ENTERPRISE ELEMENTARY SCHOOL DISTRICT

1155 MISTLETOE LANE, REDDING, CALIFORNIA 96002

REGULAR MEETING OF THE GOVERNING BOARD
1225 MISTLETOE LANE (MISTLETOE GYM)
WEDNESDAY, MAY 28, 2025, 4:00 P.M. (OPEN SESSION)

OUR DISTRICT GOALS

ENHANCE
student learning options and enrich communication

MEET
the social and emotional needs of students

HIRE AND RETAIN
the best

PROVIDE
safe, adequate, and secure operations

OUR GOVERNING BOARD

Troy Wright
Gloria Valles
Bonnie Hyatt
Andrew Shaddix
Robin Littau

In compliance with the Americans with Disabilities Act, the Enterprise Elementary School District will make available to any member of the public who has a disability, appropriate disability-related modifications or accommodations in order for that person to participate in the public meeting. Contact Tonya Cottrell at 530-224-4100, 1155 Mistletoe Lane, at least one (1) week prior to the scheduled meeting. We will make every effort to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to our public meetings. Documents presented to the members of the Governing Board for consideration at this meeting are available for public review in the District Office during business hours. The public is invited and encouraged to attend and participate in Board meetings. Persons wishing to address the Board may do so during the Opportunity for Public Comment, Public Forum, or Items from the Floor. Speakers are limited to a maximum of three minutes each. By law, the Board is not allowed to take action on matters that are not on the agenda.

1. **CALL TO ORDER** (3:30 P.M.)
2. **OPPORTUNITY FOR PUBLIC COMMENT ON CLOSED SESSION ITEMS**
3. **ADJOURNMENT TO CLOSED SESSION** Consider/Act upon:
   a. PUBLIC EMPLOYMENT: Teacher, Nurse, Clerk I, Clerk II, Cook, CIA Aide, SEPHA Aide. [GC § 54957]
   b. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT: Assistant Superintendent. [GC § 54957]
   c. CONFERENCE WITH LABOR NEGOTIATOR: Negotiator: Board President. Unrepresented Employee: Assistant Superintendent. [GC § 54957.6]
   d. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employee #492831 and Employee #492574. [GC § 54957]
   e. LABOR NEGOTIATIONS: [GC § 54957.6]
   f. LITIGATION: [GC § 54956.9]
4. **RECONVENE TO OPEN SESSION** (4:00 P.M.)
5. **PLEDGE OF ALLEGIANCE**
6. **PARSONS SPECIAL CONCEPTS CHOIR**
7. **APPROVE AGENDA ORDER AND CONSENT AGENDA**
8. **(C) APPROVE BOARD MEETING MINUTES**
   8.1 Minutes from April 2, 2025 Regular Board Meeting
   8.2 Minutes from April 11, 2025 Special Board Meeting
   8.3 Minutes from May 9, 2025 Special Board Meeting
9. **REPORTS AND PUBLIC FORUM**
   9.1 **REPORTS**
      9.1.1 Recognition and Reception
      9.1.2 EETA Report
      9.1.3 CSEA Report
      9.1.4 Superintendent's Report
   9.2 **PUBLIC FORUM**
   9.3 **ADMINISTRATIVE REPORTS**
      9.3.1 Community Schools Grant School Site/Consortium Implementation Plans
   9.4 **HUMAN RESOURCES REPORTS**
      9.4.1 Resignations
   9.5 **INSTRUCTION REPORTS**
      9.5.1 Conference and Staff Development Report
      (PH) 9.5.2 2025 District LCAP and Public Hearing
      (PH) 9.5.3 2025 RCA LCAP and Public Hearing
   9.6 **BUSINESS REPORTS**
      9.6.1 Financial Report
      9.6.2 Enrollment Report
      (PH) 9.6.3 2025/2026 Budget Report
      9.6.4 Citizens' Bond Oversight Committee Report

9.6.5 Capital Improvements Report

10. **ACTION ITEMS**

10.1 **ADMINISTRATIVE ACTION**

10.1.1 Adopt New and/or Updated Board Policies/Administrative Regulations

10.1.2 Approve Updated EESD Cell Phone Policy

10.2 **HUMAN RESOURCES ACTION**

10.2.1 Approve Employment

(C) 10.2.2 Approve University Agreements

10.2.3 Declaration of Need 2025-2026

10.2.4 Approve EETA MOUs

10.2.5 Approve CSEA MOUs

10.2.6 Approve Administrator/Classified Management Summer Soar Compensation

10.2.7 Approve Administrative Salary Schedule

10.2.8 Approve Resource Specialist Caseload Waiver Request

10.3 **INSTRUCTION ACTION**

10.3.1 Approve Trip Request

10.3.2 Approve Preschool Program Self-Evaluation

10.3.3 Adopt Revised 2024-25 Intersession Calendar

10.3.4 Approve Renewal of Dashboard Alternative School Status for PACE Academy

10.3.5 Approve Prop 28 Arts and Music Plans

10.3.6 Approve Reading Difficulty Risk Screener

10.4 **BUSINESS ACTION**

(C) 10.4.1 Approve Warrant Listings

(C) 10.4.2 Surplus

10.4.3 Approve Developer Fee MOU

10.4.4 Prop 28 Annual Funding Report for the District

10.4.5 Prop 28 Annual Funding Report for RCA

10.4.6 Adopt Resolution 2508 Project and Design Authorization for Mistletoe TK Classrooms

10.4.7 Adopt Resolution 2509 Project and Design Authorization for Shasta Meadows TK Classrooms

10.4.8 Adopt Resolution 2510 Project and Design Authorization for Lassen View Gym and Classrooms

10.4.9 Adopt Resolution 2511 Project and Design for Boulder Creek Music Room

10.4.10 Adopt Resolution 2512 Project and Design Authorization for Boulder Creek After School Office

10.4.11 Approve Construction Contract for Lassen View Cafe Floor Replacement

11. **PLANNING MATTERS**

12. **CLOSING**

12.1 Items from the Floor

12.2 Future Meeting Dates

12.3 Other Important Dates

12.4 Adjournment to Closed Session

13. **CLOSED SESSION** to consider and/or take action on:

a. PUBLIC EMPLOYMENT: Teacher, Nurse, Clerk I, Clerk II, Cook, CIA Aide, SEPHA Aide. [GC § 54957]

b. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT: Assistant Superintendent. [GC § 54957]

c. CONFERENCE WITH LABOR NEGOTIATOR: Negotiator: Board President. Unrepresented Employee: Assistant Superintendent. [GC § 54957.6]
d. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employee #492831 and Employee #492574. [GC § 54957]
e. LABOR NEGOTIATIONS: [GC § 54957.6]
f. LITIGATION: [GC § 54956.9]

14. **RECONVENE OPEN SESSION AND REPORT OF ACTION TAKEN IN CLOSED SESSION**
    14.1 APPROVAL/RATIFICATION OF EMPLOYMENT AGREEMENT WITH ASSISTANT SUPERINTENDENT [GC § 53262]
15. **ADJOURNMENT**

(PH) = PUBLIC HEARING; (C) = CONSENT ITEM

Heather Armelino
Superintendent and Secretary to the Board

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7. ESTABLISH AGENDA ORDER/ACTION ON CONSENT ITEMS

The agenda order has been developed in the order in which it has been printed and distributed. However, the order of the agenda may be modified.

Are there any requests for a change in the agenda order at this time?

Consent items being considered at this meeting include:

8.1 Approve Board Meeting Minutes from April 2, 2025
8.2 Approve Special Board Meeting Minutes from April 11, 2025
8.3 Approve Special Board Meeting Minutes from May 9, 2025
10.2.2 Approve University Agreements
10.4.1 Approve Warrant Listings
10.4.2 Approve Surplus

All items approved on the Consent motion will be written up in the minutes as if they had been acted upon individually. Members of the Board or audience who wish to have any item removed from the Consent agenda and placed as a discussion item may simply ask that this be done. The item will be removed from the Consent listing without debate.

Are there items that anyone wishes to remove from the Consent Agenda?

Proposed Action: Approve agenda order and consent items.

MOTION MADE BY:_____
SECONDED BY:_____

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8.1 MINUTES OF THE APRIL 2, 2025 REGULAR BOARD MEETING

Approve the minutes of the April 2, 2025 Regular Board Meeting.

Proposed Action: Approval by consent vote.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
MINUTES OF THE APRIL 2, 2025 REGULAR MEETING OF THE GOVERNING BOARD
1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called the meeting of the Enterprise Elementary School District Board of Education to order at 5:03 p.m.

1. Call to Order

There were no comments from the public.

2. Public Comment

The meeting was adjourned to Closed Session.

3. Closed Session

The meeting was reconvened to Open Session at 5:32 p.m.

4. Reconvene Open Session

BOARD MEMBERS
Gloria Valles
Troy Wright
Bonnie Hyatt
Andrew Shaddix
Robin Littau

EETA REPRESENTATIVE
Lori Duke, EETA President

CSEA REPRESENTATIVE
None.

ADMINISTRATION
Heather Armelino, Superintendent
Deborah Williams, Chief Business Official
Meagan Hawley-Stone, Director of Human Resources
Tiffany Rodrigues, Instructional Services Director
Annie Payne, Director, Special Education Services
Courtney Haedrich, Principal, Alta Mesa Elementary School
Tina Croes, Principal, Boulder Creek School
Stephanie Dahlberg, Principal, Lassen View Elementary School
Joshua McAuliffe, Principal, PACE Academy
Kyle Vierra, Principal, Parsons Junior High School ~ *Absent*
Chuck Seligman, Principal, Redding Collegiate Academy
Cody Brawley, Principal, Mistletoe School
Scotti Gold, Principal, Shasta Meadows Elementary School
Adam Grooms, Principal, Rother Elementary School
Elise Towers, Assistant Principal, Boulder Creek School ~ *Absent*
Jeff Arndt, Assistant Principal, Boulder Creek School
Chelsea Cambronne, Assistant Principal, Mistletoe School
Caryn Emerson, Associate Principal, Parsons Jr. High School
Kristen Crites, Assistant Principal, Parsons Jr. High School
Ron Cushman, Maintenance and Operations Director

Shasta Meadow's student Kaylyn Philpott led the Pledge of Allegiance.

5. Pledge of Allegiance

On motion of Board Member Wright, seconded by Board Member Littau, the agenda order and the consent agenda items were approved. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)

6. Agenda Order/Consent Agenda

On consent motion of Board Member Wright, seconded by Board Member Littau, the minutes of the March 5, 2025 Regular Meeting of the Board was approved. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)

7. Minutes of March 5, 2025 Board Meeting

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Shasta Meadows Principal Scotti Gold had Shasta Meadows student's shared how they are leaders on their campus.	8.1.1	School Presentation and Essential Piece
SEPHA Aide and PTO President Jennifer Mattera and 5th Grade Teacher and Leadership Advisor Jennifer Uronen were presented the Essential Piece Award for the month of April in recognition of their dedication to Shasta Meadows. Corena Peters, Program Coordinator, was recognized upon her resignation for 13 years of service to the district.	8.1.2	Recognition
There was no EETA Report.	8.1.3	EETA Report
There was no CSEA Report.	8.1.4	CSEA Report
Superintendent Armelino reported that the California Dashboard's new growth model indicates that EESD students outperform the state average in English Language Arts (ELA) and mathematics. She also shared that Boulder Creek and Lassen View earned the prestigious 2025 California Distinguished School recognition.	8.1.5	Superintendent's Report
A Boulder Creek parent addressed the board with his concerns over the YMCA no longer running the summer program at Boulder Creek.	8.2	Public Forum
Instructional Services Director Tiffany Rodrigues reported there were no Williams Act Complaints.	8.3.1	Williams Act Report
Director of Human Resources Meagan Hawley-Stone reported the following resignations: • Rebecca Vice, Teacher, Alta Mesa • Corena Peters, Program Coordinator, Student Services • Andrew Villa, Teacher, Parsons • Olivia Beltran, Teacher, Shasta Meadows	8.4.1	Resignations
Instructional Services Director Tiffany Rodrigues presented the Conference and Staff Development Report. She then shared EESD's progress on district literacy goal (WIG).	8.5.1	Conference and Staff Development Report
CBO Deborah Williams shared the Financial Report. She reviewed the income and expenditures for the month of March noting that the report was run before payroll was added.	8.6.1	Financial Report
She then went on to report the current enrollment for EESD is 3,677, an increase of 101 students from the same time last year.	8.6.2	Enrollment Report
Resolution #2507 was presented in support of collaborative community partnerships that enhance the quality of after school programs. Instructional Services Director Tiffany Rodrigues commented on the importance of this resolution for the ACE program and continued grant funding. Board Member Littau asked a clarifying question and Mrs. Rodrigues provided an answer. On motion of Board Member Valles, seconded by Board Member Wright, Resolution #2507 was adopted. (YES: Wright, Shaddix, Littau, Valles, Hyatt.)	9.1.1	Resolution #2507, Collaborative Community Partners

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9.2.1 Employment

Mrs. Hawley-Stone recommended the following persons for employment:
Administrator

- Kristen Crites, K-5 Principal, Alta Mesa
- Stacey Bourget, Assistant Principal, 1.0 FTE, TBD
- Edward Schneider, Assistant Principal, 1.0 FTE, TBD
- Maggie Russo, Assistant Principal, 1.0 FTE, TBD
- Holly Jones, K-5 Principal, 1.0 FTE, Rother

Classified Management/Confidential

- Eric Bergren, Director of Technology, 1.0 FTE, Monte Vista

Certificated

- Kacie Montgomery, Teacher, 1.0 FTE, Boulder Creek
- Cassandra Mills, Teacher, 1.0 FTE, Lassen View
- Tyler Green, Teacher, 1.0 FTE, Parsons
- Brad Fulton, Teacher, .30 FTE, Mistletoe
- Dale McMahon, .40 FTE, Rother

Classified

- Anthony Griffin, Custodian, 5.0/3.0 hours, Alta Mesa/Parsons
- Karla Barry, Student Services Clerk, 8.0 hours, Lassen View
- Emma Stevens, Behavior Tech, .5 hours, Mistletoe
- Brittany Lanning, CIA Aide, 5.25 hours, Shasta Meadows

On motion of Board Member Shaddix, seconded by Board Member Wright, the employment recommendations were approved. (YES: Littau, Valles, Wright, Shaddix, Hyatt.)

9.2.2 Resolution #2505, CA Day of the Teacher

Resolution #2505 was presented to proclaim California Day of the Teacher on May 7, 2025. On motion of Board Member Shaddix, seconded by Board Member Littau, Resolution #2505 was adopted. (YES: Shaddix, Littau, Valles, Wright, Hyatt.)

9.2.3 Resolution #2506, Classified School Employee Week

Resolution #2506 was presented to proclaim Classified School Employee Week on May 18-24, 2025. On motion of Board Member Valles, seconded by Board Member Shaddix, Resolution #2506 was adopted. (YES: Littau, Wright, Shaddix, Valles, Hyatt.)

9.2.4 CSEA Memorandums of Understanding

Human Resources Director Meagan Hawley-Stone presented four CSEA Memorandums of Understanding. Board Member Valles motioned to approve pending CSEA ratification, seconded by Board Member Shaddix, the Memorandums of Understanding were approved pending CSEA ratification. (YES: Valles, Shaddix, Littau, Wright, Hyatt.)

9.3.1 Trip Requests

On motion of Board Member Wright seconded by Board Member Shaddix, the trip request of RCA to go to the Western National Archery Tournament in Sandy, Utah was approved. (YES: Wright, Littau, Valles, Shaddix, Hyatt.)

9.3.2 School Plans for Student Achievement

Instructional Services Director Tiffany Rodrigues presented the School Plans for Student Achievement (SPSA). On motion of Board Member Valles, seconded by Board Member Shaddix, the School Plans for Student Achievement were approved. (YES: Shaddix, Valles, Wright, Littau, Hyatt.)

9.3.3 EL Master Plan

Instructional Services Director Tiffany Rodrigues presented the updated English Learner (EL) Master Plan to the Board. On motion of Board Member Wright, seconded

by Board Member Littau, the updated EL Master Plan was approved. (YES: Valles, Shaddix, Littau Wright, Hyatt.)

Principal/Preschool Director Adam Grooms presented the revised Preschool Handbook. Board Member Littau expressed positive support of the Handbook. On motion of Board Member Shaddix, seconded by Board Member Valles, the handbook was approved. (YES: Wright, Littau, Shaddix, Valles, Hyatt.)

9.3.4 Preschool Handbook

Mrs. Rodrigues presented the Expanded Learning Opportunities Program Plan noting that it references PowerScholars for the summer of 2024 and 2025 when it should reference district run program for 2025. Board Member Valles motioned to approve the ELOP plan as amended, seconded by Board Member Wright, the plan was approved as amended. (YES: Shaddix, Valles, Littau, Wright, Hyatt.)

9.3.5 Expanded Learning Opportunities Program Plan

On consent motion of Board Member Wright, seconded by Board Member Littau, the warrant listing was approved. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)

9.4.1 Warrant List

On consent motion of Board Member Wright, seconded by Board Member Littau, the requests to surplus technology was approved. (YES: Valles, Wright, Shaddix, Littau, Hyatt.)

9.4.2 Surplus

Mrs. Williams proposed that the Education Protection Account Funds be used on teacher salaries and benefits. A public hearing was held. There were no comments. On motion of Board Member Valles seconded by Board Member Wright, the continued practice of utilizing the Education Protection Account Funds for teacher salaries and benefits was approved. (YES: Wright, Valles, Littau, Shaddix, Hyatt.)

9.4.3 Educator Protection Account Funds **PUBLIC HEARING**

Maintenance and Operations Director Ron Cushman reviewed the construction contract for Alta Mesa's Asphalt repair. On motion of Board Member Shaddix, seconded by Board Member Wright, the construction contract was approved. (YES: Shaddix, Littau, Wright, Valles, Hyatt.)

9.4.4 Construction Contract for Alta Mesa Asphalt Repair

Ron Cushman reviewed the construction contract for Boulder Creek's TK playground. On motion of Board Member Wright, seconded by Board Member Shaddix, the construction contract was approved. (YES: Valles, Wright, Littau, Shaddix, Hyatt.)

9.4.5 Construction Contract for Boulder Creek's TK Playground

Ron Cushman reviewed the construction contract for construction contract for Lassen View's east exit. On motion of Board Member Wright, seconded by Board Member Shaddix, the construction contract was approved. (YES: Littau, Shaddix, Valles, Wright, Hyatt.)

