schools initiative.
Action Steps
<ol style="list-style-type: none"> 1. Identifying and recruiting a diverse group of stakeholders to serve on their school site CLAC, including representatives from community-based organizations, businesses, government agencies, parent groups, and other key partners. 2. Develop a shared understanding of community schools and the Cornerstone Commitments among CLAC members and other stakeholders. 3. Collaborate with the SCOE and other community school technical assistance providers to ensure that CLAC members have access to the training and resources needed to guide and support school-level implementers effectively.
Outcome/Indicators
<ol style="list-style-type: none"> 1. CLAC is established and includes representatives from diverse stakeholder groups. 2. CLAC members and other stakeholders have a shared understanding of community schools and the Cornerstone Commitments. 3. CLAC members receive training and resources needed to guide and support school-level implementers effectively.

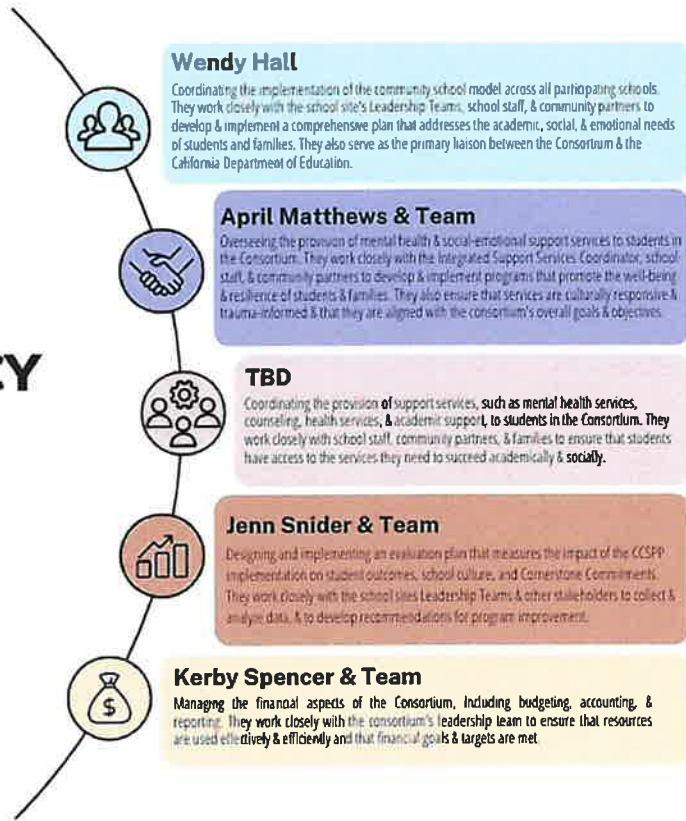
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphics):

SHASTA COUNTY CCSP CONSORTIUM

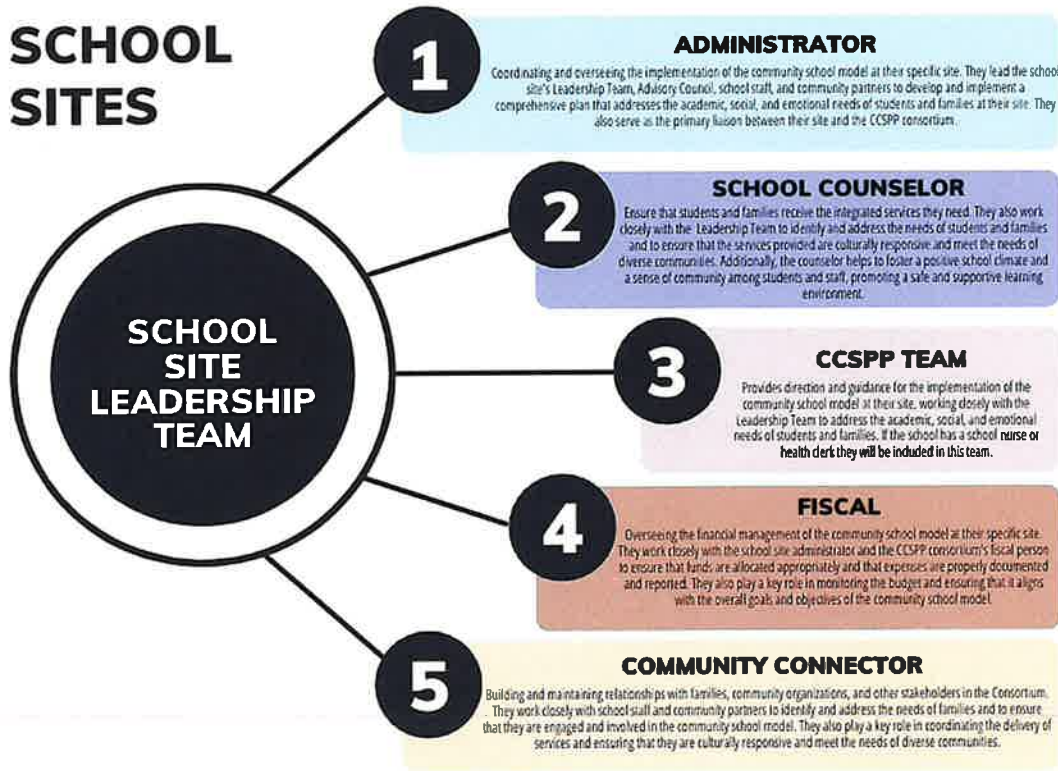
The Consortium will use a hub & spoke system for shared governance & site-level leadership. Shasta COE and the CLAC will act as the central hub & will provide support & guidance to the school site spoke teams, who will be responsible for implementing the community school model at their specific site.



LEAD AGENCY



SCHOOL SITES



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.

Site and Consortium Level Goals and Measures of Progress

Fall River Elementary School
Goals
LCAP ENGAGING EDUCATIONAL PARTNERS: During Year 1, we will create a safe, inclusive, and supportive learning environment through the implementation of community school-aligned practices that address the social-emotional and mental health needs of all students.
Action Steps
<ol style="list-style-type: none"> 1. Provide professional development designed to meet the specific needs of foster youth, English learners, and low-income students, including social-emotional learning, mental health, and instructional strategies. 2. Maintain or hire full-time counselors. 3. Provide and maintain paraprofessionals for alternative education, Native American, EL, FY, LI, and exceptional needs students.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Maintain pupil expulsion rates of 0.1% 2. Decrease pupil suspension rate from 7.2% to 4.6% 3. Decrease chronic absenteeism from 22% to 16%
Shasta County Community School Consortium
Goals
By the end of Year 2, the Consortium will ensure alignment of community school policies and initiatives with school site Local Control and Accountability Plans (LCAPs), District Advisory (DA) committees, and support provided by SCOE.
Action Steps
<ol style="list-style-type: none"> 1. Develop a comprehensive plan for community schools that integrates with LCAPs, DA committees, and SCOE supports. 2. Establish a system for regular communication and collaboration among the Consortium, LEAs, and school sites to ensure alignment of policies and initiatives. 3. Provide professional development and technical assistance to LEAs and school sites to support alignment with community school policies and initiatives.

4. Develop a process for regularly reviewing and updating policies and initiatives to ensure ongoing alignment with LCAPs, DA committees, and SCOE supports

Outcome/Indicators

1. 100% of LEAs and school sites have community school policies and initiatives that align with LCAPs, DA committees, and SCOE supports.
2. Increased stakeholder engagement in the alignment process, as evidenced by participation in LCAP and DA committee meetings and other community events.

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.

Site and Consortium Level Goals and Measures of Progress

Fall River Elementary School

Goals

By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the Consortium’s community school strategies that address the unique needs of our student population.

Action Steps

1. Establish our Leadership Team that includes the principal, a Community School Coordinator, a school counselor, our school site Community Connector, a nurse or health clerk, a fiscal staff, and other interested staff.
2. Provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement.
3. Collaborate with the Consortium to share best practices and resources to support the development and implementation of Leadership Teams.

Outcome/Indicators

1. A functioning Leadership Team established by the end of the school year.
2. Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement.
3. Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies.