9.4.6 Construction Contract for Lassen View's East Exit

Board Member Littau led a discussion on the 72-hour Brown Act rule. She provided materials for the discussion. She asked to receive the agenda packet nine days prior to the meeting in order to read through its entirety. Other board members indicated they were able to review the packet in the time given and expressed support for giving staff the time needed to prepare their materials. CBO Williams explained that Business Services has deadlines and reports that have to be done in a certain timeframe and posting the agenda early would hinder that. HR Director Hawley-Stone explained that would limit what would be available to add to the agenda. Superintendent Armelino stated that it could necessitate having to hold special board meetings with only 24-hour notice and not all items can be done in a special meeting. Board Member Littau made a motion to add it to the May agenda as an action item. Motion failed for lack of a second.

10. 72 Hour Rule of the Brown Act Discussion

There were no planning matters.

11. Planning Matters

M&O Director Ron Cushman conveyed the team's deep appreciation to Superintendent Armelino and the board.

12.1 Items from the Floor

The next Regular Board Meeting of the Board will take place May 28, 2025 at 4:00 p.m. (Open Session) in the Mistletoe Gym

12.2 Future Meeting Dates

The following Other Important Dates were shared:

12.3 Other Important Dates

Open House

May 20	**Alta Mesa**	5:30 Ice Cream Social, Classrooms open
	PACE	3:00-4:30 pm
	Mistletoe	5:30 Food and music, Classrooms open 6
May 21	**Boulder Creek**	5:30 Food/Music, Classrooms open 6 pm 6:30 4th-8th
	Rother	4:30 Food, Classrooms open 5 pm
May 22	**Lassen View**	5:00 Food, Classrooms open 5:30 pm
	Shasta Meadows	5:00 BBQ, Classrooms open 6 pm
May 29	**Parsons**	5:30 Food, Classrooms open 6 pm

Graduation Dates:

June 3	**Mistletoe**	6:00 pm	Pathway Church
	Boulder Creek	6:00 pm	Simpson
June 4	**PACE**	10:00 am	PACE
June 5	**Parsons**	6:00 pm	Civic
June 6	**RCA 8th**	9:30 am	David Marr Theater
	RCA 12th	11:00 am	

At 7:12 p.m., the meeting was adjourned to Closed Session.

12.4 Adjourn to Closed Session

13. Closed Session

At 7:36 p.m., the meeting was reconvened to Open Session, and there was no action to report from Closed Session

14. Reconvene to Open Session and Report of Action Taken in Closed Session

15. Adjournment

The meeting was adjourned at 7:36 p.m.

_____

ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 28th day of May 2025.

_____

HEATHER ARMELINO
Secretary to the Governing Board

8.2 MINUTES FROM THE APRIL 11, 2025 SPECIAL BOARD MEETING

Approve the minutes of the April 11, 2025 Special Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE APRIL 11, 2025 SPECIAL MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called a special meeting of the Enterprise Elementary School District Board of Education to order at 11:00 a.m. Board Clerk Littau was absent, so Board Member Shaddix was appointed to serve as clerk for this meeting.

1. Call to Order

There were no comments on the agenda.

2. Public Comment on Agenda Items

BOARD MEMBERS
Gloria Valles
Troy Wright ~absent
Bonnie Hyatt
Andrew Shaddix
Robin Littau ~absent

ADMINISTRATION
Heather Armelino, Superintendent
Kyle Vierra, Principal, Parsons Jr. High School

On motion of Board Member Valles, seconded by Board Member Shaddix, the request of Parsons Music in Motion to travel to Anaheim, CA for a music competition and festival was approved. (YES: Shaddix, Valles, Hyatt. ABSENT: Littau, Wright.)

3. Parsons Trip Request

The meeting was adjourned at 11:02 a.m.

4. Adjournment

_____
ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 28th day of May 2025.

_____
HEATHER ARMELINO
Secretary to the Governing Board

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8.3 MINUTES FROM THE MAY 9, 2025 SPECIAL BOARD MEETING

Approve the minutes of the May 9, 2025 Special Board Meeting.

Proposed Action: Consent approval.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

MINUTES OF THE MAY 9, 2025 SPECIAL MEETING OF THE GOVERNING BOARD

1155 MISTLETOE LANE, FAMILY LITERACY CENTER

Board President Hyatt called a special meeting of the Enterprise Elementary School District Board of Education to order at 1:00 p.m. Board Clerk Littau was absent, so Board Member Shaddix was appointed to serve as clerk for this meeting.

1. Call to Order

There were no comments on the agenda.

2. Public Comment on Agenda Items

BOARD MEMBERS
Gloria Valles
Troy Wright
Bonnie Hyatt
Andrew Shaddix
Robin Littau ~absent

ADMINISTRATION
Heather Armelino, Superintendent
Joshua McAuliffe, Principal, PACE Academy

On motion of Board Member Valles, seconded by Board Member Shaddix, the request for PACE Academy 8th grade graduation trip to Hirz Bay Campground was approved. (YES: Wright, Shaddix, Valles, Hyatt. ABSENT: Littau, Wright.)

3. Parsons Trip Request

The meeting was adjourned at 1:02 p.m.

4. Adjournment

_____
ROBIN LITTAU, CLERK
Enterprise Elementary Governing Board

Approved and entered into the records of the
Enterprise Elementary School District this 28th day of May 2025.

_____
HEATHER ARMELINO
Secretary to the Governing Board

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9.1 REPORTS

9.1.1 RECOGNITION

Upon her resignation, Kelly Pagan, District Nurse, will be recognized for her 5 years of service to the district.

Upon her resignation, Teresa Hernandez, CIA Aide at Boulder Creek, will be recognized for her 6 years of service to the district.

Upon his resignation, Adam Grooms, Principal at Rother, will be recognized for his 6 years of service to the district.

Upon her resignation, Morgan Thiemann, Teacher at Rother, will be recognized for her 7 years of service to the district.

Upon her resignation, Olivia Beltran, Teacher at Shasta Meadows, will be recognized for her 18 years of service to the district.

We are now going to recognize our employees for years of service, retirement, and other special recognitions.

9.1.2 EETA REPORT

None.

9.1.3 CSEA REPORT

None.

9.1.4 SUPERINTENDENT'S REPORT

District Update.

9.2 PUBLIC FORUM

Any individual or group representative may address the Board at this time on any subject not covered by an item on the agenda. Additional opportunities to address the Board will be provided during the course of the meeting as various items are considered. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject.

Does anyone wish to address the Board?

9.3.1 COMMUNITY SCHOOLS GRANT SCHOOL SITE/CONSORTIUM IMPLEMENTATION PLANS

The Community Schools Grant School Site/Consortium Implementation Plans will be shared.

Implementation Plans for the SCOE California Community Schools Partnership Grant



2024-2025

Shasta County Office of Education

COMMUNITY SCHOOLS

Providing extra support for healthier students and families

Schools have many resources and supports, but sometimes needs fall outside of the school's sphere of influence. Community Schools partner with families and community organizations to offer families a wide range of services to address academic and non-academic barriers to learning and success.

Every Community School has different priorities based on their unique and identified needs, so they all look a bit different. All Community Schools, however, work with **students and their families** to provide the services and support.

A draft "Implementation Plan" was submitted for every school site listed in the application as a tentative plan.. Each year, the plan is modified to reflect the previous year's learning and the modified areas of focus and activities of the actual work based on that learning. These plan(s) include information on all topics listed on page 32 of the Request for Applications (RFA):

- Needs and Assets,
- Core Commitments,
- Measurable Goals and Activities, and
- Key Staff.

The previous 9 Capacity-Building Strategies from 2024 have been streamlined to 5 for 2025 by the State..

5 Capacity-Building Strategies

Developed and Implemented in Phases:

1. **Shared Commitment, Understanding and Priorities**
2. **Centering Community Based Learning**
3. **Collaborative leadership**
4. **Sustaining Staff and Resources**
5. **Strategic Community Partnerships**

Due Before June 30, 2025

Share Implementation Plans

The Implementation Plan must be presented to District governing boards each year as an ***Information Item*** and posted on the school's website. Evidence of this will be required in the 2025 Annual Progress Report for the grant.

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Developing the Implementation Plan Over Time

- **Shasta County Office of Education** is a supporting partner to our 27 funded school sites in creating, reviewing, and updating the site-based Community Schools Partnership Implementation Plan(s) every school year.

- **School sites** are encouraged to collaborate with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop, review and modify their site Community Schools Partnership Implementation Plan.

- **Shasta County Office of Education** is the supporting partner for helping to organize community partners and/or subcontractors.

- **School sites** should look for opportunities to include partners in the development and review of the plan. It is recommended that the plan be reviewed twice a year.

This is a journey...

Plan

Through listening to community, school partners, and those we serve, we can better understand what is going well and where unmet needs or challenges exist. A draft plan is then made.

Implement (Try the Plan)

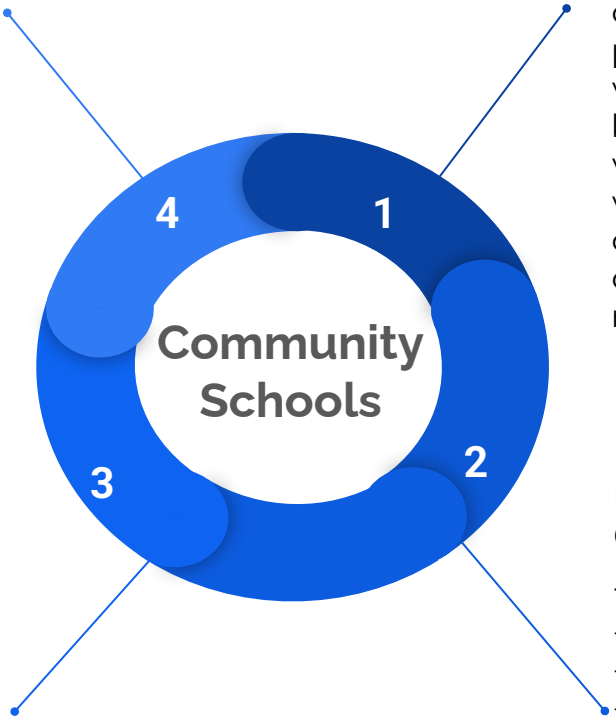
This is the action part of the plan. Let's try the things we said we would try in our plan to see if there is a positive change in challenges and unmet needs.

Study

As information is gathered during the implementation of the plan, what is going well and where do we show challenges or unmet needs even after trying new strategies in the plan?

Reflect

During the year, the school site team will revisit their plan to reflect on what is working and what needs to be modified or changed. An updated draft will be created to reflect these learnings, and the **P**lan, **I**mplement, **S**tudy, **R**eflect Cycle begins again.



CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise Elementary
School Name	Alta Mesa
Grades	TK-5
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Consortium Contact Person	Wendy Hall
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Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

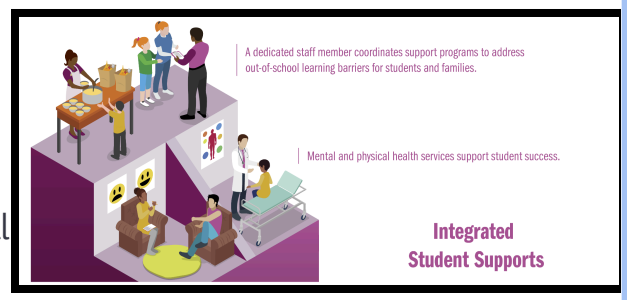
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

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SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)

Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)

This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

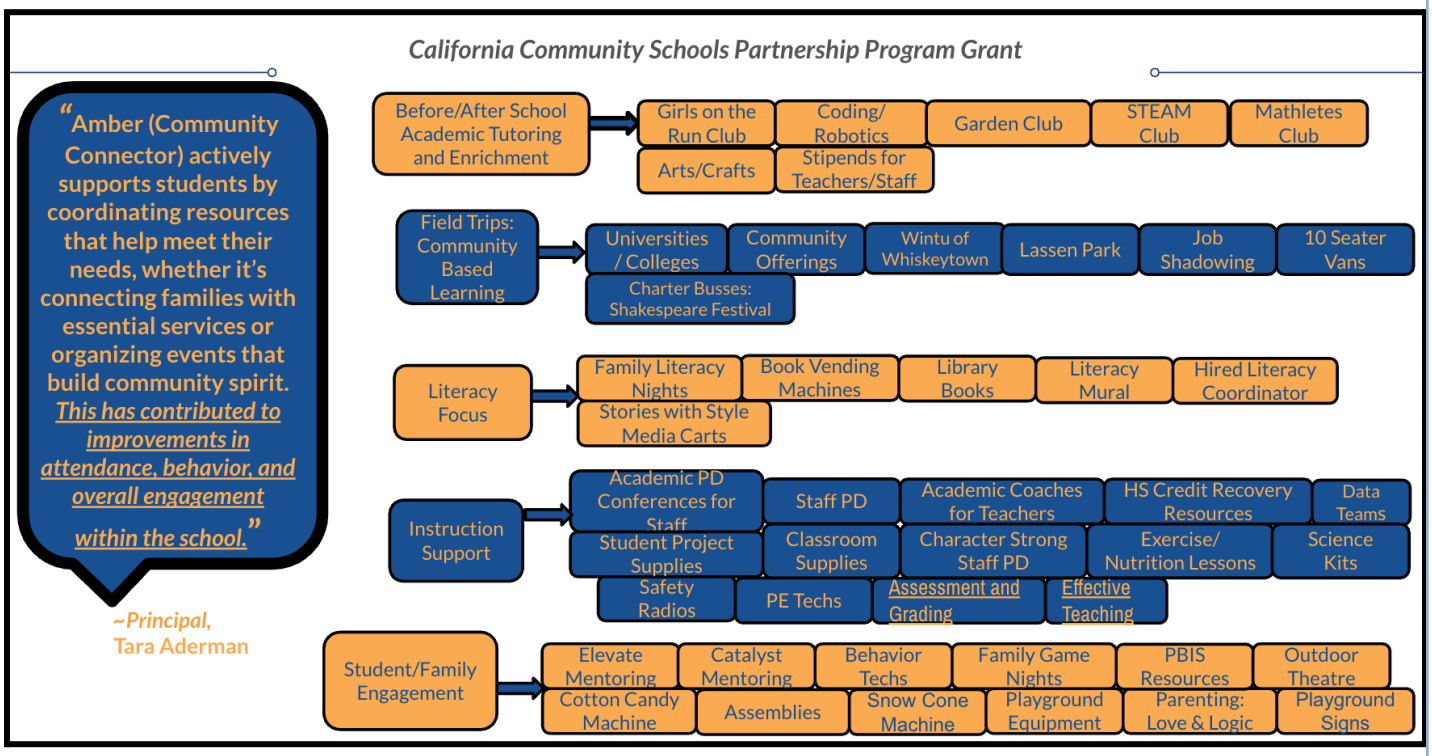
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

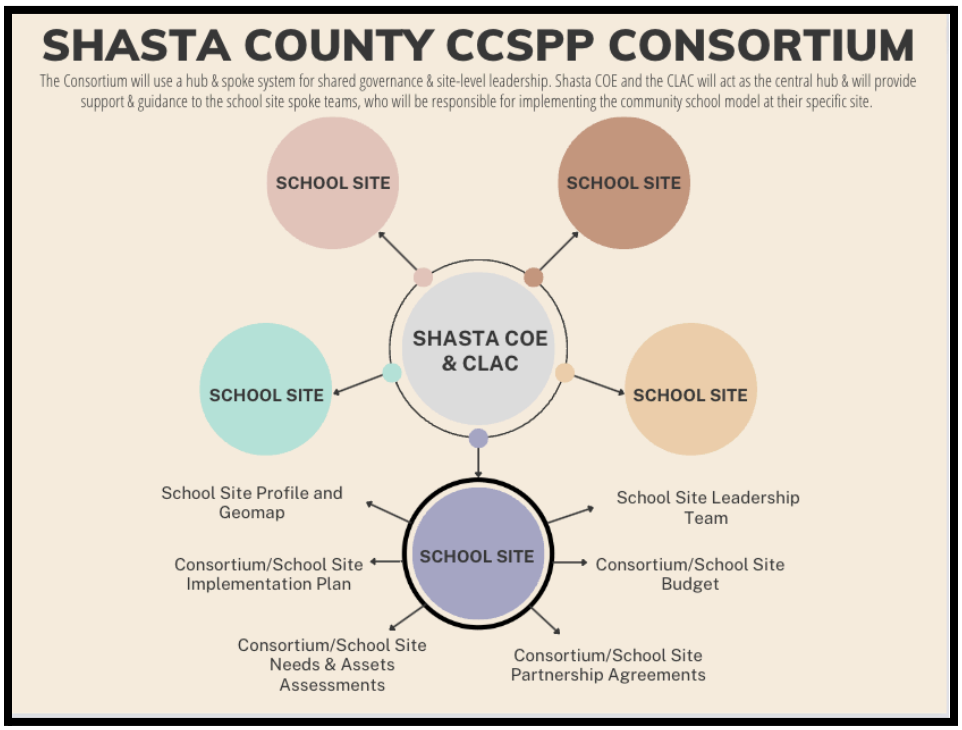
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

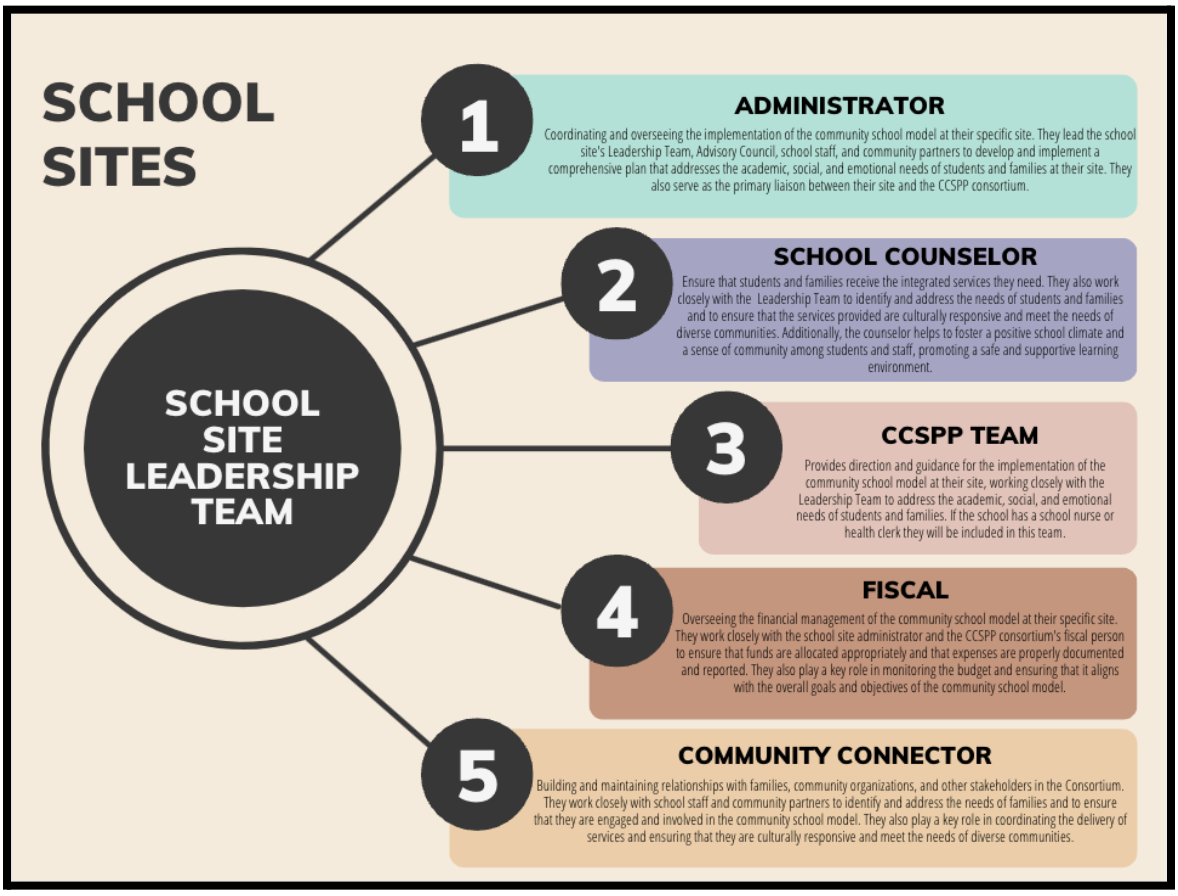
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

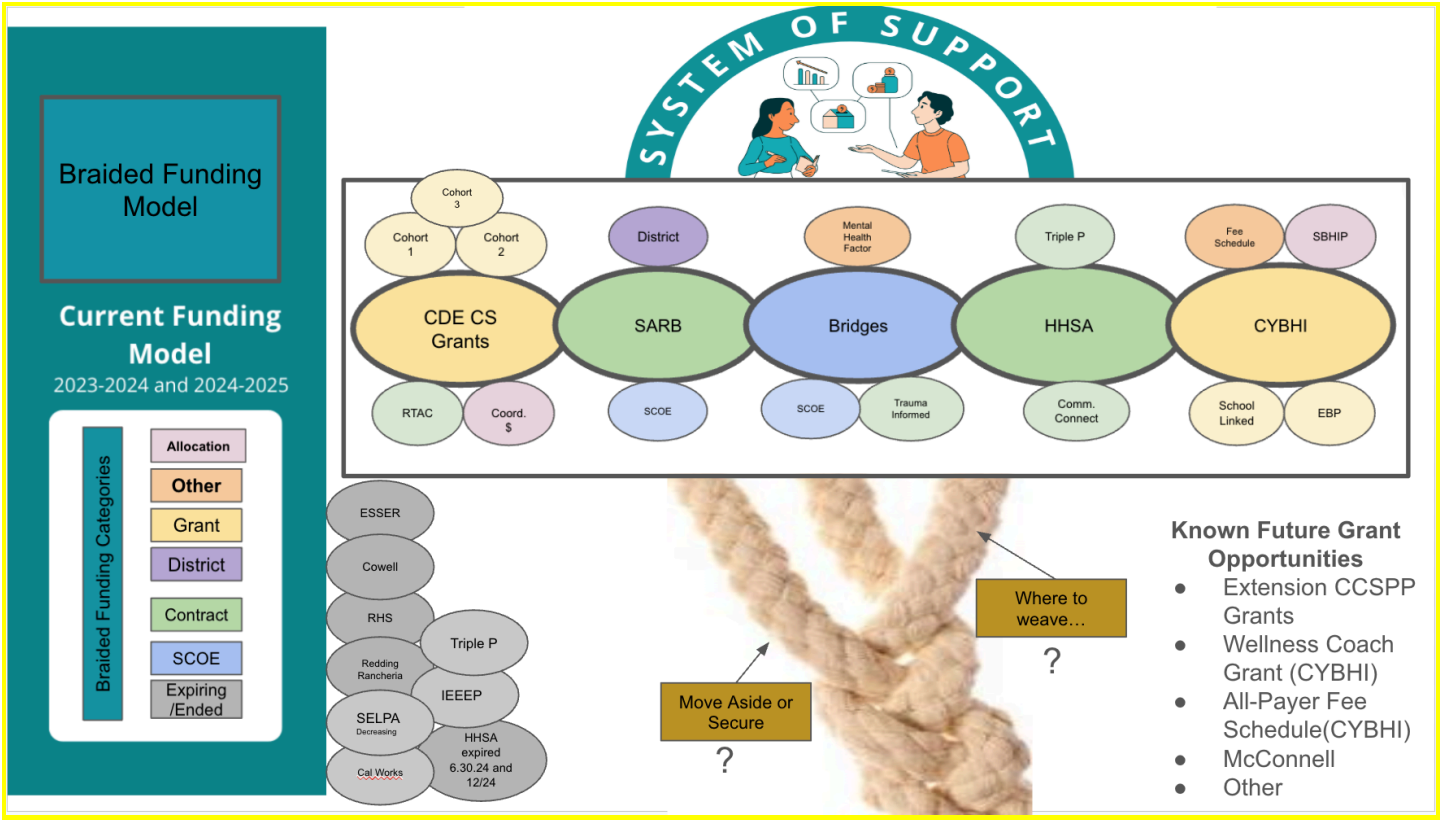
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

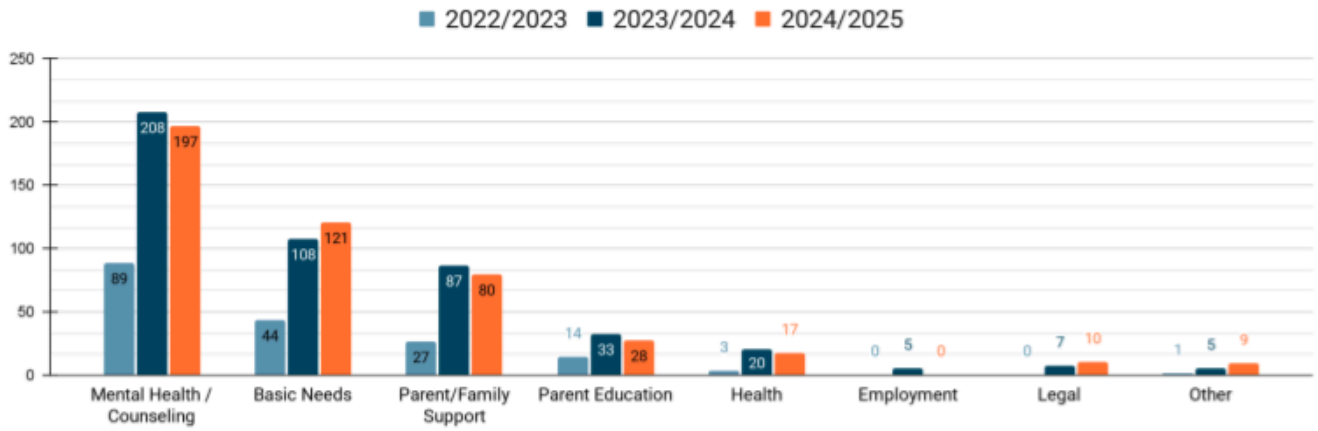
*ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS*
*IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER*
*SHASTA MEADOWS*SYCAMORE*

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	354	565	478
Connection Rate with Family	73% (260)	77% (433)	83% (395)
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)

Types of Services Requested by Family



# Unique Agencies Referred to	62	132	131
Family Goals	N/A (Not collected)	359	443

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

Site Level:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list.

LEA (LEAD Grant Holder: SCOE):

COMMUNITY CONNECT: ALTA MESA ELEMENTARY

Community Schools

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

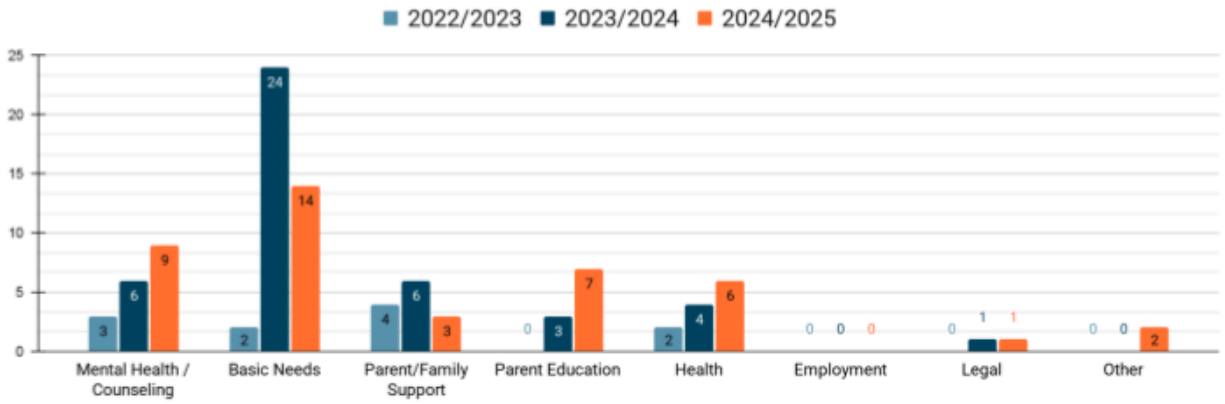
*Community Connect Coordinator started on March 15th, 2023

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	29	40	36
Connection Rate with Family	69% (20)	95% (38)	94% (34)
Acceptance Rate with Family	75% (15)	82% (31)	74% (25)

Types of Services Requested by Family



# Unique Agencies Referred to	8	28	27

SHASTA COUNTY OFFICE OF EDUCATION

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Data: 04/2025

COMMUNITY CONNECT: ALTA MESA ELEMENTARY

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Alta Mesa Elementary School, including:

- Engaged with families attending Family Literacy Night.
- Supported families facing financial challenges with key resources.
- Provided positive, accessible relational support to parents before and after school.

FACING A CHALLENGING NEW ROLE

A young woman, just 24 years old, stepped up to become the guardian of her 13-year-old autistic sister. Facing a challenging new role, she turned to Community Connect. Through our partnership with SCOE's Triple P parenting class, a specialized parenting program was created just for them. Today, the guardian shared that their home life is much happier, and she feels empowered in her new role. Even more heartening, her sister's teacher reports a remarkable improvement in her behavior and social connections at school. This story is a testament to the power of community support and the resilience of this young family.

SHASTA COUNTY OFFICE OF EDUCATION

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Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise Elementary
School Name	Lassn View
Grades	TK-5
School Contact Person	Stephanie Dahlberg
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

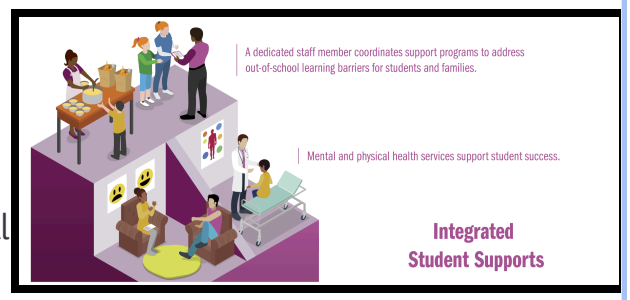
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

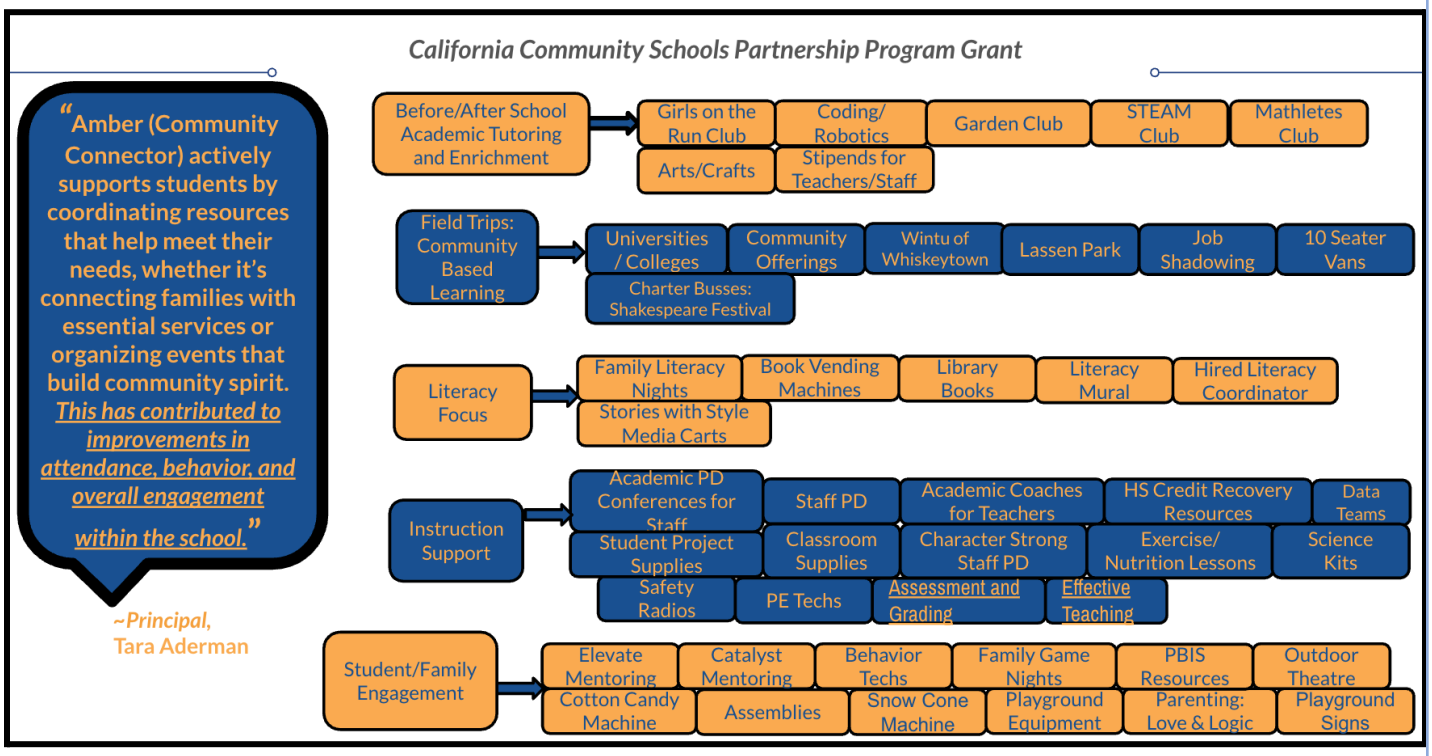
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

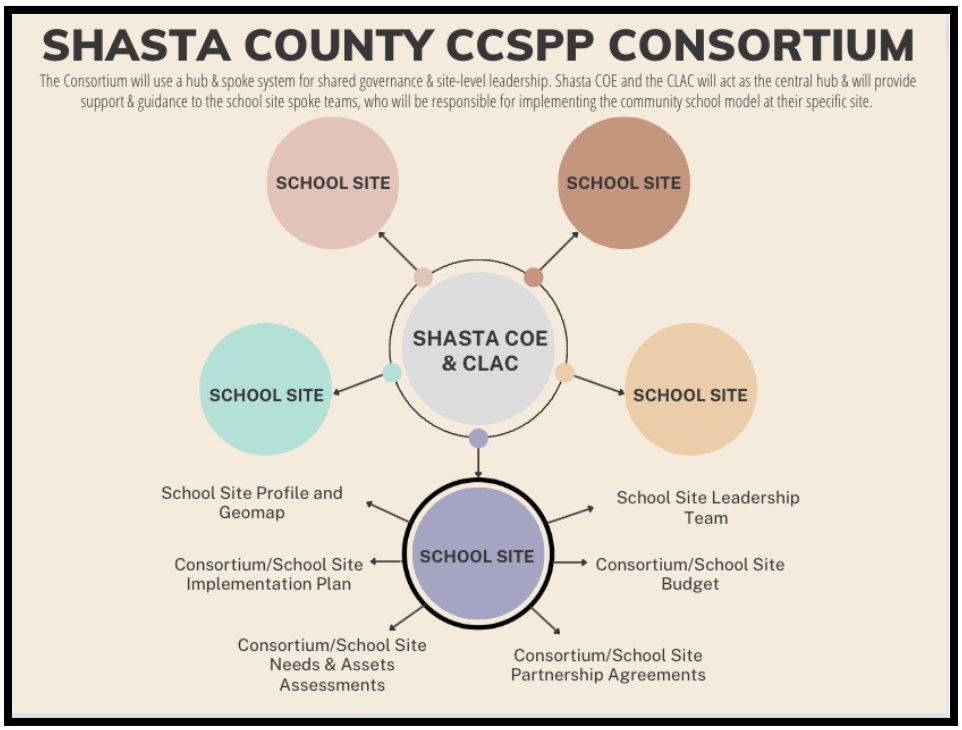
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