Shasta County Community School Consortium

Goals
By the end of Year 1, SCOE, the Consortium's Lead Agency, will establish a comprehensive Community School Team to support school-site and Consortium level work competently and sustainability.
Action Steps
<ol style="list-style-type: none"> 1. SCOE, as the Consortium's Lead Agency, will hire a full Community School Team to support the CLAC, school site teams and complete Consortium level work for all. 2. Research and identify areas where new and current positions could support the work of the Community School Team, restructure as needed for current positions, develop job descriptions for new positions, advertise open positions, and hire qualified candidates for these positions. 3. The team will begin to develop a sustainability plan to support community school efforts.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Hire a full Community School Team by the end of Year 1. 2. Develop a Consortium level braided funding tool as the first step in our sustainability plan. 3. Assess staffing and funding strategies annually and make adjustments to ensure continued success.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Chris Knoch	Fall River Elementary School Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
Roxanna Fry	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services. They also 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. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
Teresa Spooner CBO	School Site Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They also play a key role in monitoring the budget and ensuring that it aligns with the overall goals and objectives of the community school

	model.
TBD	Fall River Elementary School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other stakeholders. 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 and ensuring that they are culturally responsive and meet the needs of diverse communities.
Wendy Hall	Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education.
April Matthews	Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of mental health & social-emotional support services to students in the Consortium. They work closely with the Integrated Support Services Coordinator, school staff, & community partners to develop & implement programs that promote the well-being & resilience of students & families. They also ensure that services are culturally responsive & trauma-informed & that they are aligned with the consortium's overall goals & objectives.
TBD	Consortium Lead Agency Integrated Student Supports External Director: Coordinating providing support services, such as mental health services, counseling, health services, & academic support, to students in the Consortium. They work closely with school staff, community partners, & families to ensure that students have access to the services they need to succeed academically & socially.
Jenn Snider	Consortium Lead Agency Director of Data, Planning, and Accountability: Designing and implementing an evaluation plan that measures the impact of the CCSP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' Leadership Teams & other stakeholders to collect & analyze data, & to develop recommendations for program improvement.
Kerby Spencer	Consortium Lead Agency Community School Fiscal Director: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

Our Consortium has taken several steps to build sustainability beyond the life of the implementation grant.

Sustainable Revenue Stream

To ensure sustainability, we have worked with our community partners and stakeholders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools initiative. One of the key steps we have taken is to establish partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This includes funds from Redding Rancheria and the Cowell and McConnell Foundation. We have also leveraged existing funding sources, such as federal grants and state initiatives, to support our work. This includes funds from MHSA and MHSSA. In addition, we are working to build support among policymakers and elected officials at the local and county levels to make community schools a priority in our region. In addition, we are also focusing on billing for direct student and family services through Medi-Cal and other payors. We recognize the importance of this revenue stream in providing sustainable funding for our community school programs. To support LEAs in maximizing their reimbursements, SCOE is collaborating with the California Children's Trust to create a toolkit to help LEAs in our Consortium and across our state secure new billing vendors. Additionally, SCOE applied for and was selected as one of the COEs for the Department of Health Care Services Student Health Demonstration Grant, which will provide funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train our school site Community Connectors to become certified Wellness Coaches who can bill for their services. Those who meet the criteria will receive training and certification as Wellness Coaches and bill Medi-Cal for providing mental health and wellness support to students and families. This will help the school generate revenue and increase access to much-needed services for students and families in the community. Through these efforts, we aim to build a sustainable revenue stream that will support the long-term sustainability of our community school programs.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we plan to invest in professional development and training opportunities for our staff and community partners. This will include ongoing training on best practices in community school implementation, as well as leadership development and capacity building for our community school coordinators, school site Leadership Teams, and members of the CLAC.

Consolidated Services

In addition to the steps outlined above, our Consortium's consolidated service strategy also plays a key role in building sustainability beyond the life of our implementation grant. By pooling our resources and working collaboratively, we will maximize the impact of our community school efforts and ensure that they continue to thrive even after the grant period ends. Our Consortium structure also provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort will allow us to continue to improve outcomes for our students, families, and communities in the long run.

Alignment

Finally, we have started to embed community schools within the broader strategic plans and priorities

of our school districts and local education agencies. This has included aligning our community school Implementation Plan goals with the LCAP, DA, and other district-level planning documents. We will continue to work on alignment and collaborating with other school and community initiatives to ensure that our work is integrated and sustainable over the long term.

Overall, these steps will help to build a strong foundation for sustainability beyond the life of the implementation grant, and we are confident that our community schools initiative will continue to thrive and grow in the years to come.

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.

Site and Consortium Level Goals and Measures of Progress

Shasta County Community School Consortium	
Goals	
During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect.	
Action Steps	
<ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Consortium Integrated Student Supports External Director and a Community Connector for each school site. 3. Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, COST, Care Classroom, etc. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan. 	

Shasta County Community School Consortium	
Goals	
Apply for California Accountable Communities for Health Initiative's (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community.	
Action Steps	
<ol style="list-style-type: none"> 1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process. 2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children's Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community. 3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Development of a comprehensive funding proposal that reflects the needs of our community and community schools and aligns with the requirements of the ACH Initiative. 2. Successful submission of the funding proposal and receipt of the necessary funding to establish the ACH infrastructure in our community. 3. If funded, establish a collaborative ACH with representatives from diverse sectors in the community. 	

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.

To ensure the success of our community schools, we have established or plan to establish partnerships with key stakeholders in our community. These partnerships are designed to address each of the four pillars of community schools and are aligned with our cornerstone commitments. We recognize that community schools are not successful in isolation and must rely on partnerships with families, community-based organizations, businesses, and government agencies.

Partnerships to Support Pillar 1: Integrated Student Supports

To support the pillar of integrated student support, we have established partnerships with healthcare providers, mental health organizations, and other community-based organizations. These partnerships allow us to provide wrap-around services to our students and families, including access to healthcare, mental health services, and other critical resources. **Example:** We are working more closely with our Partnership Health Plan of California, our managed care plan to contract for direct services provided to students.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

To support the pillar of expanded and enriched learning time and opportunities, we are establishing

partnerships with local businesses and organizations to provide students with internships, job shadowing opportunities, and other real-world learning experiences. Additionally, we will partner with local museums, libraries, and other cultural institutions to provide students with access to high-quality cultural and educational experiences. **Example:** We are working with our Shasta County Chamber of Commerce around internships, job shadowing, and childcare opportunities.

Partnerships to Support Pillar 3: Family and Community Engagement

To support the pillar of family and community engagement, we have established partnerships with local community-based organizations, parent-teacher associations, and other parent groups. These partnerships will allow us to engage families and community members in decision-making and ensure their voices are heard. Additionally, we have partnered with local media outlets to ensure that our community is informed about the work that we are doing in our community schools. **Example:** Our partner community-based organizations hold AmeriCorps contracts that allow them to provide Parent Partners and Parent Cafes in our community. These established relationships have and will continue to help our community schools with parent engagement.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To support the pillar of collaborative leadership and practices, we are building strong partnerships among teachers, school staff, parents, and community members, so our school sites can create an environment where everyone is working together toward a common goal of student success. We have established partnerships with other schools and school districts in our region. These partnerships will allow us to share best practices, collaborate on professional development opportunities, and work together to address common challenges. Additionally, we have partnered with local government agencies to ensure that our community schools are aligned with broader community goals and priorities. **Example:** SCOE's position as our CCSPP Regional Technical Assistance Center will allow us to collaborate regularly with local community schools.

Partnerships for Consortium Success

To ensure the success of our Consortium, we have established partnerships with the California Department of Education, the State Transformational Assistance Center, and other regional, state, and national-level organizations. These partnerships will allow us to access resources and expertise critical to our community schools' success. Additionally, we have established partnerships with other community school consortia in the state to share best practices and collaborate on advocacy efforts. **Example:** Our Consortium is working directly with Partners for Rural Impact, which helps build rural capacity and infrastructure to strengthen community school leaders and schools in under-resourced rural communities by supporting the development of civic infrastructure and increasing access to proven practices through training and technical assistance.

Partnerships with Stakeholders, CLAC, and School Site Leadership Teams

To ensure that our partnerships are responsive to the vision and priorities of our stakeholders, we will establish a Community Leadership Advisory Council (CLAC) and engage our school site Leadership Teams in the partnership development process. These partnerships allow us to ensure that our work is aligned with the needs and priorities of our students, families, and community members. We also work closely with them to identify and address emerging challenges and opportunities. **Example:** We currently have very successful meetings of our Connection Cafe group. The Connection Cafe is a valuable networking opportunity for all agencies providing services to children and families in Shasta County. This event allows local service providers to come together for formal networking, learning, and input gathering. This group will be used to secure knowledgeable members of the CLAC.

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.

Site and Consortium Level Goals and Measures of Progress

Fall River Elementary School & Shasta County Community School Consortium	
Goals	
By the end of Year 1, all SCOE community school team members, school site Leadership Team members, and CLAC members will be offered training in ICA's ToP participatory methods to facilitate effective completion of deep needs and asset assessments and ongoing stakeholder engagement.	
Action Steps	
<ol style="list-style-type: none"> 1. Identify a qualified training facilitator for ICA's ToP participatory methods. 2. Schedule and organize training sessions for SCOE community school team, school site Leadership Teams, and CLAC members. 3. Evaluate and provide feedback on the effectiveness of the training sessions. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. SCOE's community school team, school site Leadership Teams, and CLAC will have a minimum of 1 member attend the ICA's ToP participatory methods training sessions during Year 1. 2. The feedback from participants will demonstrate that 80% found the training sessions useful and relevant to their work. 3. 90% of participants will facilitate deep needs and asset assessment activities using ICA's ToP participatory methods. 	