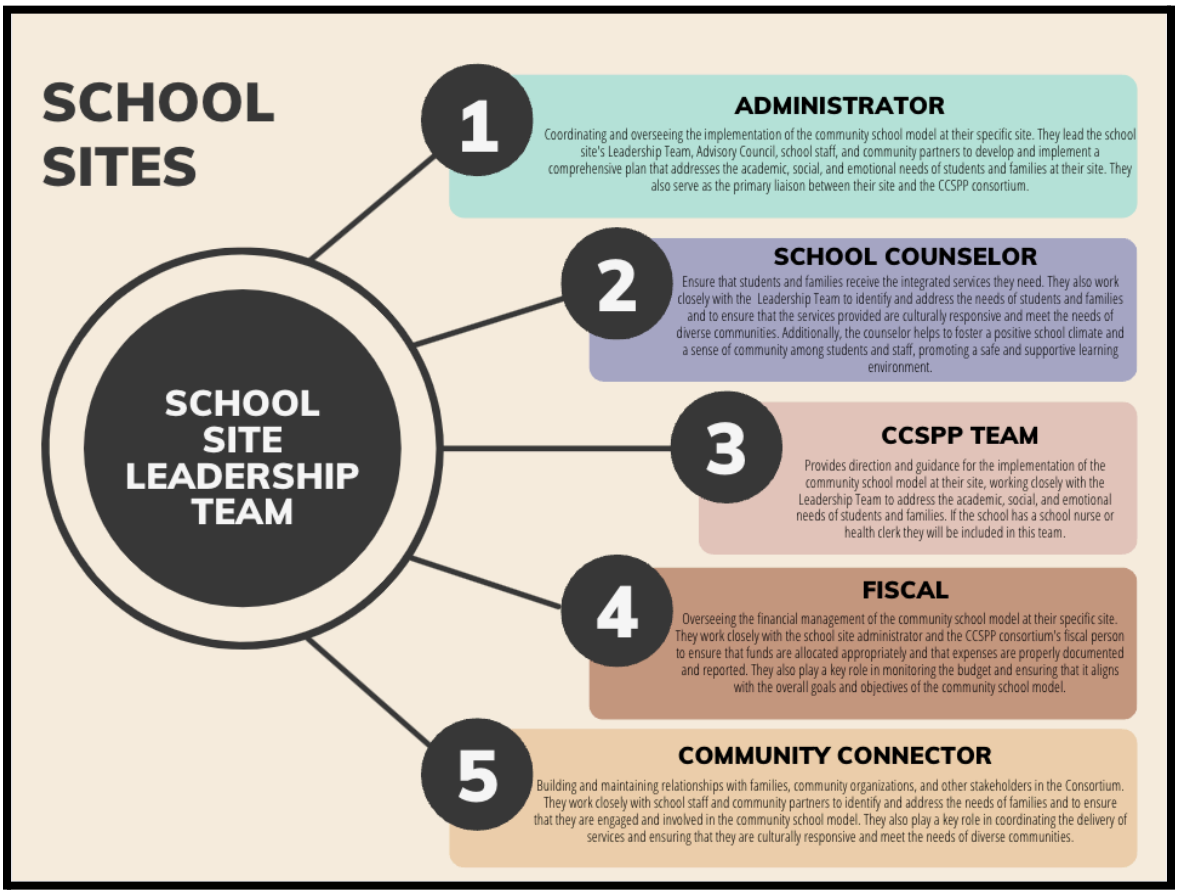
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

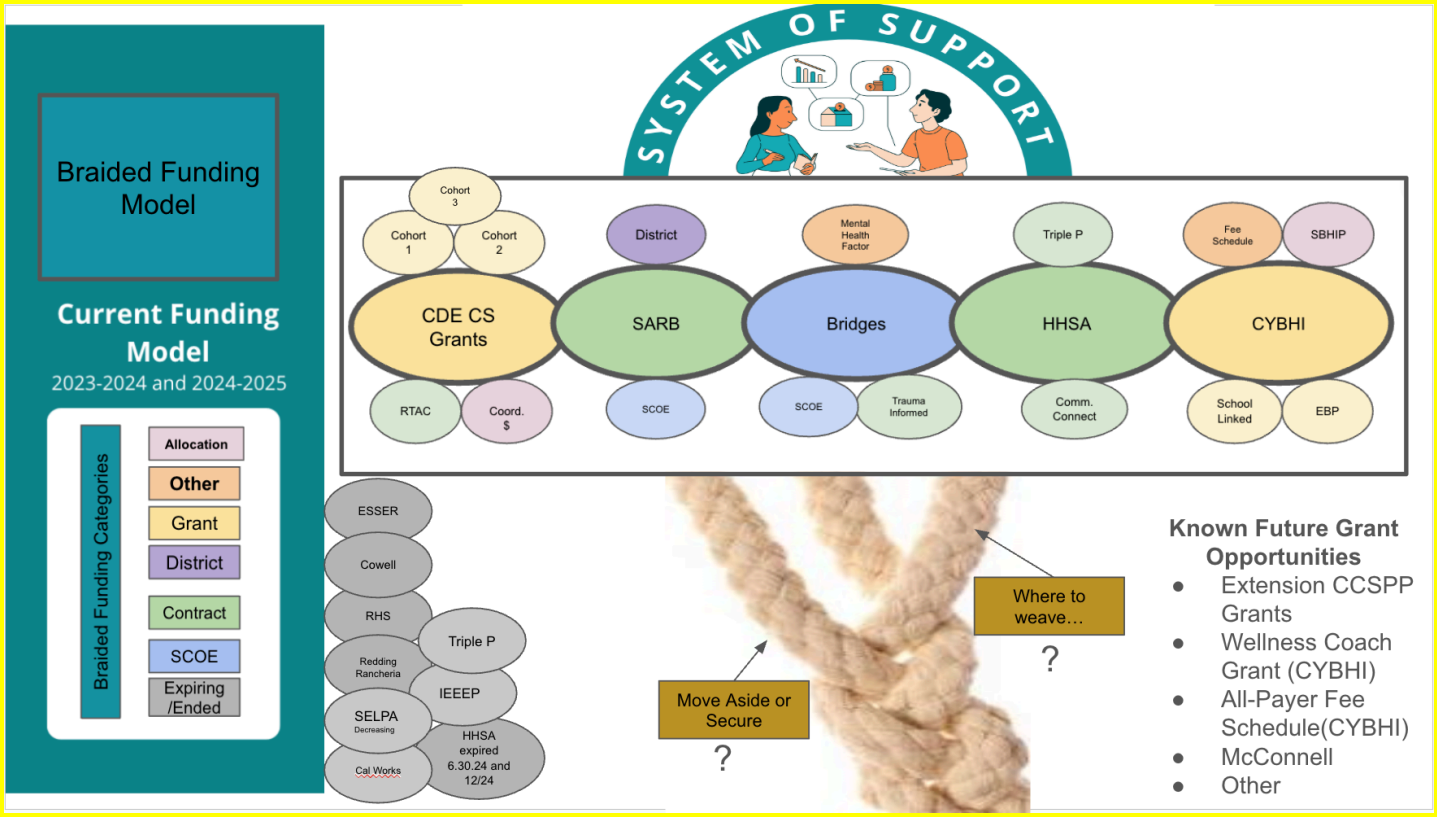
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Data Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

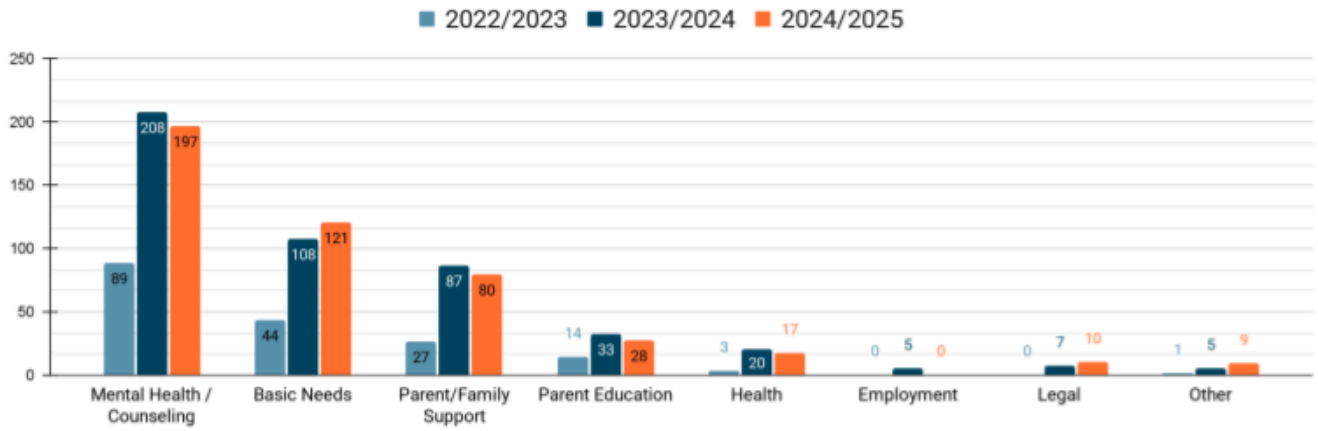
*ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS*
*IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER*
*SHASTA MEADOWS*SYCAMORE*

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	354	565	478
Connection Rate with Family	73% (260)	77% (433)	83% (395)
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)

Types of Services Requested by Family



# Unique Agencies Referred to	62	132	131
Family Goals	N/A (Not collected)	359	443

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

Site Level:

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: LASSEN VIEW ELEMENTARY

Community Schools

Year 1* 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

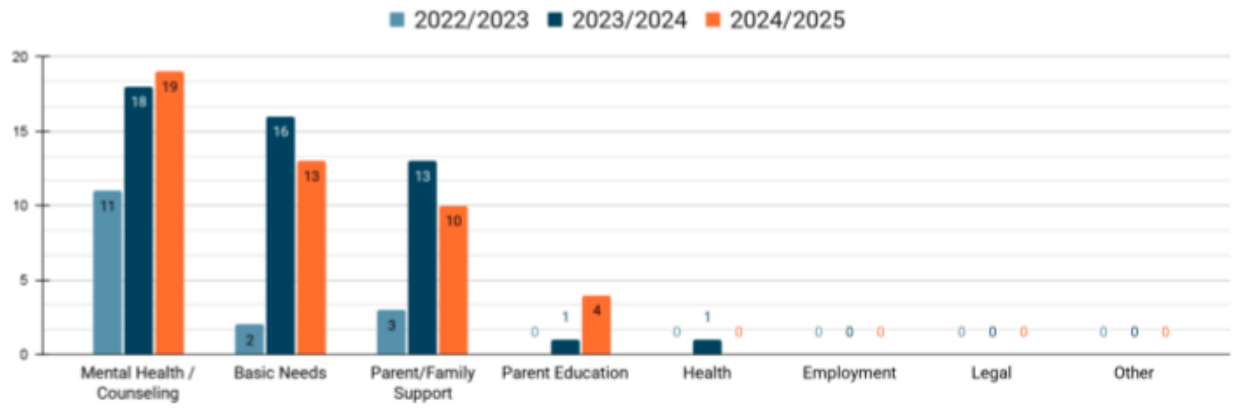
*Community Connect Coordinator started on March 15th, 2023

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	39	57	49
Connection Rate with Family	74% (29)	86% (49)	86% (42)
Acceptance Rate with Family	66% (19)	92% (45)	95% (40)

Types of Services Requested by Family



# Unique Agencies Referred to	10	30	23

SHASTA COUNTY OFFICE OF EDUCATION

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Data: 04/2025

COMMUNITY CONNECT: LASSEN VIEW ELEMENTARY

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Lassen View Elementary School, including:

- Supported students and families in obtaining essentials, such as shoes and clothing
- Attended BLT Meetings for additional support
- Connected students and families to mental health resources
- Connected families to temporary housing supports
- Connected families to after school care

A New Beginning Secured

A family on the brink of homelessness, facing the expiration of their 16-night hotel stay, found a lifeline through the combined efforts of Community Connect and other vital resources. This collaboration not only secured them a crucial extension but, more importantly, empowered them to find permanent housing. Furthermore, Community Connect ensured each family member gained access to essential Mental Health Services and Parenting Supports, paving the way for a more stable and supported future.

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 2 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise
School Name	Mistletoe
Grades	K-8
School Contact Person	Cody Brawley
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. **Shared Power:**

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

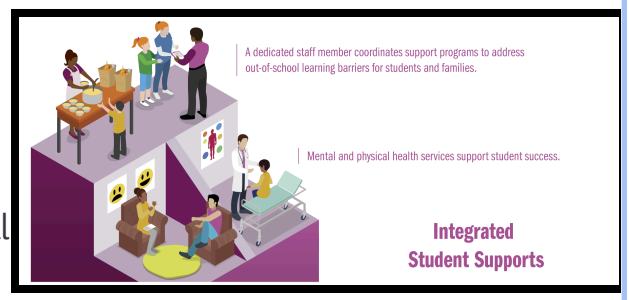
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

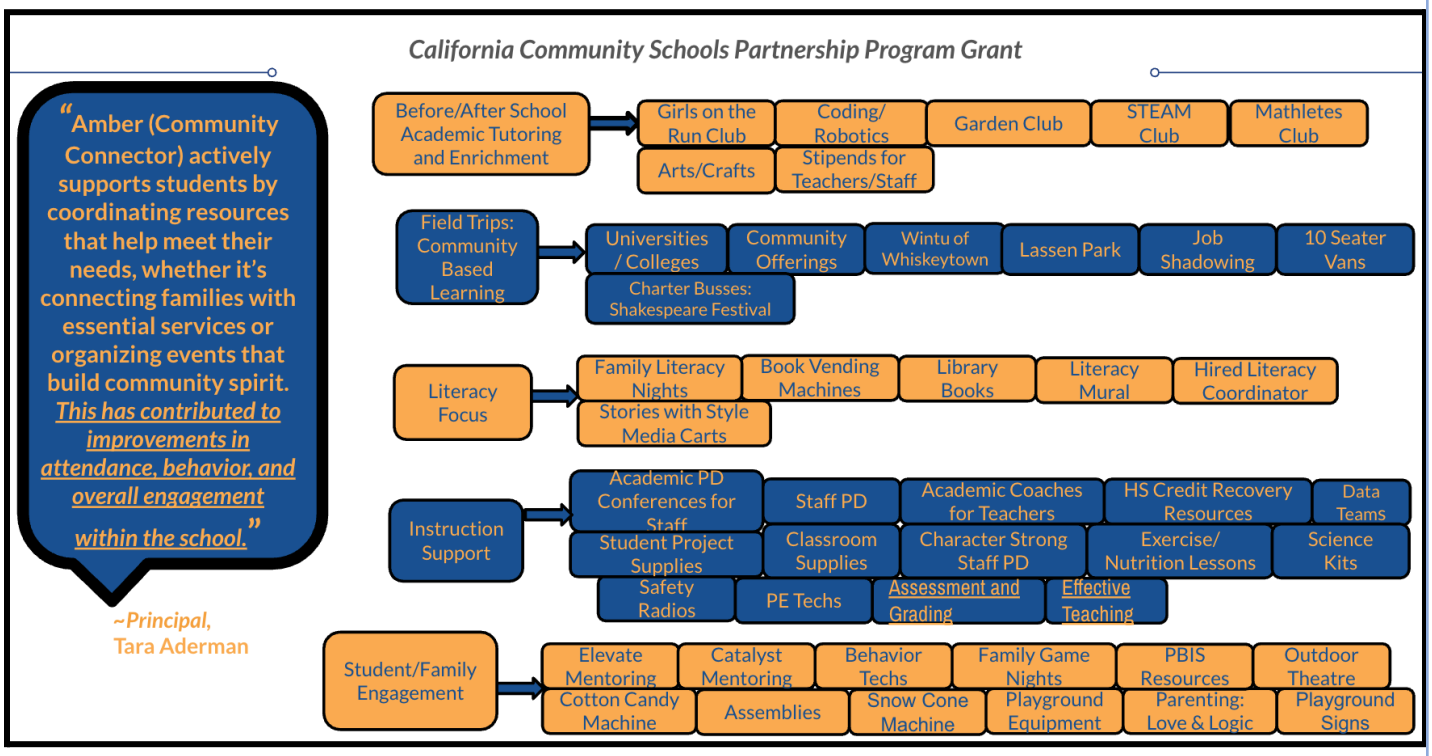
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

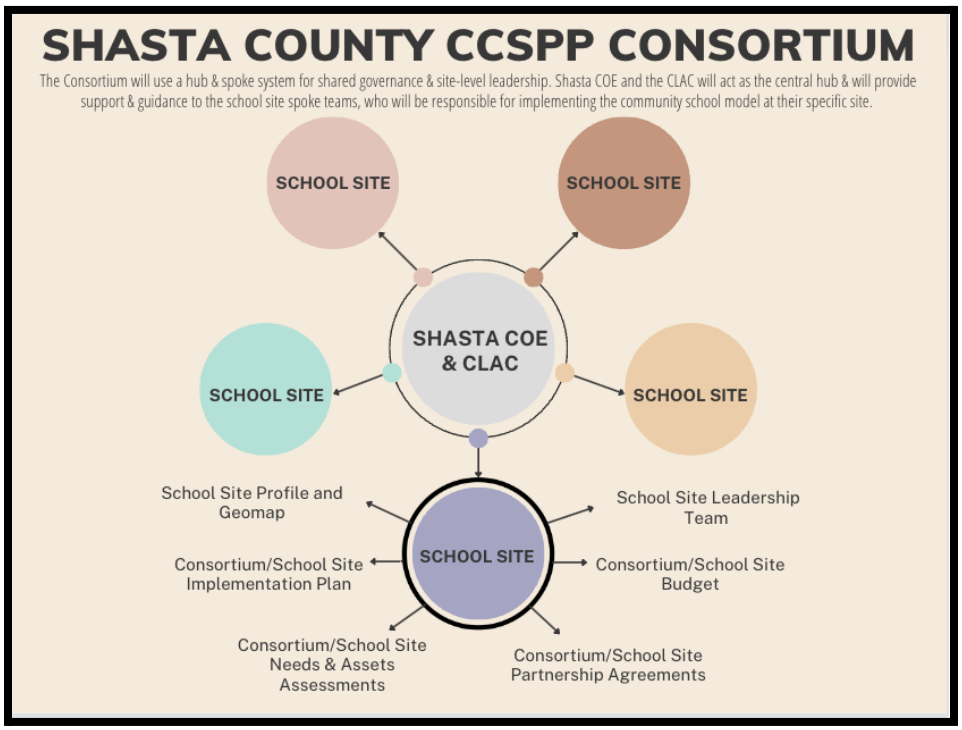
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

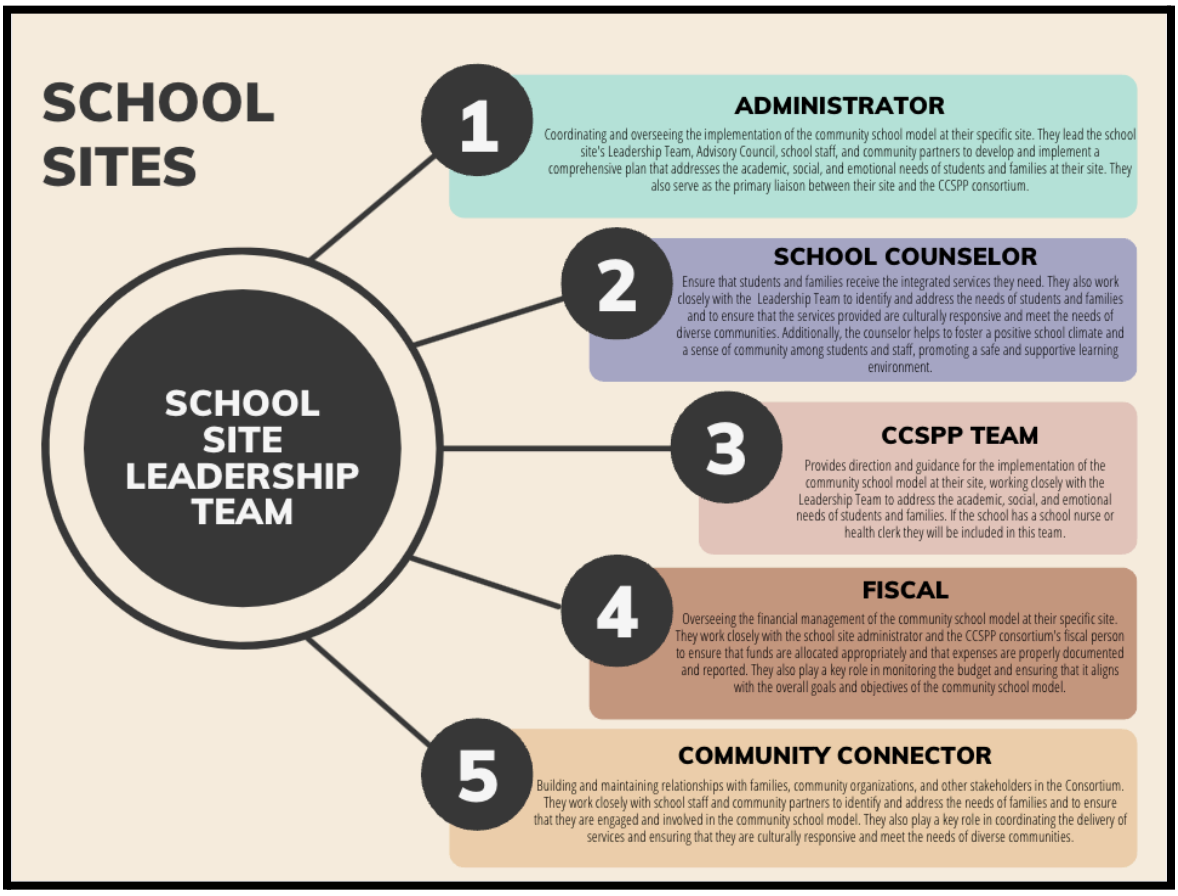
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

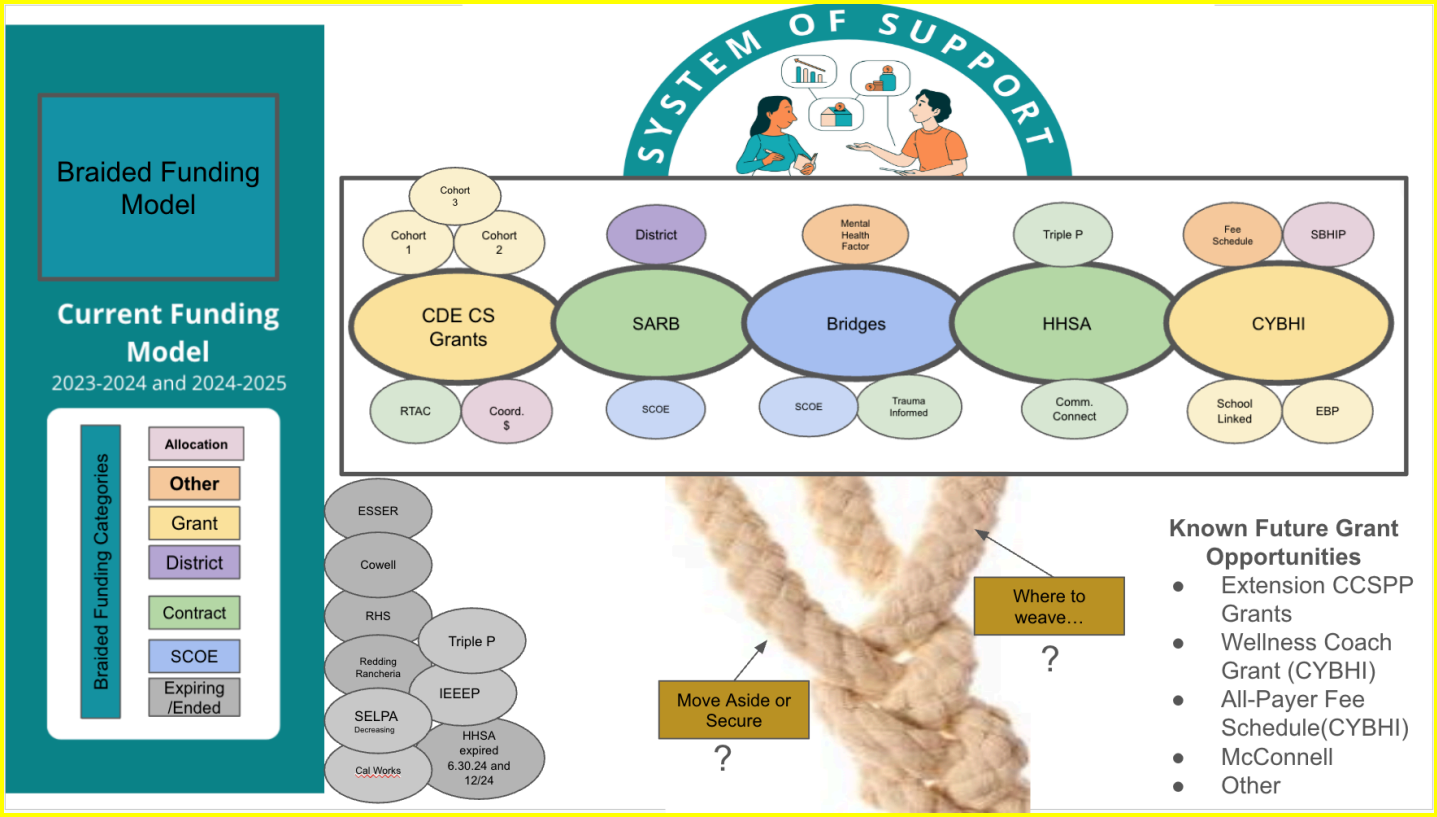
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: COHORT 2

Year 1: 2023/2024 **Year 2:** 2024/2025 Data through 3/31/2025

*ANDERSON HIGH SCHOOL^*BONNY VIEW*BURNEY ELEMENTARY*BURNEY JR/SR HIGH SCHOOL*
*EXCEL ACADEMY*FALL RIVER*GATEWAY EDUCATIONAL OPTIONS*SCOE INDEPENDENT STUDY*
*JUVENILE COURT SCHOOL*MISTLETOE*MOUNTAIN LAKES*NORTH VALLEY^*OAKVIEW^*
*PARSONS*PIONEER*SHASTA LAKE SCHOOL*

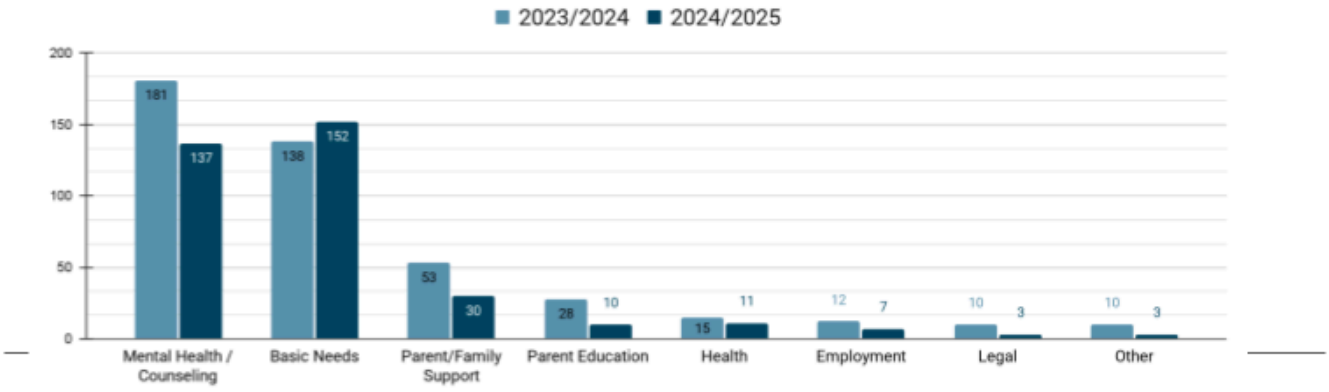
^EXITED COMMUNITY SCHOOL GRANT FEBRUARY 26TH, 2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2023/2024	2024-3/31/2025
Referrals to Community Connect	564	515
Connection Rate with Family	73% (414)	76% (393)
Acceptance Rate with Family	86% (357)	85% (334)

Types of Services Requested by Family



# Unique Agencies Referred to	152	114
Family Goals	391	430

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

Site Level:

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: MISTLETOE ELEMENTARY

Community Schools

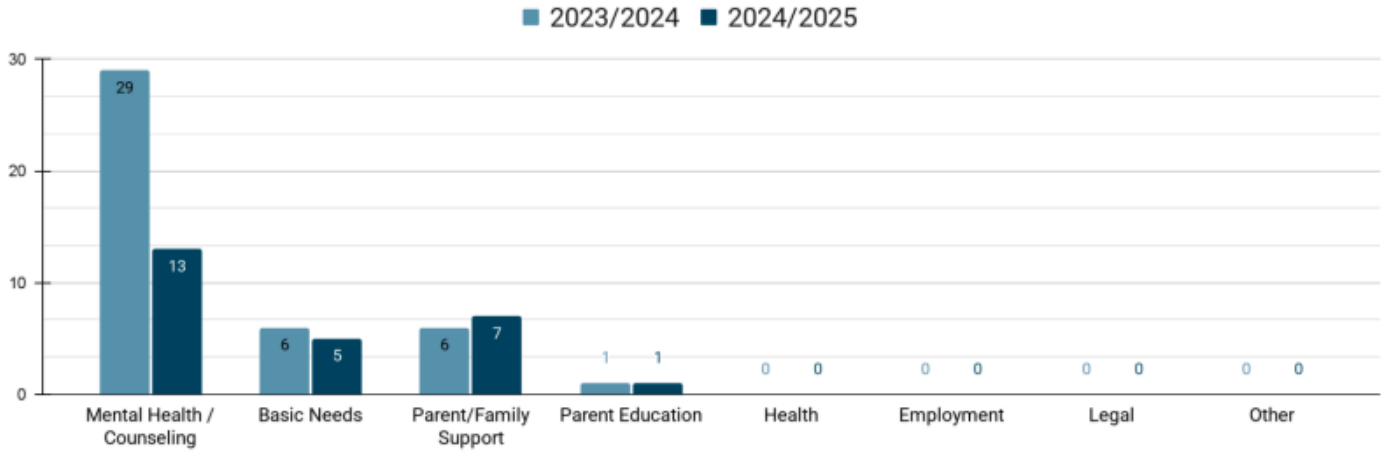
Year 1: 2023/2024 **Year 2:** 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2023/2024	2024-3/31/2025
Referrals to Community Connect	47	41
Connection Rate with Family	89% (42)	100% (41)
Acceptance Rate with Family	86% (36)	98% (40)

Types of Services Requested by Family



# Unique Agencies Referred to	23	15

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

COMMUNITY CONNECT: MISTLETOE ELEMENTARY

Community Schools

Year 2: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Mistletoe Elementary School, including:

- Provided families with basic food needs
- Participated in Talent Show for students and families
- Attended parent/teacher conferences

A NEW CHAPTER

Struggling single mother Mary juggled a full-time job and caring for her child, who faced persistent behavioral issues in school despite Mary's dedicated efforts through parenting classes and counseling. Desperate for a change, Mary contacted the Community Connector, explaining that her child needed a different environment. The Connector offered options like specialized charter schools and homeschooling. Intrigued by the flexibility, Mary chose to homeschool and, with the Connector's help, began the registration process.

The shift to homeschooling brought a remarkable transformation in Mary's child, who thrived with the individualized attention, strengthening their bond. Filled with gratitude, Mary reached out to the Community Connector, her voice full of emotion, to express her thanks for providing a "second chance" that allowed her child to flourish and brought excitement for their new educational journey.

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise
School Name	PACE Academy
Grades	K-8
School Contact Person	Josh McAuliffe
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. **Shared Power:**

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

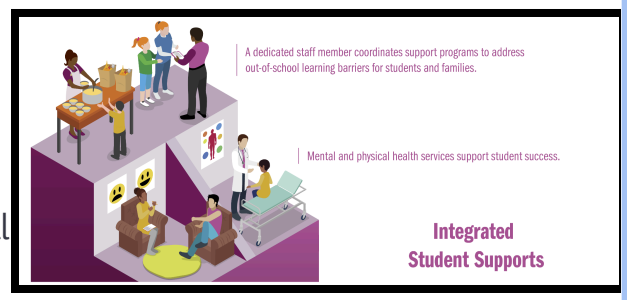
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

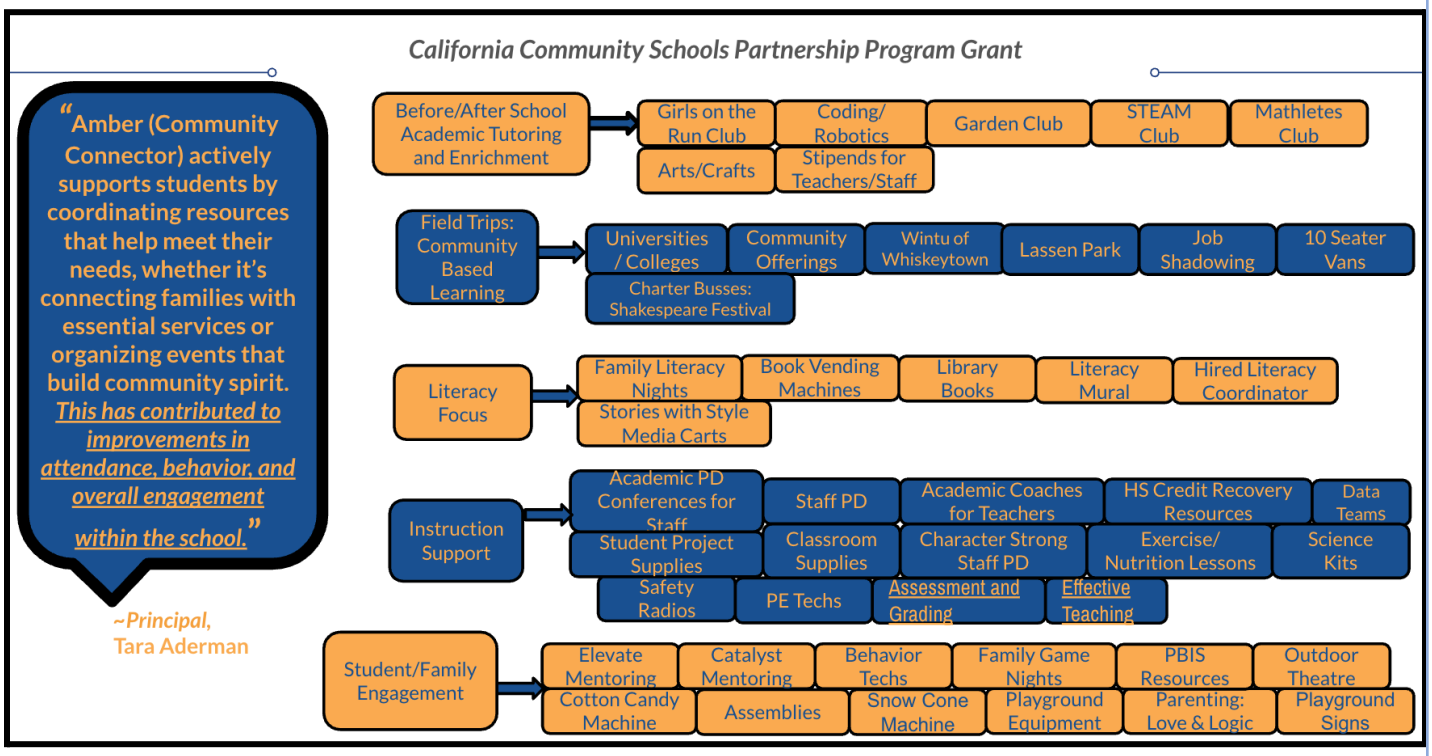
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

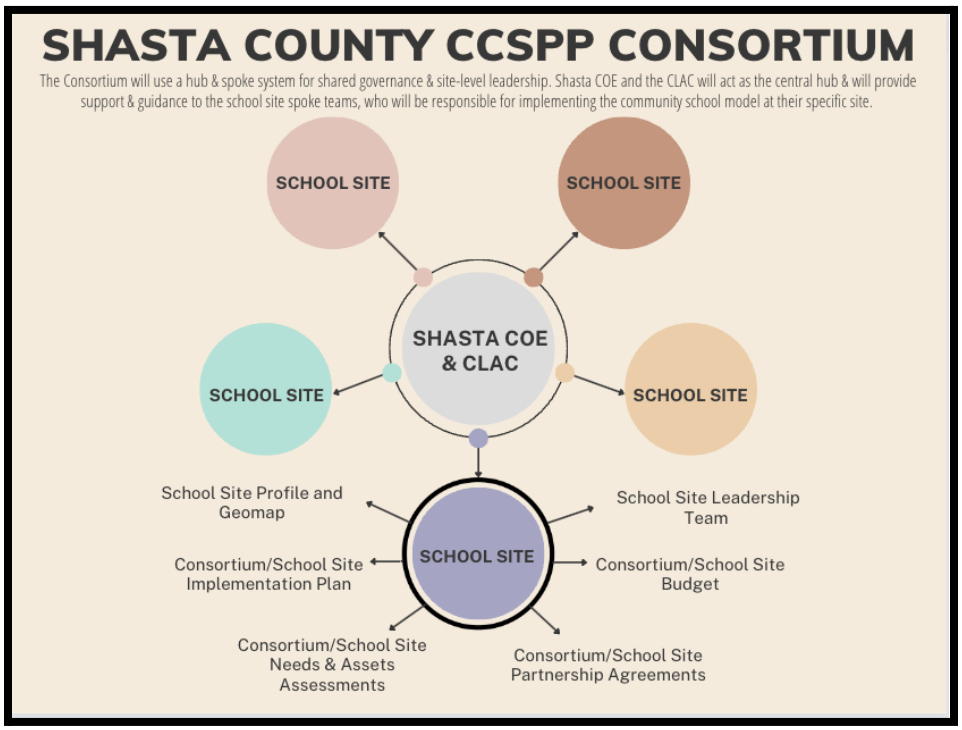
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