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.

Site and Consortium Level Goals and Measures of Progress

Fall River Elementary School
Goals
By the end of Year 3, school sites will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year.
Action Steps
<ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by Consortium 2. Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in the design and implementation of CBL projects.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects.
Shasta County Community School Consortium
Goals
By the end of Year 3 of the implementation grant, 75% of educators in the consortium will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.
Action Steps
<ol style="list-style-type: none"> 1. Identify or develop professional development opportunities focused on CBL for educators in the

<p>consortium.</p> <ol style="list-style-type: none"> 2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action. 3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction.
Outcome/Indicators
<ol style="list-style-type: none"> 1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3. 2. 5 or more opportunities for educators in the Consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified. 3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction.

PRIORITY 9: PROGRESS MONITORING AND COLLECTIVE PROBLEM SOLVING

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.

Site and Consortium Level Goals and Measures of Progress

Fall River Elementary School
Goals
<p>By the end of the grant period, school site Leadership Teams will use Improvement and Compassionate Systems Awareness strategies to continuously improve their community school.</p>
Action Steps
<ol style="list-style-type: none"> 1. School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles, to continuously improve their community school. 2. School site Leadership Teams will collaborate with other community school site Leadership Teams to share best practices and strategies for improvement. 3. School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth.
Outcome/Indicators

1. The school site Leadership Team utilizes Improvement Science and Compassionate Systems Awareness strategies to improve the system continuously.
2. Log collaboration with educational partners to share best practices and strategies for improvement.
3. Examples of community school success celebrations.

Shasta County Community School Consortium

Goals

By January 2024, the Consortium’s Evaluation Team will develop the evaluation plan for our community school initiative.

Action Steps

1. The Consortium’s Evaluation Team will convene a workgroup with educational partners to review existing evaluation plans and determine the necessary components for the community schools initiative.
2. Our evaluation plan will be rooted in local data and measures, allowing for diverse community-based definitions of success.
3. The Consortium’s Evaluation Team will create tools and training to support school site Leadership Teams in implementing the evaluation plan.
4. Review and revise the evaluation plan annually to ensure relevance and effectiveness.

Outcome/Indicators

1. The completion of an evaluation plan that includes necessary components for the community schools initiative.
2. The building of evaluation tools and training of school site teams on implementing the evaluation plan.
3. Annual review and revision of the evaluation plan to ensure relevance and effectiveness.

Burney Junior Senior High School & Shasta County Community School Consortium's California Community Schools Partnership Program Year 1 Implementation Plan

SCHOOL SITE CONTACT INFORMATION

Implementation Plan	Year 1: July 1, 2023 - June 30, 2024
District Name	Fall River Joint Unified School District
School Name	Burney Junior Senior High School
Grades	6-12
School Contact Person	Ray Guerro
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

PRIORITY 1: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

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.

Our school sites' deep Needs and Asset Assessments during implementation Year 1 will build upon the extensive community engagement and planning efforts that have already taken place in our Consortium's previous CCSP grants and aligned initiatives. These assessments involved students, staff, families, and community members in identifying the top community school priorities and vision. Our Year 1 approach is guided by best practices for community engagement and culturally responsive practices to ensure that diverse and comprehensive data are collected. We have leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our Consortium's community school strategy.

To ensure that our Needs and Asset Assessment is thorough and meaningful, our Consortium will work collaboratively with each school site during Year 1 to identify the most effective and efficient strategies for community engagement. While some efforts may be consolidated across the

Consortium, we recognize that most will be implemented at the school site level, as each school has unique needs and priorities. By engaging a wide range of stakeholders, including students, families, staff, and community members, we will collect comprehensive and diverse data to guide each school's efforts in building strong and effective community schools. Best practice strategies, such as hosting town halls, holding focus groups, and conducting surveys, will ensure that all voices are heard and all perspectives are considered. Culturally responsive practices will also ensure that our assessment process is equitable and inclusive.

To ensure that our data collection tools are culturally responsive and inclusive. This will include providing translated surveys in multiple languages, offering different formats for data collection, and hosting events at different times to ensure that all families and students have the opportunity to participate. We will also work closely with our community partners to identify potential barriers to participation and develop strategies to overcome them, such as offering childcare, incentives, or transportation services. Through these efforts, we will collect diverse and comprehensive data that accurately reflects the needs and priorities of our entire school community.

In addition to these best practices, we will explore using existing community groups, parent partners, or community health advocates to help engage families and students in the Needs and Assets Assessment process. Our school site Community Connectors will also play a key role in building relationships with hard-to-reach families and ensuring their voices are heard. We will also consider offering alternative data collection methods, such as focus groups or surveys conducted through phone calls or in-person visits, for families who may not have access to technology or be uncomfortable using it. These strategies will help ensure that we collect diverse and comprehensive data representative of our entire community.

After analyzing our data, we will utilize collaborative methods to develop priorities and create an action plan. For instance, we will use ICA's Technology of Participation methods to facilitate consensus-building and stakeholder collaboration. We will also engage with community partners, such as local nonprofits, government agencies, and businesses, to leverage their expertise and resources. Working together can address systemic issues and make meaningful progress toward our community school goals. Our ongoing communication and feedback loops will ensure that our efforts remain aligned with the expectations and requirements of the California Department of Education (CDE) and the Statewide Transformational Assistance Center for Community Schools (STAC).

School sites will form, and the Consortium will support working groups or goals teams utilizing Improvement Science, Compassionate Systems Awareness, or other strong problem-solving strategies to address root causes and progress monitor our evolving systems. To ensure that our efforts are coordinated and collaborative, we will engage the CLAC, school site Leadership Teams, Consortium and school site Community School Coordinators, and other stakeholders in this process. Additionally, we will develop structures to address system-level issues that span multiple school sites, including regular meetings and communication channels to ensure that all stakeholders are informed and engaged.

As our Consortium's community school initiative evolves each year, we will continue to have a mix of Consortium and school site goals, focusing on collaborative best practices and community engagement strategies. We will prioritize ongoing communication and feedback from our stakeholders and continuously work to improve and refine our efforts based on their input. To ensure that our efforts align with practices and expectations from the CDE and Statewide STAC, we will seek

support from our regional technical assistance centers (RTAC). We will regularly consult with these experts to receive guidance on our community school goals and strategies and to stay current on the latest research and best practices in community schools. Additionally, we will regularly review and revise our implementation plans to ensure they comply with any requirements or expectations set forth by CDE and STAC.

PRIORITY 2: SHARED UNDERSTANDING

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.

Shared Understanding Built Around Core Commitments

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:

To ensure that our community schools' work reflects our commitment to the Cornerstone Commitments, in Year 1, we will develop a plan to raise awareness of community schools throughout the community, using multiple strategies to share information about our approach. This will include hosting school-wide events, utilizing school announcements, featuring information on our websites and branding materials, and using internal and external communication channels to share information in multiple languages that are responsive to our community. We will also engage our stakeholders in answering the question, "why a community school for my school/district?" and ensure that their understanding of community schools reflects our commitment to the Cornerstone Commitments.

Commitment to the Assets-Driven and Strength-Based Practice:

The Consortium will work to identify and build on the strengths and assets of our students, families, and community, valuing their collective wisdom derived from experience, family, history, culture, and language. We will also develop plans to promote a racially just and restorative school climate centered on the embrace and support of all students in the totality of school interactions, including implementing restorative practices and developing relationships with our students and their families.

Lead Agency:

- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches

Burney Junior Senior High School:

- Conduct asset-mapping including “relational mapping” exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Commitment to Powerful, Culturally Proficient, and Relevant Instruction:

The Consortium will focus on teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborating with community partners to offer enrichment opportunities that align with students' cultural backgrounds and interests.

Burney Junior Senior High School:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Commitment to Shared Decision-Making and Participatory Practices:

The Consortium will strive to have authentic and dynamic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes. We will promote using ICA's Technology of Participation methods to foster collaborative decision-making and establish structures to ensure that all stakeholders have a voice in decision-making processes.

Lead Agency:

- Provides resources on shared decision-making and participatory practices for all school site Leadership Teams.

- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process.

Burney Junior Senior High School:

- Establish school site Leadership Teams that include diverse stakeholders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all stakeholders to provide input and feedback on school policies and programs.
- Utilize tools such as surveys and focus groups to gather feedback and make decisions collaboratively with stakeholders.

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).

Site and Consortium Level Goals and Measures of Progress

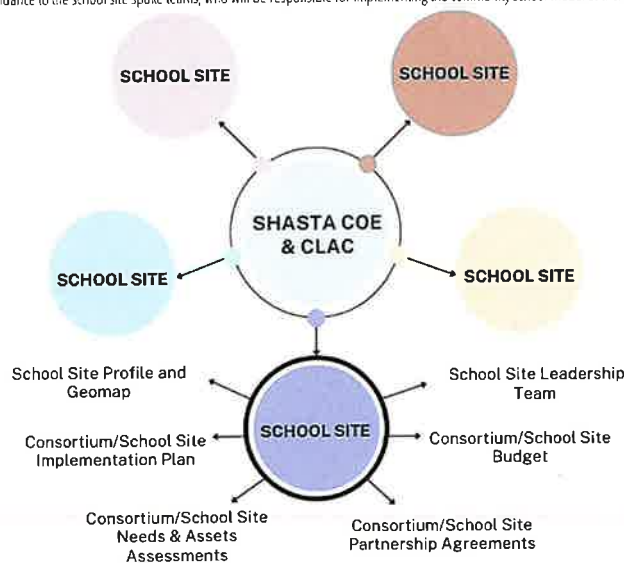
Burney Junior Senior High School
Goals
By the end of Year 1, each school site will complete “relational mapping” of the school's boundary to launch or revise site-level shared leadership structure(s) and better link students and families to community resources.
Action Steps
<ol style="list-style-type: none"> 1. Each school site will assign its Community Connector to lead the “relational mapping” effort. 2. The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the school's boundaries. 3. The Community Connector and other members of the school's Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. 4. The school site will use the results of the relational mapping to launch or revise a site-level shared leadership structure.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other stakeholders. 2. The school site will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement.
Shasta County Community School Consortium

Goal
By the end of Year 1, the Consortium will establish a system-level steering committee, the Community Schools Collaborative Leadership Advisory Committee (CLAC), a representative group from school site Leadership Teams, SCOE, and stakeholder groups, to provide crucial guidance and support to school-level implementers in our community schools initiative.
Action Steps
<ol style="list-style-type: none"> 1. Identifying and recruiting a diverse group of stakeholders to serve on their school site CLAC, including representatives from community-based organizations, businesses, government agencies, parent groups, and other key partners. 2. Develop a shared understanding of community schools and the Cornerstone Commitments among CLAC members and other stakeholders. 3. Collaborate with the SCOE and other community school technical assistance providers to ensure that CLAC members have access to the training and resources needed to guide and support school-level implementers effectively.
Outcome/Indicators
<ol style="list-style-type: none"> 1. CLAC is established and includes representatives from diverse stakeholder groups. 2. CLAC members and other stakeholders have a shared understanding of community schools and the Cornerstone Commitments. 3. CLAC members receive training and resources needed to guide and support school-level implementers effectively.

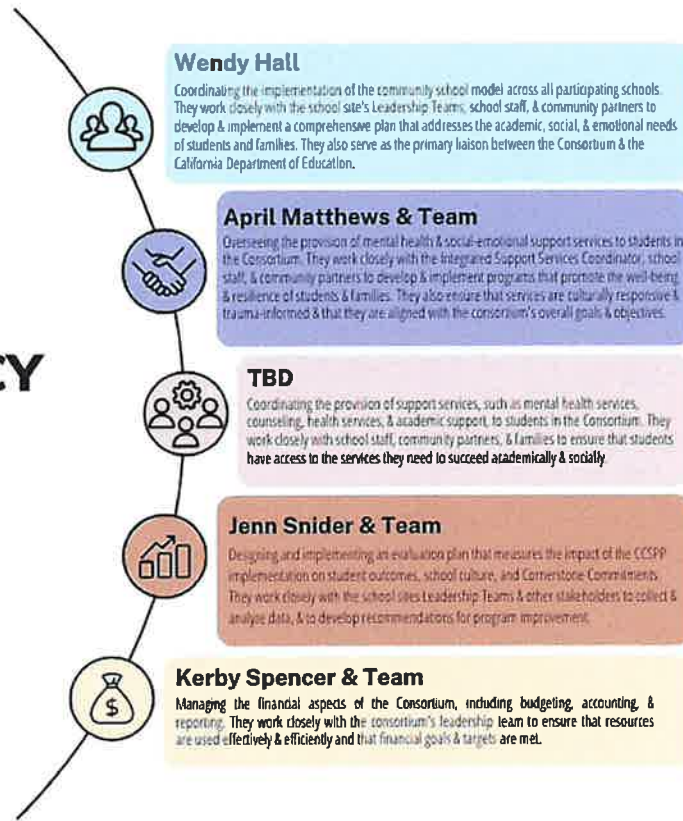
Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphics):

SHASTA COUNTY CCSP CONSORTIUM

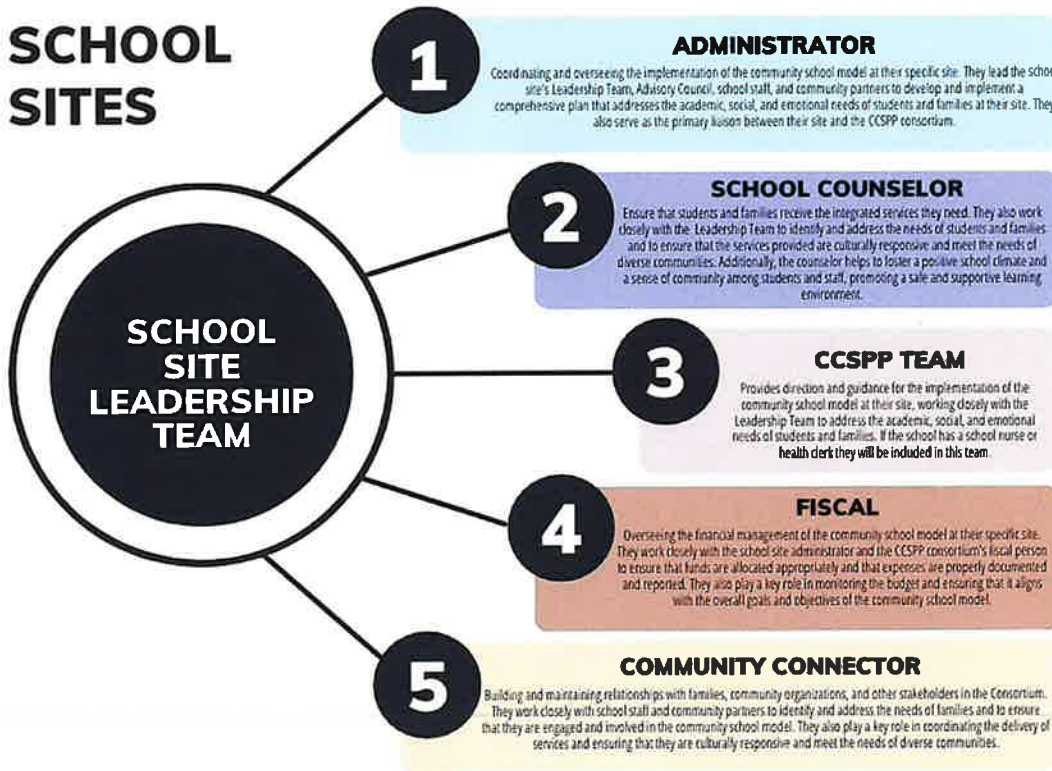
The Consortium will use a hub & spoke system for shared governance & site-level leadership. Shasta COE and the CLAC will act as the central hub & will provide support & guidance to the school site spoke teams, who will be responsible for implementing the community school model at their specific site.



LEAD AGENCY



SCHOOL SITES



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.

Site and Consortium Level Goals and Measures of Progress

Burney Junior Senior High School
Goals
LCAP ENGAGING EDUCATIONAL PARTNERS: During Year 1, we will create a safe, inclusive, and supportive learning environment through the implementation of community school-aligned practices that address the social-emotional and mental health needs of all students.
Action Steps
<ol style="list-style-type: none"> 1. Provide professional development designed to meet the specific needs of foster youth, English learners, and low-income students, including social-emotional learning, mental health, and instructional strategies. 2. Maintain or hire full-time counselors. 3. Provide and maintain paraprofessionals for alternative education, Native American, EL, FY, LI, and exceptional needs students.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Maintain pupil expulsion rates of 0.1% 2. Decrease pupil suspension rate from 7.2% to 4.6% 3. Decrease chronic absenteeism from 22% to 16%
Shasta County Community School Consortium
Goals
By the end of Year 2, the Consortium will ensure alignment of community school policies and initiatives with school site Local Control and Accountability Plans (LCAPs), District Advisory (DA) committees, and support provided by SCOE.
Action Steps
<ol style="list-style-type: none"> 1. Develop a comprehensive plan for community schools that integrates with LCAPs, DA committees, and SCOE supports. 2. Establish a system for regular communication and collaboration among the Consortium, LEAs, and school sites to ensure alignment of policies and initiatives. 3. Provide professional development and technical assistance to LEAs and school sites to support alignment with community school policies and initiatives.