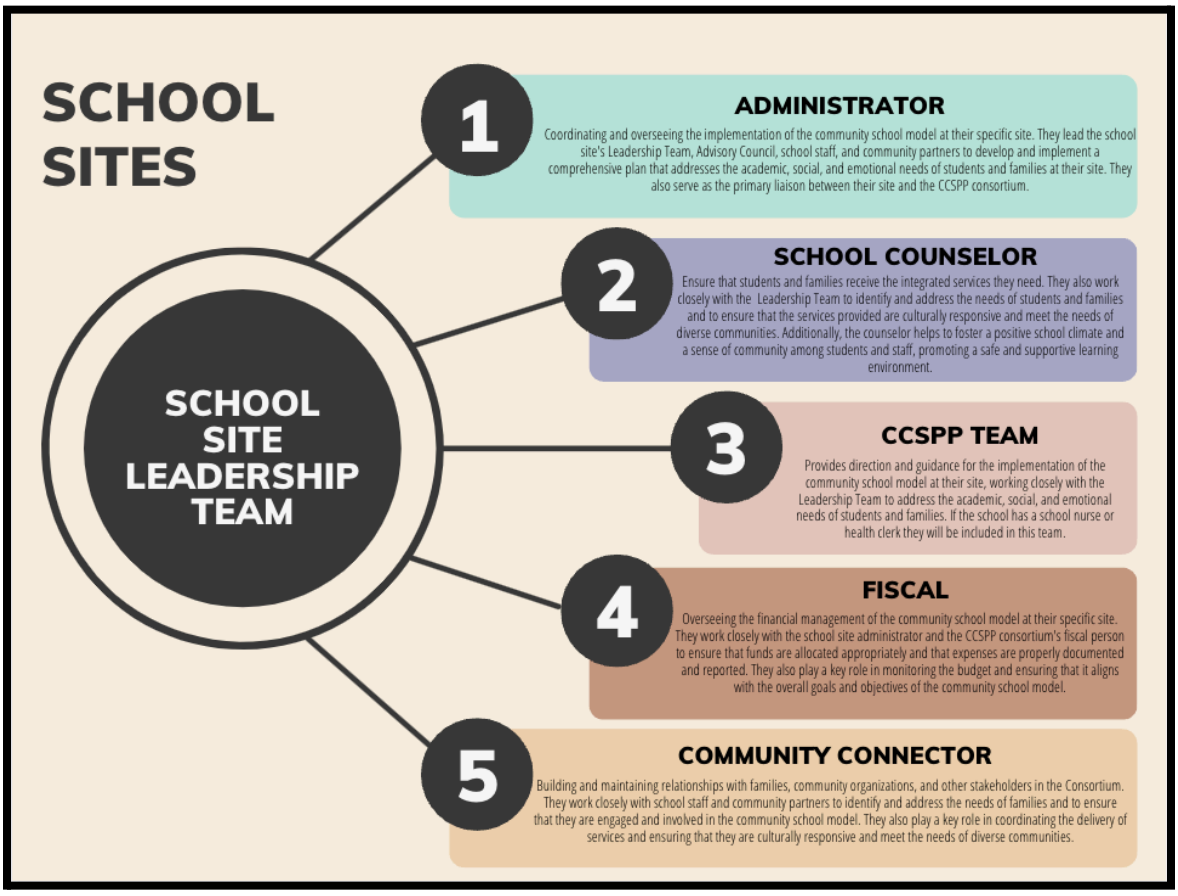
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

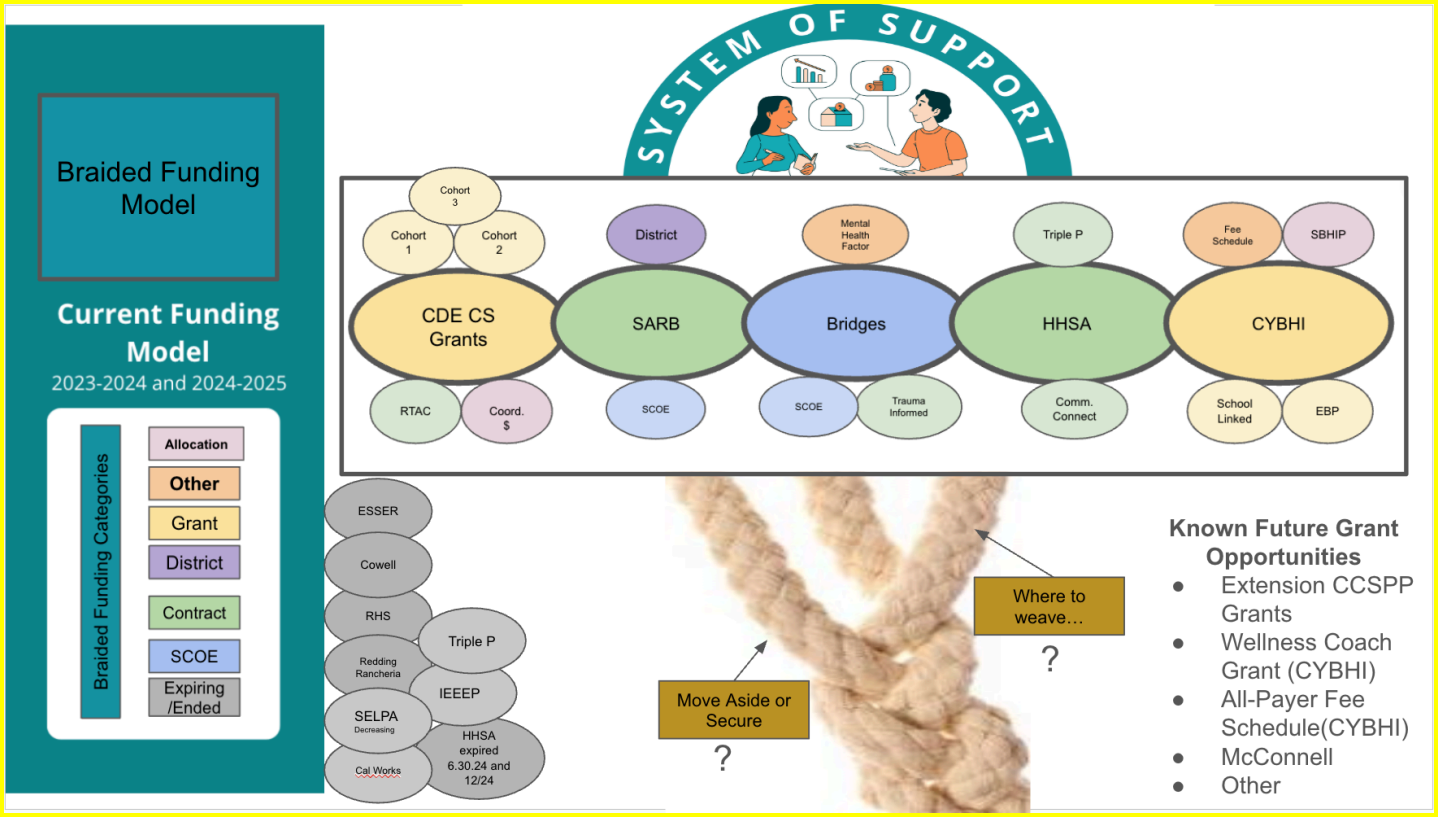
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

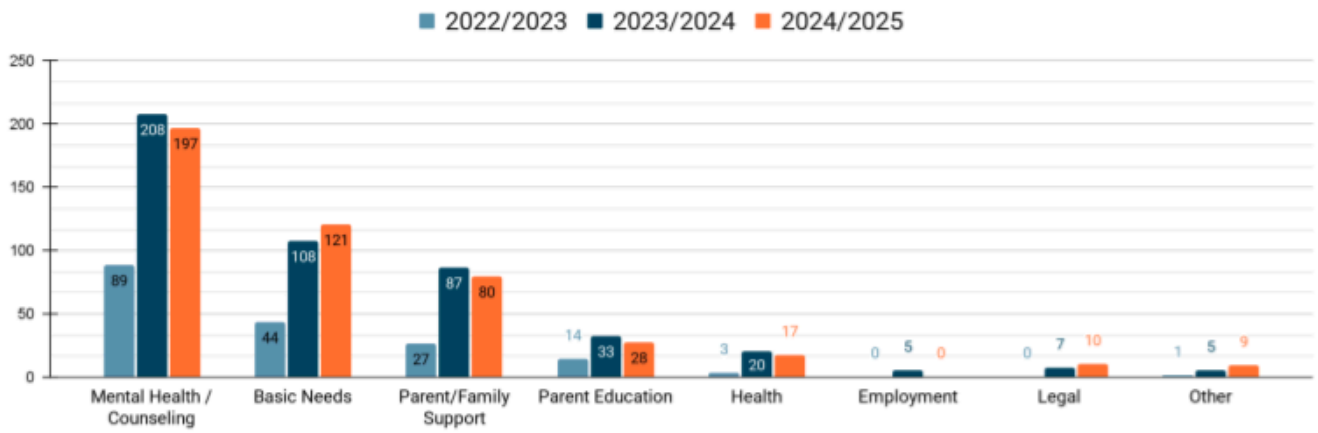
*ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS*
*IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER*
*SHASTA MEADOWS*SYCAMORE*

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	354	565	478
Connection Rate with Family	73% (260)	77% (433)	83% (395)
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)

Types of Services Requested by Family



# Unique Agencies Referred to	62	132	131
Family Goals	N/A (Not collected)	359	443

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: **PACE ACADEMY**

Community Schools

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

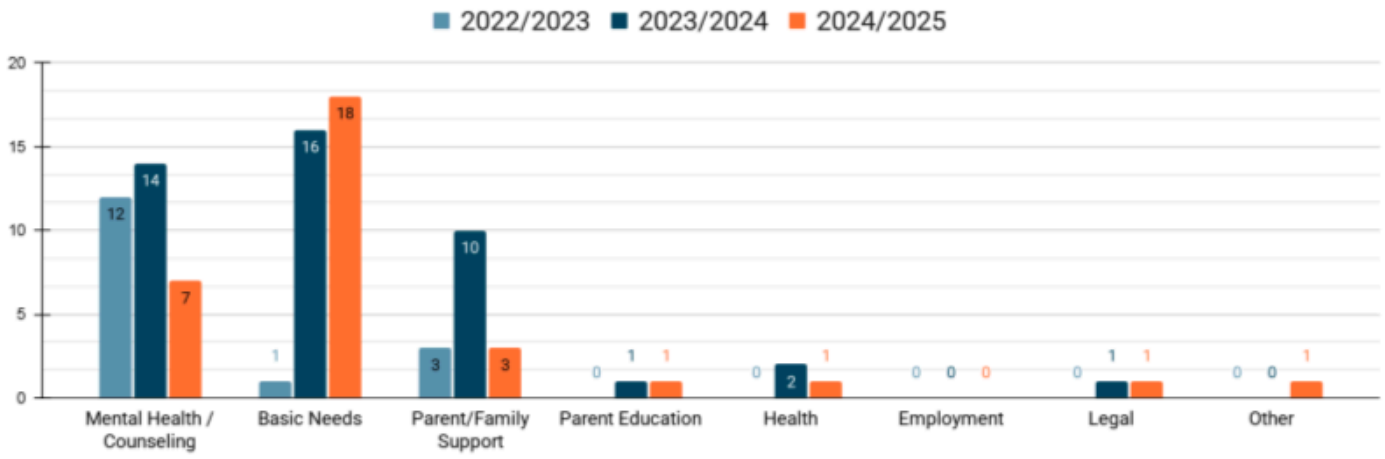
*Community Connect Coordinator started on March 15th, 2023

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	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	19	26	20
Connection Rate with Family	95% (18)	92% (24)	100% (20)
Acceptance Rate with Family	78% (14)	92% (22)	95% (19)

Types of Services Requested by Family



# Unique Agencies Referred to	12	29	22

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

COMMUNITY CONNECT: **PACE ACADEMY**

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to PACE academy including:

- Friends and Family Breakfasts
- Food Pantry Access for Families
- Christmas Event for Students
- 8th Grade Parent Night
- Household Essentials Drive
- Friday Food Bags for Students

BUILDING BRIDGES TO HIGH SCHOOL

Community Connect was proud to host PACE Academy's first 8th Grade Parent Night. Parents, Students, and Families attended the evening, highlighting the strong partnership between Community Connect, home, and PACE Academy in preparing for high school. Families learned about graduation requirements, received personalized support plans from the 8th-grade teacher, shared a meal together, and enjoyed the unveiling of end-of-year celebrations. Community Connect was able to walk parents through the (sometimes challenging) online high school registration process, leaving parents informed, supported, and excited about the future. The event showcased our community's commitment to student success and a smooth transition to high school! By helping families walk through this process, PACE Academy and Community Connect continued the good work of restoring relationships between families and school sites.

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 2 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise
School Name	Parsons
Grades	6-8
School Contact Person	Kyle Vierra
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

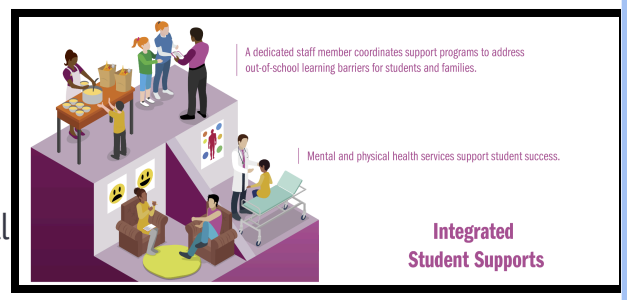
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

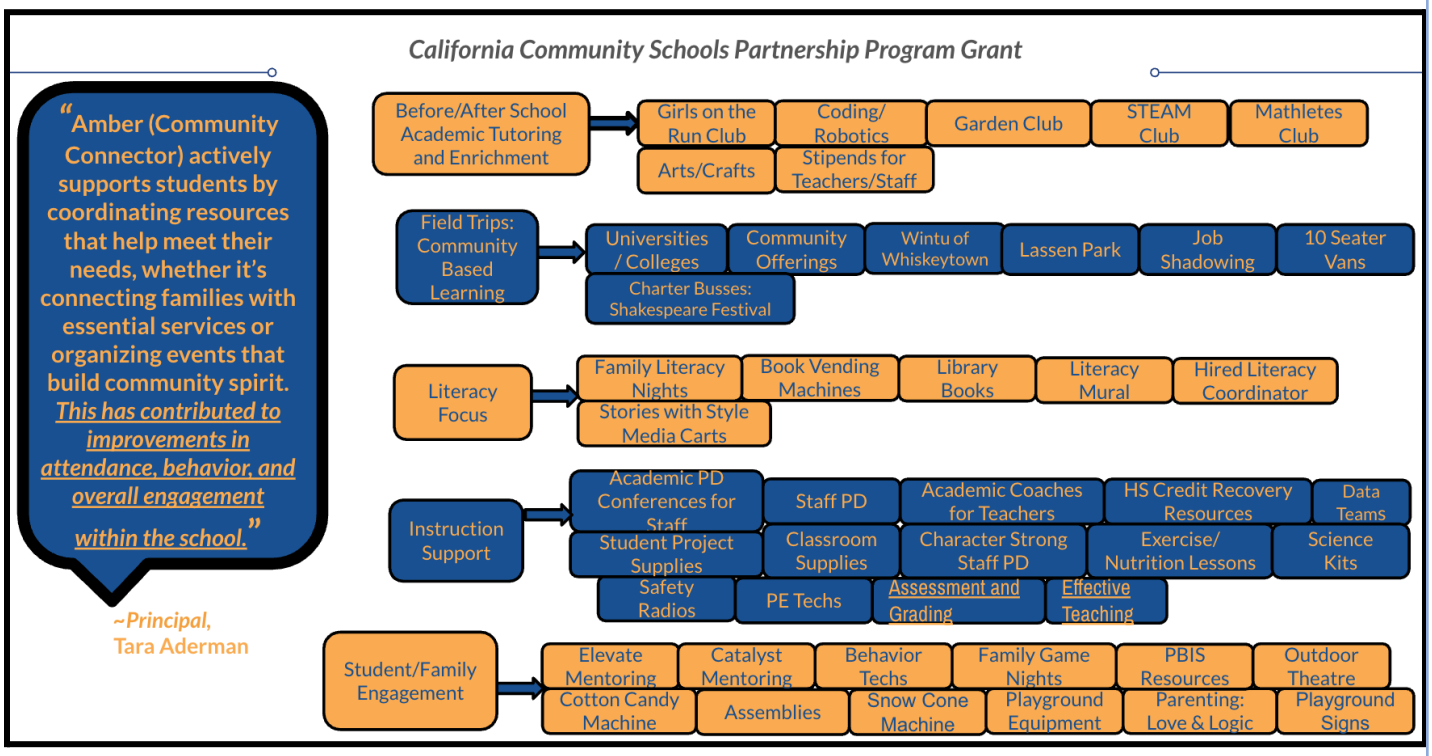
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