4. Develop a process for regularly reviewing and updating policies and initiatives to ensure ongoing alignment with LCAPs, DA committees, and SCOE supports
Outcome/Indicators
<ol style="list-style-type: none"> 100% of LEAs and school sites have community school policies and initiatives that align with LCAPs, DA committees, and SCOE supports. Increased stakeholder engagement in the alignment process, as evidenced by participation in LCAP and DA committee meetings and other community events.

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.

Site and Consortium Level Goals and Measures of Progress

Burney Junior Senior High School
Goals
By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the Consortium’s community school strategies that address the unique needs of our student population.
Action Steps
<ol style="list-style-type: none"> Establish our Leadership Team that includes the principal, a Community School Coordinator, a school counselor, our school site Community Connector, a nurse or health clerk, a fiscal staff, and other interested staff. Provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement. Collaborate with the Consortium to share best practices and resources to support the development and implementation of Leadership Teams.
Outcome/Indicators
<ol style="list-style-type: none"> A functioning Leadership Team established by the end of the school year. Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies.
Shasta County Community School Consortium

Goals
By the end of Year 1, SCOE, the Consortium's Lead Agency, will establish a comprehensive Community School Team to support school-site and Consortium level work competently and sustainability.
Action Steps
<ol style="list-style-type: none"> 1. SCOE, as the Consortium's Lead Agency, will hire a full Community School Team to support the CLAC, school site teams and complete Consortium level work for all. 2. Research and identify areas where new and current positions could support the work of the Community School Team, restructure as needed for current positions, develop job descriptions for new positions, advertise open positions, and hire qualified candidates for these positions. 3. The team will begin to develop a sustainability plan to support community school efforts.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Hire a full Community School Team by the end of Year 1. 2. Develop a Consortium level braided funding tool as the first step in our sustainability plan. 3. Assess staffing and funding strategies annually and make adjustments to ensure continued success.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Ray Guerro	Burney Junior Senior High School Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
Janelle Howes	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services. They also 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. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment.
Teresa Spooner CBO	School Site Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They also play a key role in monitoring the budget and ensuring that it aligns with the overall goals and objectives of the community school

	model.
TBD	Burney Junior Senior High School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other stakeholders. 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 and ensuring that they are culturally responsive and meet the needs of diverse communities.
Wendy Hall	Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education.
April Matthews	Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of mental health & social-emotional support services to students in the Consortium. They work closely with the Integrated Support Services Coordinator, school staff, & community partners to develop & implement programs that promote the well-being & resilience of students & families. They also ensure that services are culturally responsive & trauma-informed & that they are aligned with the consortium's overall goals & objectives.
TBD	Consortium Lead Agency Integrated Student Supports External Director: Coordinating providing support services, such as mental health services, counseling, health services, & academic support, to students in the Consortium. They work closely with school staff, community partners, & families to ensure that students have access to the services they need to succeed academically & socially.
Jenn Snider	Consortium Lead Agency Director of Data, Planning, and Accountability: Designing and implementing an evaluation plan that measures the impact of the CCSPP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' Leadership Teams & other stakeholders to collect & analyze data, & to develop recommendations for program improvement.
Kerby Spencer	Consortium Lead Agency Community School Fiscal Director: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met.

Describe the plans or steps you've taken to build sustainability beyond the life of your implementation grant:

Our Consortium has taken several steps to build sustainability beyond the life of the implementation grant.

Sustainable Revenue Stream

To ensure sustainability, we have worked with our community partners and stakeholders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools initiative. One of the key steps we have taken is to establish partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This includes funds from Redding Rancheria and the Cowell and McConnell Foundation. We have also leveraged existing funding sources, such as federal grants and state initiatives, to support our work. This includes funds from MHSA and MHSSA. In addition, we are working to build support among policymakers and elected officials at the local and county levels to make community schools a priority in our region. In addition, we are also focusing on billing for direct student and family services through Medi-Cal and other payors. We recognize the importance of this revenue stream in providing sustainable funding for our community school programs. To support LEAs in maximizing their reimbursements, SCOE is collaborating with the California Children's Trust to create a toolkit to help LEAs in our Consortium and across our state secure new billing vendors. Additionally, SCOE applied for and was selected as one of the COEs for the Department of Health Care Services Student Health Demonstration Grant, which will provide funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train our school site Community Connectors to become certified Wellness Coaches who can bill for their services. Those who meet the criteria will receive training and certification as Wellness Coaches and bill Medi-Cal for providing mental health and wellness support to students and families. This will help the school generate revenue and increase access to much-needed services for students and families in the community. Through these efforts, we aim to build a sustainable revenue stream that will support the long-term sustainability of our community school programs.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we plan to invest in professional development and training opportunities for our staff and community partners. This will include ongoing training on best practices in community school implementation, as well as leadership development and capacity building for our community school coordinators, school site Leadership Teams, and members of the CLAC.

Consolidated Services

In addition to the steps outlined above, our Consortium's consolidated service strategy also plays a key role in building sustainability beyond the life of our implementation grant. By pooling our resources and working collaboratively, we will maximize the impact of our community school efforts and ensure that they continue to thrive even after the grant period ends. Our Consortium structure also provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort will allow us to continue to improve outcomes for our students, families, and communities in the long run.

Alignment

Finally, we have started to embed community schools within the broader strategic plans and priorities

of our school districts and local education agencies. This has included aligning our community school Implementation Plan goals with the LCAP, DA, and other district-level planning documents. We will continue to work on alignment and collaborating with other school and community initiatives to ensure that our work is integrated and sustainable over the long term.

Overall, these steps will help to build a strong foundation for sustainability beyond the life of the implementation grant, and we are confident that our community schools initiative will continue to thrive and grow in the years to come.

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.

Site and Consortium Level Goals and Measures of Progress

Shasta County Community School Consortium	
Goals	
During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect.	
Action Steps	
<ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Consortium Integrated Student Supports External Director and a Community Connector for each school site. 3. Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, COST, Care Classroom, etc. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan. 	

Shasta County Community School Consortium	
Goals	
Apply for California Accountable Communities for Health Initiative’s (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community.	
Action Steps	
<ol style="list-style-type: none"> 1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process. 2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children’s Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community. 3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. Development of a comprehensive funding proposal that reflects the needs of our community and community schools and aligns with the requirements of the ACH Initiative. 2. Successful submission of the funding proposal and receipt of the necessary funding to establish the ACH infrastructure in our community. 3. If funded, establish a collaborative ACH with representatives from diverse sectors in the community. 	

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.

To ensure the success of our community schools, we have established or plan to establish partnerships with key stakeholders in our community. These partnerships are designed to address each of the four pillars of community schools and are aligned with our cornerstone commitments. We recognize that community schools are not successful in isolation and must rely on partnerships with families, community-based organizations, businesses, and government agencies.

Partnerships to Support Pillar 1: Integrated Student Supports

To support the pillar of integrated student support, we have established partnerships with healthcare providers, mental health organizations, and other community-based organizations. These partnerships allow us to provide wrap-around services to our students and families, including access to healthcare, mental health services, and other critical resources. **Example:** We are working more closely with our Partnership Health Plan of California, our managed care plan to contract for direct services provided to students.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

To support the pillar of expanded and enriched learning time and opportunities, we are establishing

partnerships with local businesses and organizations to provide students with internships, job shadowing opportunities, and other real-world learning experiences. Additionally, we will partner with local museums, libraries, and other cultural institutions to provide students with access to high-quality cultural and educational experiences. **Example:** We are working with our Shasta County Chamber of Commerce around internships, job shadowing, and childcare opportunities.

Partnerships to Support Pillar 3: Family and Community Engagement

To support the pillar of family and community engagement, we have established partnerships with local community-based organizations, parent-teacher associations, and other parent groups. These partnerships will allow us to engage families and community members in decision-making and ensure their voices are heard. Additionally, we have partnered with local media outlets to ensure that our community is informed about the work that we are doing in our community schools. **Example:** Our partner community-based organizations hold AmeriCorps contracts that allow them to provide Parent Partners and Parent Cafes in our community. These established relationships have and will continue to help our community schools with parent engagement.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To support the pillar of collaborative leadership and practices, we are building strong partnerships among teachers, school staff, parents, and community members, so our school sites can create an environment where everyone is working together toward a common goal of student success. We have established partnerships with other schools and school districts in our region. These partnerships will allow us to share best practices, collaborate on professional development opportunities, and work together to address common challenges. Additionally, we have partnered with local government agencies to ensure that our community schools are aligned with broader community goals and priorities. **Example:** SCOE's position as our CCSPP Regional Technical Assistance Center will allow us to collaborate regularly with local community schools.