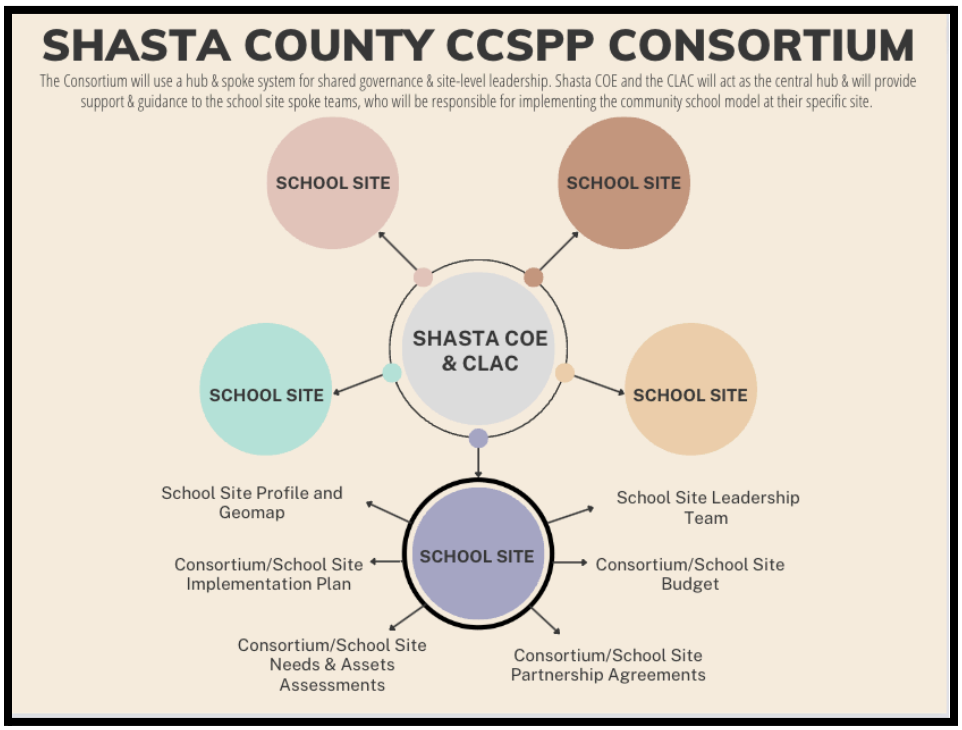
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

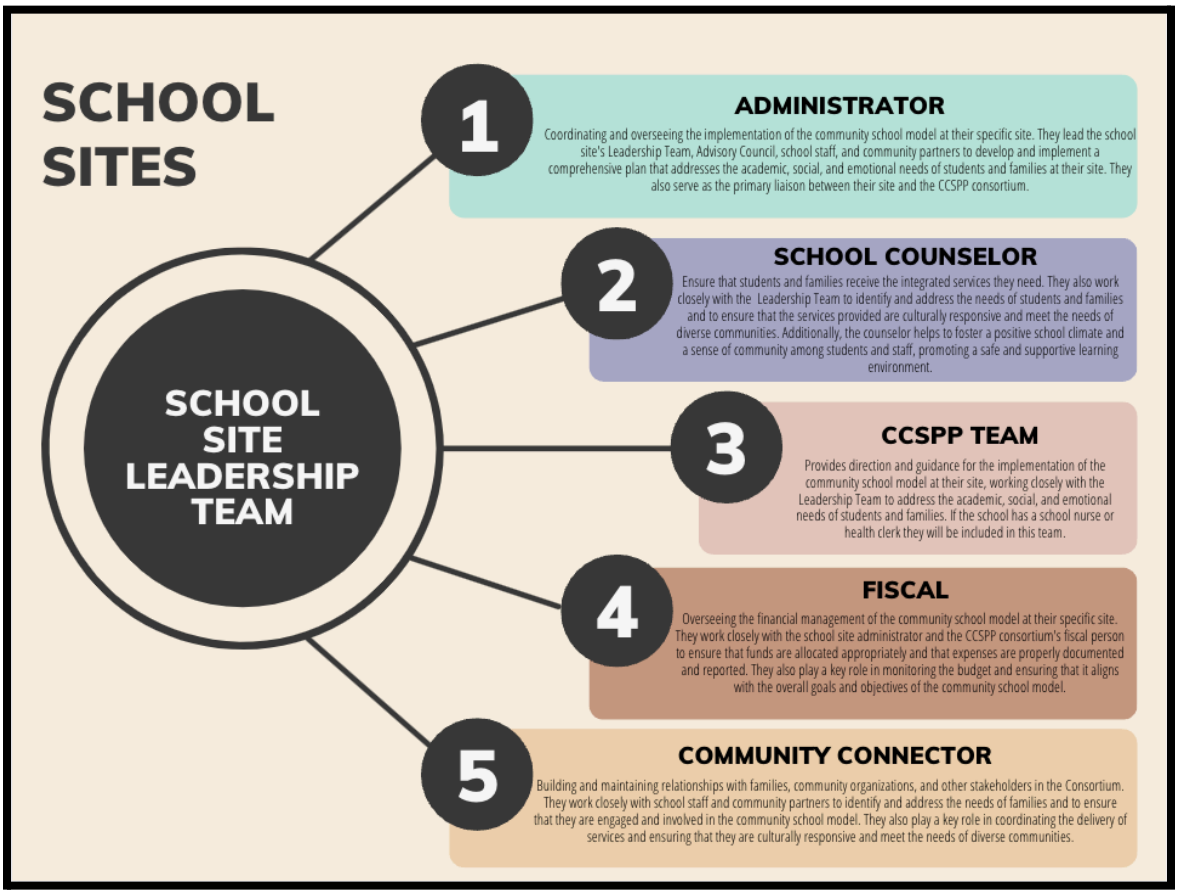
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

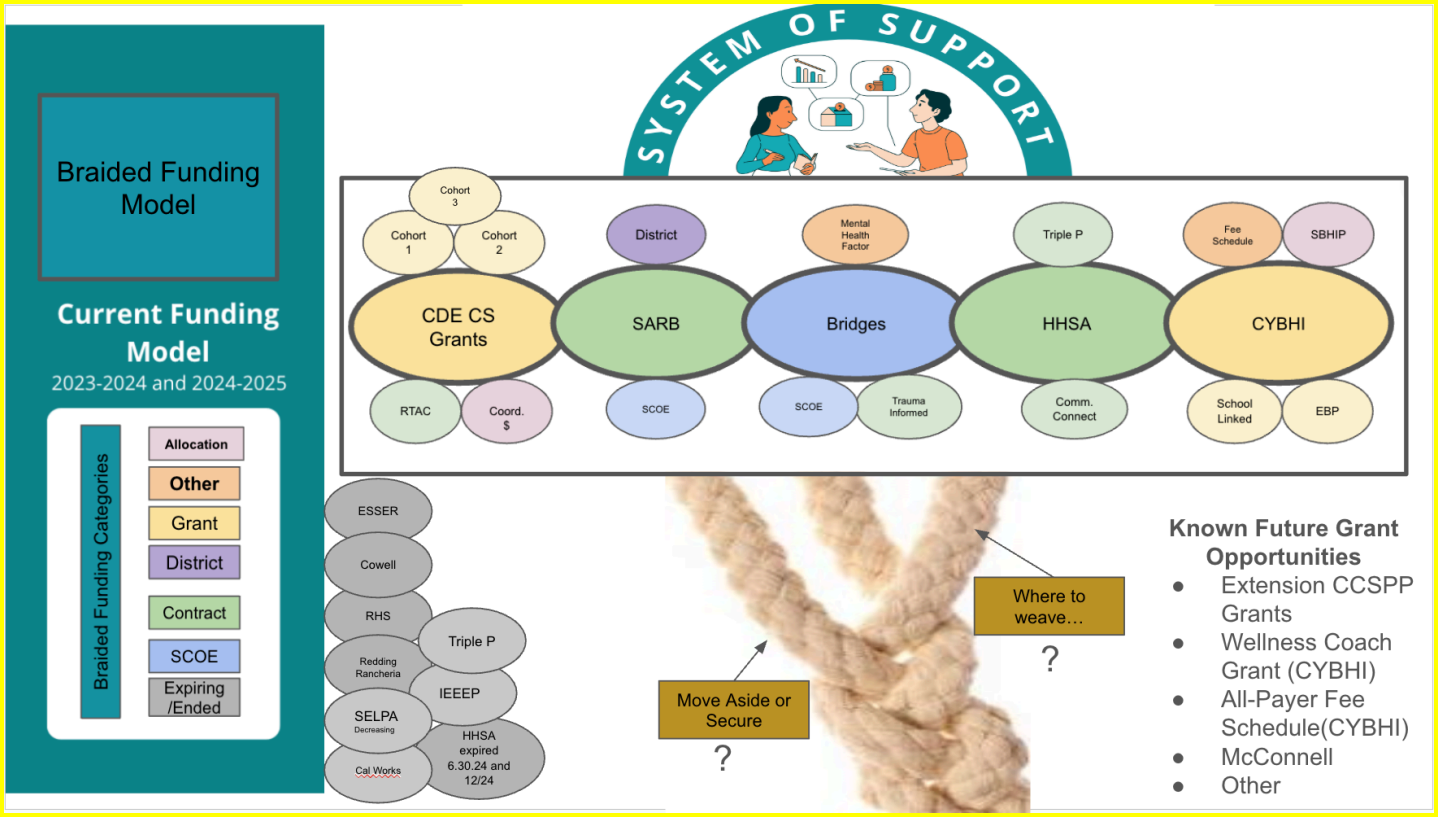
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: COHORT 2

Year 1: 2023/2024 **Year 2:** 2024/2025 Data through 3/31/2025

*ANDERSON HIGH SCHOOL^*BONNY VIEW*BURNEY ELEMENTARY*BURNEY JR/SR HIGH SCHOOL*
*EXCEL ACADEMY*FALL RIVER*GATEWAY EDUCATIONAL OPTIONS*SCOE INDEPENDENT STUDY*
*JUVENILE COURT SCHOOL*MISTLETOE*MOUNTAIN LAKES*NORTH VALLEY^*OAKVIEW^*
*PARSONS*PIONEER*SHASTA LAKE SCHOOL*

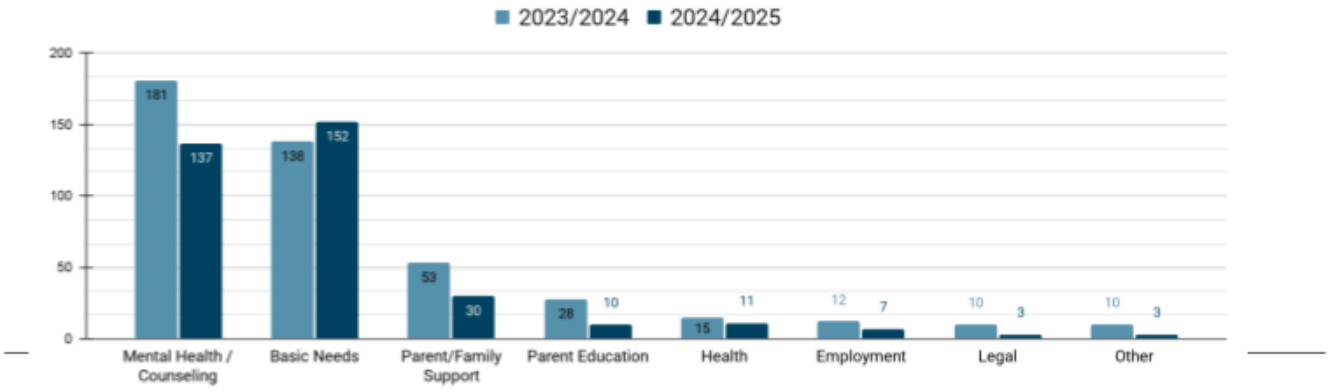
^EXITED COMMUNITY SCHOOL GRANT FEBRUARY 26TH, 2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2023/2024	2024-3/31/2025
Referrals to Community Connect	564	515
Connection Rate with Family	73% (414)	76% (393)
Acceptance Rate with Family	86% (357)	85% (334)

Types of Services Requested by Family



# Unique Agencies Referred to	152	114
Family Goals	391	430

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: PARSONS JR. HIGH SCHOOL

Community Schools

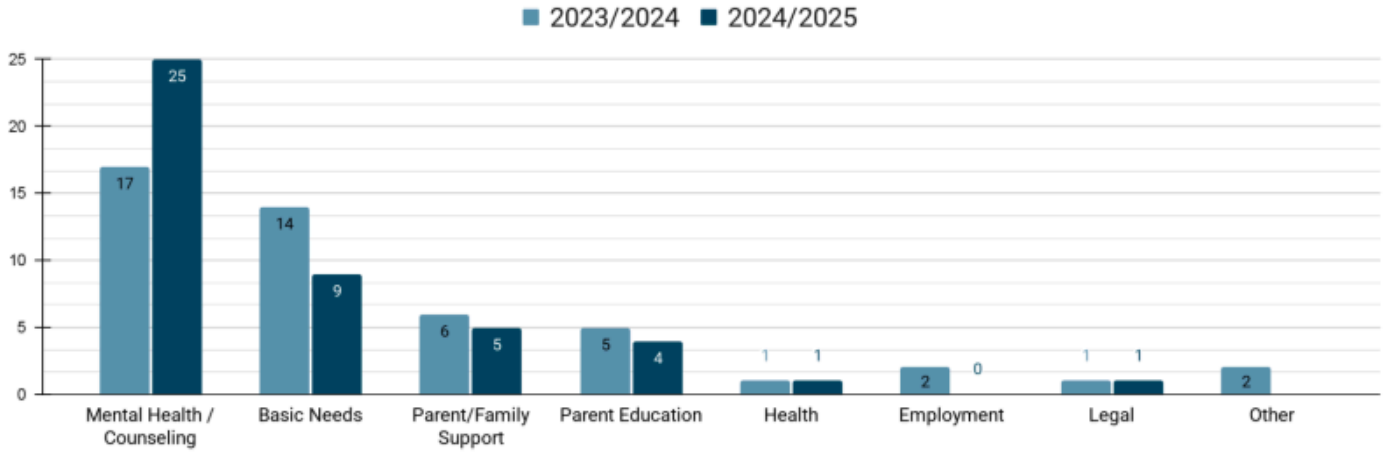
Year 1: 2023/2024 **Year 2:** 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

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	2023/2024	2024-3/31/2025
Referrals to Community Connect	41	37
Connection Rate with Family	85% (35)	95% (35)
Acceptance Rate with Family	94% (33)	100% (35)

Types of Services Requested by Family



# Unique Agencies Referred to	39	26

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

COMMUNITY CONNECT: PARSONS JR. HIGH SCHOOL

Community Schools

Year 2: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Parsons Jr/Sr High School, including:

- Clothing closet access for students & families
- Attended BLT meetings for student support
- Connected students & families to mental health resources in the community

One Parent's Kindness Sparks a Movement of Support and Care for Students in Need

Recently, a compassionate parent in our district recognized the need for essential toiletries among students at Parsons and took action. Using her own funds, she began purchasing and distributing items like soap, toothpaste, and deodorant to Parsons and is now working to do the same for other schools in our district. Wanting to expand her impact, she has started reaching out to other parents, encouraging them to join her efforts and help support students in need.

Her generosity has already made a meaningful difference, ensuring that students have access to basic hygiene products that boost their confidence and well-being. As more parents get involved this will help strengthen the sense of community and care within our schools. Her dedication is a testament to the power of one person's kindness in inspiring change for many.

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise
School Name	Rother
Grades	TK-5
School Contact Person	Adam Grooms
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. **Shared Power:**

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

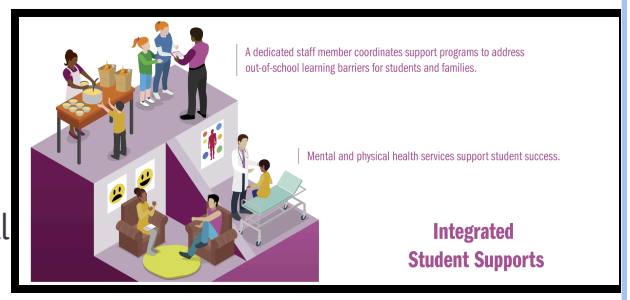
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- Monthly administrator virtual touch point calls as described above.
- Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- **Focus on Community and Family Engagement**:
  - Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

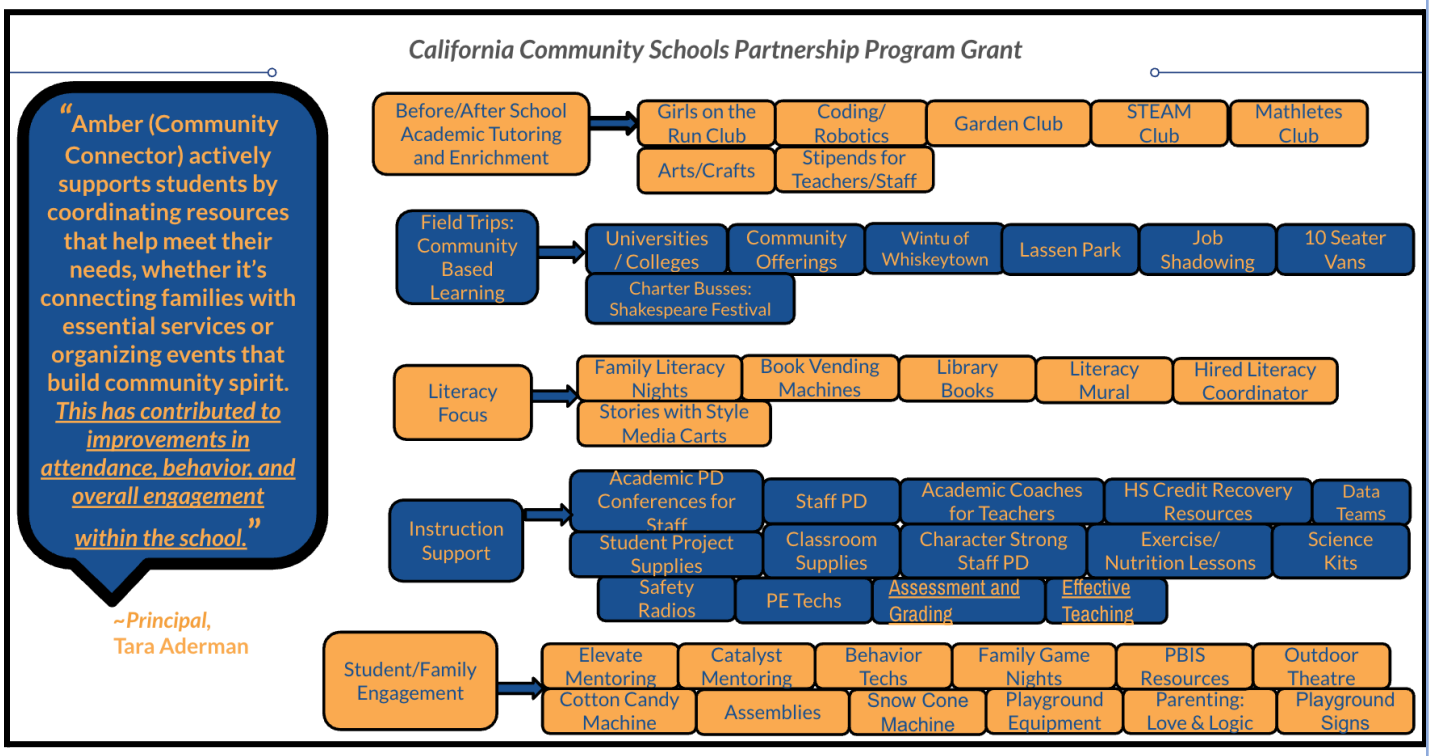
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

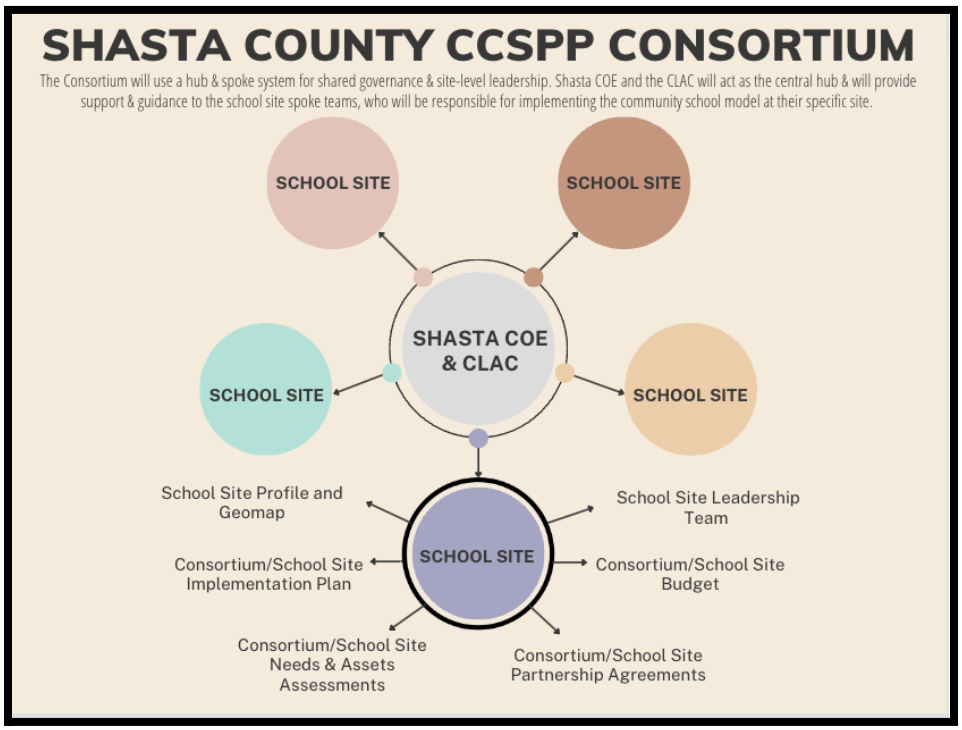
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

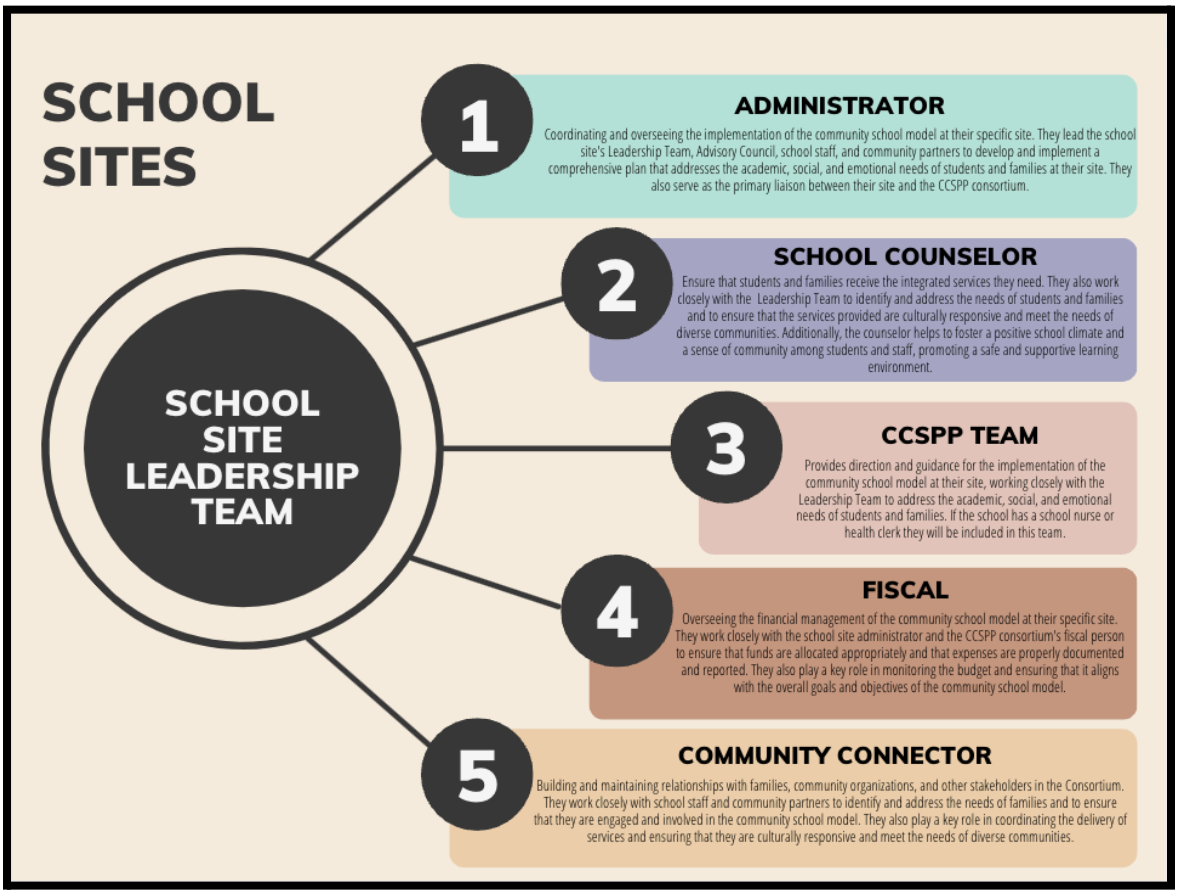
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

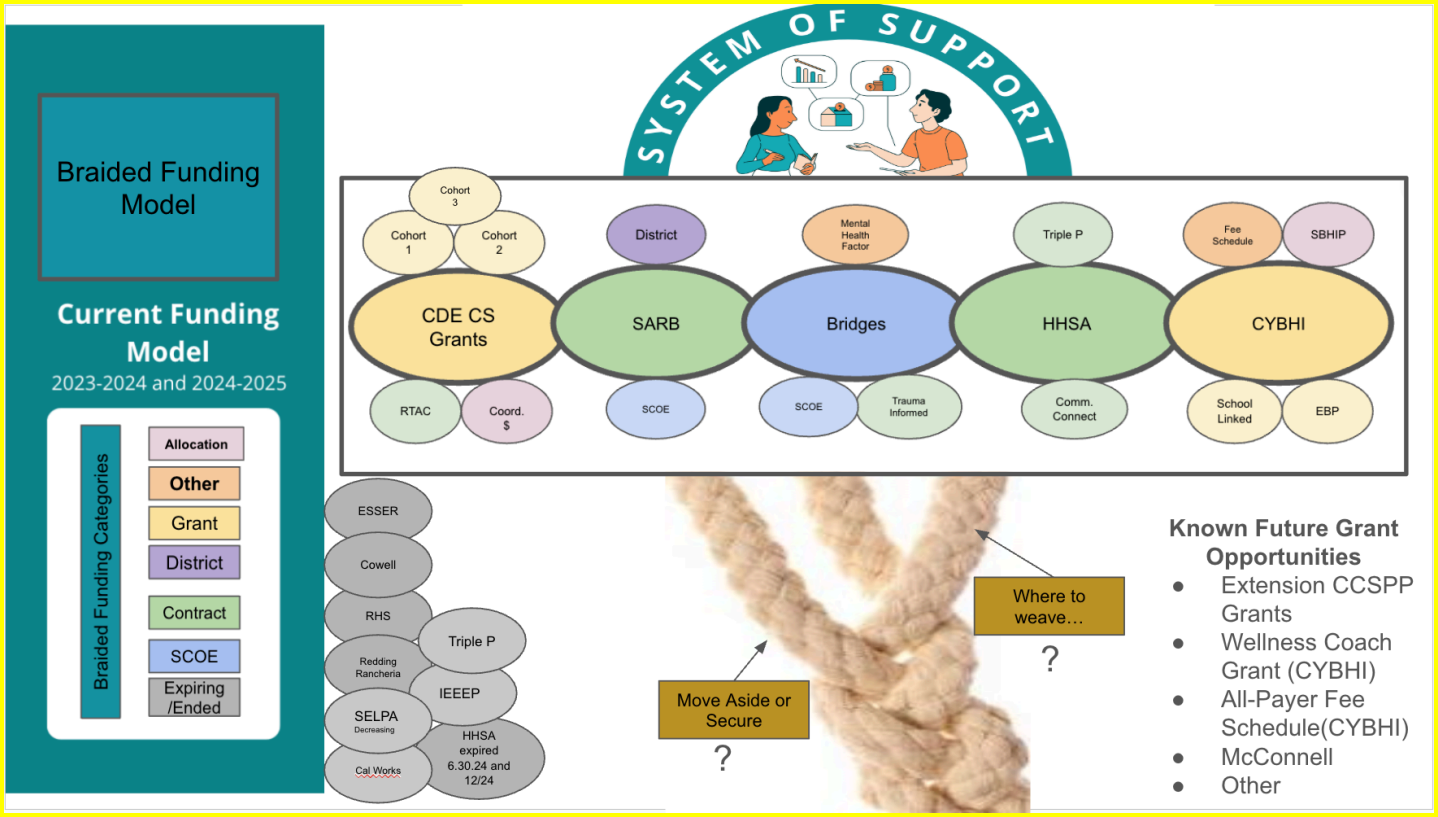
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

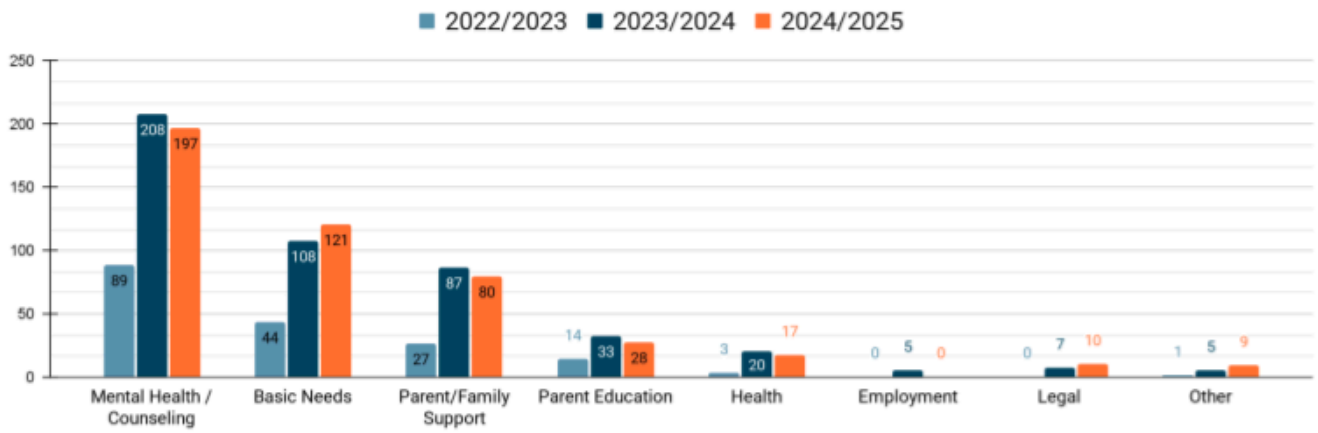
*ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS*
*IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER*
*SHASTA MEADOWS*SYCAMORE*

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	354	565	478
Connection Rate with Family	73% (260)	77% (433)	83% (395)
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)

Types of Services Requested by Family



# Unique Agencies Referred to	62	132	131
Family Goals	N/A (Not collected)	359	443

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: ROTHER ELEMENTARY

Community Schools

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

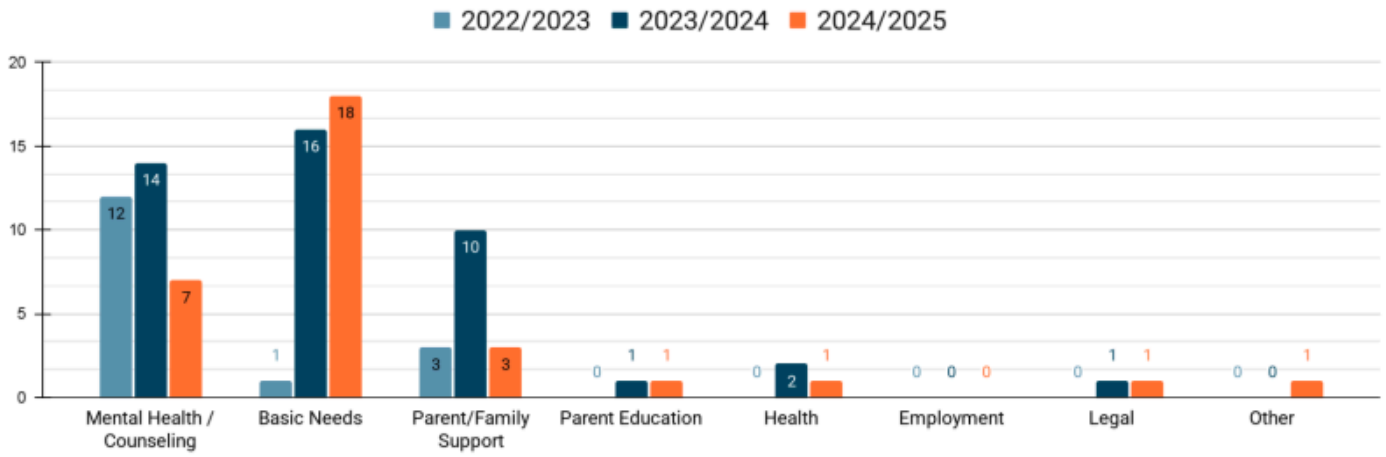
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	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	28	64	58
Connection Rate with Family	79% (22)	92% (59)	76% (44)
Acceptance Rate with Family	86% (19)	90% (53)	80% (35)

Types of Services Requested by Family



# Unique Agencies Referred to	11	35	31

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

COMMUNITY CONNECT: ROTHER ELEMENTARY

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Rother Elementary School, including:

- Food pantry and clothing closet access.
- A safe support to parents in need of someone to confide in.
- Attended School Site Council meetings.

Deeper Than Absenteeism

Chronic absenteeism prompted a school referral to Community Connect, revealing deeper issues beyond transportation. The family faced domestic violence, incarceration, homelessness, financial hardship, and isolation. The Connector responded swiftly, offering tailored resources: transport, therapy, food, clothing, mortgage aid, and a parent partner. The mother expressed profound relief and hope, feeling no longer alone. A "light at the end of the tunnel" emerged as the Connector's holistic support addressed immediate needs and long-term stability, transforming despair into renewed possibility.

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

CCSPP: YEAR 2: IMPLEMENTATION PLAN

School Site Contact Information

Implementation Plan	Cohort 1 Year 2: July 1, 2024 - June 30, 2025
District Name	Enterprise
School Name	Shasta Meadows
Grades	TK-5
School Contact Person	Scotti Gold
Consortium Contact Person	Wendy Hall
Consortium Contact Email	whall@shastacoe.org

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress toward meeting shared goals.

Part A: Shared Commitment, Understanding, and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, “Why a community school for my school?”, share your response to that question in the box below. In your response, be sure to Indicate how your site’s understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here Link:https://app.box.com/s/prc5srab27gu7hm7f20935cf2gcaen65:

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

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

Priorities built around the Overarching Values

1. **Relationship-Centered Spaces:**

Community schools aim to build trust by bringing people together and authentically valuing diverse cultures, perspectives, and strengths. A focus on relationships builds a positive school climate and

culture that is safe for all and nurtures a sense of belonging. Relationship-centered spaces also focus on establishing and sustaining positive and trusting relationships among students, families, educators, and community partners to build collaborative, supportive, and sustainable spaces where everyone learns and grows together.- (Overarching Value STAC Document edited version)

In year 2, we learned more about how our consortium of 30 schools works together and also a greater appreciation and understanding of the unique characteristics, needs, and strengths of each school/district. An area of focus for year 2 was to spend time understanding how each school is a community school beyond participation in the grant to tell their whole story. We also slowed down in some areas to welcome the natural transition of new site administrators to several of our participating school sites. Participating Sites and the LEAD Grant LEA SCOE went deeper and were more intentional with our messaging around “Community Schools”. This included but was not limited to exploring the components of what makes a school a strong community school, highlighting, hosting, and/or participating in school-wide events to increase student/family/community engagement, utilizing school and SCOE social media announcements to share community school events (Family Nights, Literacy Nights, STEAM Nights, parents cafes, food pantries, professional development opportunities for teachers, family support, etc), featuring information on SCOE and school-site websites, joining school staff meetings with teachers and classified staff when invited for conversations, and using intentionality to make connections across SCOE departments and programs for efficiency in serving districts and families with a variety of requested needs. Materials used for messaging events and opportunities have become more reader-friendly, and they can be translated into multiple languages as needed.

We welcomed opportunities to join many insightful conversations with community members who were looking to partner and those who were seeking clarity around what is and what is not happening here in our community around the community schools grant. We gained and have maintained many strong connections with community partners and we were also able to share with full transparency all requested documents that did not violate the confidentiality of families and/or schools/districts for those who wished to learn more. These conversations are critical because all voices should be heard and considered. There have been many celebrations and much support around our areas of focus within this Community Schools grant for our SCOE Consortium of 27 schools. An example of areas of concern was very clearly parental consent with services. Our programs and supports within this grant have since the beginning required and still require parental consent and are based on the parental/guardian request for services, resources, and support for the whole family. Community Connectors at the grant funded school sites, follow district policies for all activities that take place on campus during the school day.

It is through meaningful conversations, even tough conversations, that we gain perspectives that challenge our own, provide opportunities to correct misinformation/misunderstandings, and help guide the plans of the individual school sites and the Shasta County Office of Education Consortium of community