Partnerships for Consortium Success

To ensure the success of our Consortium, we have established partnerships with the California Department of Education, the State Transformational Assistance Center, and other regional, state, and national-level organizations. These partnerships will allow us to access resources and expertise critical to our community schools' success. Additionally, we have established partnerships with other community school consortia in the state to share best practices and collaborate on advocacy efforts. **Example:** Our Consortium is working directly with Partners for Rural Impact, which helps build rural capacity and infrastructure to strengthen community school leaders and schools in under-resourced rural communities by supporting the development of civic infrastructure and increasing access to proven practices through training and technical assistance.

Partnerships with Stakeholders, CLAC, and School Site Leadership Teams

To ensure that our partnerships are responsive to the vision and priorities of our stakeholders, we will establish a Community Leadership Advisory Council (CLAC) and engage our school site Leadership Teams in the partnership development process. These partnerships allow us to ensure that our work is aligned with the needs and priorities of our students, families, and community members. We also work closely with them to identify and address emerging challenges and opportunities. **Example:** We currently have very successful meetings of our Connection Cafe group. The Connection Cafe is a valuable networking opportunity for all agencies providing services to children and families in Shasta County. This event gives local service providers a chance to come together for formal networking, learning, and input gathering. This group will be used to secure knowledgeable members of the

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.

Site and Consortium Level Goals and Measures of Progress

Burney Junior Senior High School & Shasta County Community School Consortium	
Goals	
By the end of Year 1, all SCOE community school team members, school site Leadership Team members, and CLAC members will be offered training in ICA's ToP participatory methods to facilitate effective completion of deep needs and asset assessments and ongoing stakeholder engagement.	
Action Steps	
<ol style="list-style-type: none"> 1. Identify a qualified training facilitator for ICA's ToP participatory methods. 2. Schedule and organize training sessions for SCOE community school team, school site Leadership Teams, and CLAC members. 3. Evaluate and provide feedback on the effectiveness of the training sessions. 	
Outcome/Indicators	
<ol style="list-style-type: none"> 1. SCOE's community school team, school site Leadership Teams, and CLAC will have a minimum of 1 member attend the ICA's ToP participatory methods training sessions during Year 1. 2. The feedback from participants will demonstrate that 80% found the training sessions useful and relevant to their work. 3. 90% of participants will facilitate deep needs and asset assessment activities using ICA's ToP participatory methods. 	

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.

Site and Consortium Level Goals and Measures of Progress

Burney Junior Senior High School
Goals
By the end of Year 3, school sites will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year.
Action Steps
<ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by Consortium 2. Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in the design and implementation of CBL projects.
Outcome/Indicators
<ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects.
Shasta County Community School Consortium
Goals
By the end of Year 3 of the implementation grant, 75% of educators in the consortium will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction.
Action Steps

1. Identify or develop professional development opportunities focused on CBL for educators in the consortium.
2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action.
3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction.

Outcome/Indicators

1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3.
2. 5 or more opportunities for educators in the Consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified.
3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction.

PRIORITY 9: PROGRESS MONITORING AND COLLECTIVE PROBLEM SOLVING

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.

Site and Consortium Level Goals and Measures of Progress

Burney Junior Senior High School
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and Compassionate Systems Awareness strategies to continuously improve their community school.
Action Steps
<ol style="list-style-type: none"> 1. School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles, to continuously improve their community school. 2. School site Leadership Teams will collaborate with other community school site Leadership Teams to share best practices and strategies for improvement. 3. School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth.
Outcome/Indicators

1. The school site Leadership Team utilizes Improvement Science and Compassionate Systems Awareness strategies to improve the system continuously.
2. Log collaboration with educational partners to share best practices and strategies for improvement.
3. Examples of community school success celebrations.

Shasta County Community School Consortium

Goals

By January 2024, the Consortium's Evaluation Team will develop the evaluation plan for our community school initiative.

Action Steps

1. The Consortium's Evaluation Team will convene a workgroup with educational partners to review existing evaluation plans and determine the necessary components for the community schools initiative.
2. Our evaluation plan will be rooted in local data and measures, allowing for diverse community-based definitions of success.
3. The Consortium's Evaluation Team will create tools and training to support school site Leadership Teams in implementing the evaluation plan.
4. Review and revise the evaluation plan annually to ensure relevance and effectiveness.

Outcome/Indicators

1. The completion of an evaluation plan that includes necessary components for the community schools initiative.
2. The building of evaluation tools and training of school site teams on implementing the evaluation plan.
3. Annual review and revision of the evaluation plan to ensure relevance and effectiveness.

1 in the State of California.

2 10.4.7 The District shall require a written statement from a physician verifying a unit member's
3 absence under this leave and his/her ability to return to work.

4 **10.5 Personal Necessity Leave (PN) and Personally Compelling and/or Professionally**
5 **Compelling (PC) Leave**

6 10.5.1 Unit members may use a maximum of **eight (8)** days of accumulated sick leave in any
7 school year for Personal Necessity (PN) Leave (Items a-e below). Additional **two (2)**
8 days that may be used in each fiscal year for reasons which are personally compelling
9 and/or professionally compelling (PC). Advance notice is required for PN & PC except
10 in extraordinary circumstances, however, advance permission is not required for PC.

- 11 a. Death of a member of immediate family when additional leave is required beyond
12 that provided under Bereavement Leave.
- 13 b. Accident involving the person or property of the unit member or the person or
14 property of a member of the immediate family.
- 15 c. Appearance in any court or before any administrative tribunal as a litigant, party,
16 or witness under subpoena or any order made with jurisdiction.
- 17 d. Serious illness of a member of the immediate family which requires medical care
18 and the personal presence of the unit member.
- 19 e. In addition, to the above, an unavoidable circumstance (such as but not limited to,
20 death of a family member outside of the immediate family) that the unit member
21 cannot reasonably be expected to disregard and that necessitates his/her attention
22 during assigned hours of service.

23 10.5.2 Member of the immediate family shall be as defined in the Bereavement Leave
24 provision of this Agreement.

25 **10.6 Pregnancy Disability Leave**

26 A unit member may utilize accumulated sick leave for the purpose of a disability related to
27 pregnancy, miscarriage, childbirth, and the recovery wherefrom. The length of such leave, including
28 the date on which the leave shall commence and the date on which the leave, including the date on
29 which the leave shall commence and the date on which the unit member shall resume duties, shall
30 be determined by the unit member and the unit member's physician, provided that such verification
31 clearly demonstrates to the District that such leave is for disability and is not just for purposed of
32 childcare or any purpose other than pregnancy-related disability. Such pregnancy disability leave
33 with pay shall be granted and administered in the same manner as other temporary disability for
34 illness or injury.

35 **10.7 Child Care Leave**

36 10.7.1 Unit members may be granted parental childcare leave of up to three (3) months
37 for the purpose of preparing for a caring for a newly born or newly adopted child.

1 in the State of California.

2 10.4.7 The District shall require a written statement from a physician verifying a unit member's
3 absence under this leave and his/her ability to return to work.

4 **10.5 Personal Necessity Leave (PN) and Personally Compelling and/or Professionally**
5 **Compelling (PC) Leave**

6 10.5.1 Unit members may use a maximum of seven (7) days of accumulated sick leave in any
7 school year for Personal Necessity (PN) Leave (Items a-e below). Additional three (3)
8 days that may be used in each fiscal year for reasons which are personally compelling
9 and/or professionally compelling (PC). Advance notice is required for PN & PC except
10 in extraordinary circumstances, however, advance permission is not required for PC.

- 11 a. Death of a member of immediate family when additional leave is required beyond
12 that provided under Bereavement Leave.
- 13 b. Accident involving the person or property of the unit member or the person or
14 property of a member of the immediate family.
- 15 c. Appearance in any court or before any administrative tribunal as a litigant, party,
16 or witness under subpoena or any order made with jurisdiction.
- 17 d. Serious illness of a member of the immediate family which requires medical care
18 and the personal presence of the unit member.
- 19 e. In addition, to the above, an unavoidable circumstance (such as but not limited to,
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21 cannot reasonably be expected to disregard and that necessitates his/her attention
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24 provision of this Agreement.

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34 illness or injury.

35 **10.7 Child Care Leave**

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37 for the purpose of preparing for a caring for a newly born or newly adopted child.

Fall River Joint Unified School District
Policy 5131.61

STUDENTS
Drug Testing

DEFINITIONS:

Drug: Any substance considered illegal or controlled by the Food and Drug Administration.

Student Athlete: Any student participating in athletic practices and/or contests under the control and jurisdiction of the Fall River Joint Unified School District.

Sport Season: Fall, Winter, and Spring seasons begin on the first day of practice allowed by the California Interscholastic Federation or the Fall River Joint Unified School District and end the day prior to the beginning date of practice of the next season.

The Governing Board recognizes that a student athlete under the influence of a drug endangers himself/herself and all other players. In order to protect the health and safety of all athletes as well as providing a compelling reason for students to say "no" to drug use, the District is establishing a mandatory, random, urinalysis drug testing program for all students participating in District athletics.

The Superintendent or designee shall establish drug testing procedures that ensure appropriate individual privacy for athletes while maintaining the viability of the process. Punitive action shall be taken against any student who tests positive as prescribed in administrative regulations.

Legal Reference:

EDUCATION CODE

44049 Known or suspected alcohol or controlled substance abuse by student

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

51262 Use of anabolic steroids; legislative finding and declaration

Vernonia School District v. Acton, 115 S Ct. 2385 (1995)

Policy adopted 12/4/96

Regulation 5131.61

STUDENTS
Drug Testing

RANDOM DRUG TESTING OF STUDENT ATHLETES

The Governing Board recognizes that a student athlete under the influence of a drug endangers himself/herself and all other players. In order to protect the health and safety of all athletes as well as providing a compelling reason for students to say “no” to drug use, the District has established a mandatory, random, drug testing program for all athletes, pep squad members, and ASB Officers.

The Superintendent or designee shall establish drug testing procedures that ensure appropriate individual privacy for athletes while maintaining the viability of the process. Punitive action shall be taken against any student who tests positive as prescribed in administrative regulations.

PROCEDURES:

Student Selection: All student athletes, pep squad members, and ASB Officers may be tested for the presence of illegal drugs during each sport season and shall be subject to additional random testing during the entire season.

Parental Consent: Students desiring to participate in a district athletic program shall first provide their parent/guardian's written consent for testing.

Medication: Before drug testing occurs, students who have been or are presently taking prescription medication shall present either a copy of the prescription or a physician's written verification of this fact.

Positive Test: If a student's initial drug test is positive, a second test shall be administered on the same sample as soon as possible to confirm the results. Parents/ guardians shall be notified after the second positive test results are confirmed. If the second test is negative, no further action will be taken.

CONSEQUENCES:

1st Offense Suspension from team activities or office for **(4-weeks) twenty (20) consecutive school days** and a minimum of 2 interscholastic contacts. Athletes must practice with the team during this time. The student must be on the bench at home games (in street clothes) and will not travel with the team. Parent notification. This consequence carries over into the next season of sport. Drug test before returning to sports or activities.

2nd Offense Removal from teams, activities or office for remainder of the current season and the next athletic season. Drug test before returning to sports or activities. Parent notification.

3rd Offense Suspension from athletic participation or office for remainder of school attendance in the district. Parent notification

Regulation adopted 12/4/96
Revised 6/20/01, 1/14/04
E 5131.61

GENERAL AUTHORIZATION FORM

I understand fully that my performance as a participant and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules, and regulations set forth by the Fall River Joint Unified School District Board of Trustees for the activity in which I participate.

I authorize the Fall River Joint Unified School District to conduct a test on a specimen, which I provide to test for drugs and/or alcohol use. I also authorize the release of information concerning the results of such a test to the Superintendent or designee and to my parents or guardians.

This shall be deemed a consent pursuant to the Family Education Right to Privacy Act for Release of the above information to the parties named above.

Student Signature

Parent/Guardian Signature

Address

Date

Revised: 10/25/99, 1/14/04

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

Superintendent
Greg Hawkins



"Education is Power"

Governing Board
President: John Hamilton
Clerk: Jeanne Norris
Trustee: Rick Dougherty
Trustee: Megan Estes
Trustee: Jack Hathaway

4/4/2024

Consider for Board Approval of Valedictorian and Salutatorian graduation speakers:

Burney Jr/Sr High School

Valedictorian – Samantha Covert
Salutatorian – Jaiden Ford

Fall River Jr/Sr High School

Valedictorian – Isabella Cordova
Salutatorian – Braylon Earnest

FOR BOARD CONSIDERATION

TO: FALL RIVER JOINT UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES
FROM: RAY GUERRERO / JANN ADCOCK
SUBJECT: OVERNIGHT FIELD TRIP APPROVAL
DATE: MARCH 21, 2024

Burney Junior Senior High School would like to take the Yearbook students to the Jostens Yearbook Workshop in Talent, Oregon, from April 25, 2024, to April 26, 2024. The group will be staying at the Springhill Suites, in Medford, Oregon, and Jann Adcock will be chaperoning the 7 students who will be attending the workshop. We understand that board approval would be after the trip has taken place but we are still requesting board consideration for approval.

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

ADMINISTRATIVE SALARY SCHEDULE - 2023/2024

Step	Vice Principal	Elementary Principal	High School Principal	Special Ed. Director
1	\$ 98,264	\$ 103,137	\$ 110,446	\$ 107,042
2	\$ 101,511	\$ 106,384	\$ 113,696	\$ 110,288
3	\$ 104,763	\$ 109,635	\$ 116,942	\$ 113,543
4	\$ 108,013	\$ 112,881	\$ 120,191	\$ 116,792
5	\$ 111,260	\$ 116,129	\$ 123,441	\$ 120,038
6	\$ 114,504	\$ 119,377	\$ 126,687	\$ 123,285
7	\$ 117,755	\$ 122,628	\$ 129,938	\$ 126,532
8	\$ 121,003	\$ 125,875	\$ 133,185	\$ 129,781
9	\$ 124,252	\$ 129,126	\$ 136,435	\$ 133,031
10	\$ 127,487	\$ 132,374	\$ 139,682	\$ 136,265
11	\$ 129,938	\$ 134,810	\$ 142,119	\$ 138,716
12	\$ 131,560	\$ 136,435	\$ 143,742	\$ 140,338

Salary Schedule Time Base is Annual

Stipends	
Masters	\$1,050
Summer School	\$6,240
Athletic Director	\$3,500 (Effective 7/1/2022)

Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the previous year's salary, not including added stipends for extra duty, will be applied each year. Example: Hire date 7/1/1990, change to Admin 7/1/2015 - Years with district is 26, employee entitled to salary plus 1% longevity.

CHANGE TO:

Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the current year's salary, not including added stipends for extra duty, will be applied each year. Longevity will be compounded from year to year. Example: Hire date 7/1/1990, change to Admin 7/1/2015 - Years with district is 26, employee entitled to salary plus 1% longevity. Effective: 07/01/2010

Benefits	Work Year
Medical, Dental, Vision, Life Sick Leave - 12 Days Per Year Insurance Cap = \$12,463	190 Days

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

CLASSIFIED CONFIDENTIAL - 2023/2024

Step	
1	\$44,654
2	\$46,888
3	\$49,235
4	\$51,692
5	\$54,279
6	\$56,993
7	\$59,843
8	\$61,341
9	\$62,876
10	\$64,446
11	\$66,057
12	\$67,708
13	\$69,400
14	\$70,933
15	\$72,913
16	\$74,736
18	\$76,604
20	\$78,520
22	\$80,482
24	\$82,494
25	\$86,620

Classified Confidential to include:

****Principal Account Clerk/Accounts Payable and Receivable**

****Principal Account Clerk/Payroll**

****Principal Account Clerk/Personnel**

****Principal Account Clerk/Special Education Secretary**

****Superintendent Secretary**

Stipends

****AA** \$300

****BA/BS** \$550

****Masters** \$990

****MAA Project Co.** \$3,500

Salary Schedule Time Base is Annual

Vacation

1-5 Years of Service: 10 Days

6-10 Years of Service: 15 Days

Over 10 years of Service: 22 Days

Sick Leave	Work Year
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12 Days Per Year	260 Days
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Benefits

Medical, Dental, Vision, Life

Insurance Cap = \$12,463

Longevity:

At the beginning of the 10th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 15th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 20th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 25th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 30th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 35th year of District service an additional 2.5% shall be added to the employees current salary

At the beginning of the 40th year of District service an additional 2.5% shall be added to the employees current salary

All longevity will be compounded from year to year.

Effective: 07/01/2010

Retirement Benefit Plan

Upon written application, an employee with fifteen (15) years of service who is at least 55 years of age and is currently working 6-8 hours per day in the district may participate in the following early retirement plan:

*To participate, one must submit a written request to the Personnel office no later than 90 days prior to retirement date.

*Employee shall resign his/her position with the district and may not return.

*Employee must retire and be a participant in the Public Employee Retirement System.

*Employee shall receive a cash payment of 13% of the current annual salary of the position he/she held at the time of retirement to be paid annually for 5 consecutive years.

*Once an employee retires and chooses to discontinue coverage under the district insurance carrier he/she shall not be eligible to reinstate coverage.

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

CLASSIFIED CONFIDENTIAL MANAGEMENT - 2023/2024

Step		
1	\$	50,529
2	\$	52,960
3	\$	55,751
4	\$	58,533
5	\$	61,462
6	\$	64,534
7	\$	67,763
8	\$	69,759
9	\$	74,710
10	\$	77,696
11	\$	80,807
12	\$	84,038
13	\$	87,399
14	\$	90,894
15	\$	95,520
16	\$	98,313
18	\$	102,247
20	\$	106,335
22	\$	110,588
24	\$	115,014
25	\$	119,610

Classified Confidential Management to include:

- **Administrative Assistant**
- **Chief Business Official**
- **Director of Operations / Risk Manager**
- **Director of Food Service**
- **Director of Transportation**

Stipends

- **AA \$300**
- **BA/BS \$550**
- **Master: \$990**

Salary Schedule Time Base is Annual

Vacation	
1-5 Years of Service:	10 Days
6-10 Years of Service:	15 Days
Over 10 years of Service:	22 Days
Sick Leave	Work Year
12 Days Per Year	260 Days
Benefits	
Medical, Dental, Vision, Life	
Insurance Cap = \$12,463	

Longevity:

- At the beginning of the 10th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 15th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 20th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 25th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 30th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 35th year of District service an additional 2.5% shall be added to the employees current salary
- At the beginning of the 40th year of District service an additional 2.5% shall be added to the employees current salary

All longevity will be compounded from year to year. Effective: 07/01/2010

Retirement Benefit Plan

Upon written application, an employee with fifteen (15) years of service who is at least 55 years of age and is currently working 6-8 hours per day in the district may participate in the following early retirement plan:

- *To participate, one must submit a written request to the Personnel office no later than 90 days prior to retirement date.
- *Employee shall resign his/her position with the district and may not return.
- *Employee must retire and be a participant in the Public Employee Retirement System.
- *Employee shall receive a cash payment of 13% of the current annual salary of the position he/she held at the time of retirement to be paid annually for 5 consecutive years.
- *Once an employee retires and chooses to discontinue coverage under the district insurance carrier he/she shall not be eligible to reinstate coverage.

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

DISTRICT PSYCHOLOGIST SALARY SCHEDULE - 2023/2024

Step		
1	\$	82,856
2	\$	85,379
3	\$	87,980
4	\$	90,653
5	\$	93,411
6	\$	96,253
7	\$	99,180
8	\$	102,192
9	\$	105,295
10	\$	108,491
11	\$	111,783
12	\$	115,174
13	\$	118,665
14	\$	122,265
15	\$	125,969
16	\$	129,785

Salary Schedule Time Base is Annual

Educational Stipend Masters	\$1,050
Mileage Stipend Computed annually by July 1 (Current IRS rate X estimated mileage)	

Benefits Medical, Dental, Vision, Life Sick Leave - 12 days per year Insurance Cap = \$12,463 - Embedded in Salary	Work Year 210 Days
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Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the **previous year's salary**, not including added stipends for extra duty, will be applied each year.
 Example: Hire date 7/1/1990, change to District Psychologist 7/1/2015 - Years of service with district is 26, employee entitled to salary plus 1% longevity.
Longevity clause terminated for all new hires as of 6/30/2021

CHANGE TO:
Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the **current year's salary**, not including added stipends for extra duty, will be applied each year. **Longevity will be compounded from year to year.**
 Example: Hire date 7/1/1990, change to District Psychologist 7/1/2015 - Years with district is 26, employee entitled to salary plus 1% longevity. **Effective: 07/01/2010**

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

SPEECH-LANGUAGE PATHOLOGIST SALARY SCHEDULE - 2023/2024

Step	
1	\$64,513
2	\$66,447
3	\$68,439
4	\$70,494
5	\$72,608
6	\$74,788
7	\$77,032
8	\$79,340
9	\$81,719
10	\$84,174
11	\$86,695
12	\$89,298
13	\$91,976
14	\$94,736
15	\$97,580
16	\$100,507
17	\$103,524

Salary Schedule Time Base is Annual

Longevity:

Starting with the 13th year of District service, a longevity increase of 1% of the previous year's salary, not including added stipends for extra duty, will be applied each year.

CHANGE TO:

Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the current year's salary, not including added stipends for extra duty, will be applied each year. Longevity will be compounded from year to year. Effective: 07/01/2010

Insurance cap = \$12,463

Work Year = 183 Days

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

20375 Tamarack Avenue, Burney, CA 96013---530-335-4538---Fax 530-335-3115

DRAFT

DIRECTOR OF TECHNOLOGY SALARY SCHEDULE - 2023/2024

Step		
1	\$	115,634
2	\$	119,094
3	\$	122,556
4	\$	126,021
5	\$	129,486
6	\$	132,947
7	\$	136,409
8	\$	139,872
9	\$	143,338
10	\$	146,344
11	\$	149,400
12	\$	151,130

Salary Schedule Time Base is Annual

Stipends (One Maximum) Masters MCSE, MCTS MCDST Certification CCIE, CCNA, CCNP Certification (Current Certifications Only)	\$1,050
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Benefits Medical, Dental, Vision, Life Sick Leave - 12 days per year Insturance Cap = \$12,463 - Embedded in Salary	Work Year 190 Days
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Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the previous year's salary, not including added stipends for extra duty, will be applied each year. **Longevity Clause terminated for all new hires as of 6/30/2021.**

CHANGE TO:

Longevity: Starting with the 13th year of District service, a longevity increase of 1% of the current year's salary, not including added stipends for extra duty, will be applied each year. **Longevity will be compounded from year to year.**
Effective: 07/01/2010

Board Approved:

FALL RIVER JOINT UNIFIED SCHOOL DISTRICT

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CLASSIFIED SALARY SCHEDULE - 2023/2024

Range	1	2	3	4	5	6	7
1 Cafeteria Worker	\$16.68	\$17.70	\$18.25	\$19.12	\$20.02	\$20.95	\$21.94
Cafeteria Clerk							
Clerk Typist							
Elem. Library Clerk							
2 Paraprofessional	\$17.70	\$18.25	\$19.12	\$20.02	\$20.95	\$21.94	\$23.00
Workability Job Supervisor							
Health Clerk							
3 Senior Clerk	\$18.25	\$19.12	\$20.02	\$20.95	\$21.94	\$23.00	\$24.10
Custodian							
Library Guidance Tech							
4 Technology Paraprofessional	\$19.12	\$20.02	\$20.95	\$21.94	\$23.00	\$24.10	\$25.26
Behavior Management Para							
5 Lead Custodian	\$20.02	\$20.95	\$21.94	\$23.00	\$24.10	\$25.26	\$26.46
Maintenance Worker							
Cook/Manager							
Grounds Worker							
6 Bus Driver	\$20.95	\$21.94	\$23.00	\$24.10	\$25.26	\$26.46	\$27.74
Secretary							
Health Attendant Para							
Intensive Behavior Interventionist							
Sign Language Interpreter							
Translator							
7 Bus Driver/Lube Mechanic	\$23.00	\$24.10	\$25.26	\$26.46	\$27.74	\$29.06	\$30.46
Bus Driver-Dispatcher							
8 Mechanic	\$25.26	\$26.46	\$27.74	\$29.06	\$30.46	\$31.93	\$33.50
Skilled Maintenance Worker							
Bus Driver Trainer							
9 Maintenance Foreman	\$26.46	\$27.74	\$29.06	\$30.46	\$31.93	\$33.50	\$35.10
Master Mechanic							
Technology Support Assistant							
10	\$27.74	\$29.06	\$30.46	\$31.93	\$33.50	\$35.10	\$36.78

Salary Schedule Time Base is Hourly

Longevity:

- * At the beginning of the 10th year of District service an additional 2.5% shall be added to the employees current hourly rate.
- * At the beginning of the 15th year of District service an additional 2.5% shall be added to the employees current hourly rate.
- * At the beginning of the 20th year of District service an additional 2.5% shall be added to the employees current hourly rate.
- * At the beginning of the 25th year of District service an additional 2.5% shall be added to the employees current hourly rate.
- * At the beginning of the 30th year of District service an additional 2.5% shall be added to the employees current hourly rate.

All longevity will be compounded from year to year.

Effective: 07/01/2010

Stipends - Annually	
*AA Degree	\$300
*BA/BS Degree	\$550
*Masters	\$990

**Yard Duty Aide Position = Current Minimum Wage

Insurance Cap = \$12,463

Board Approved: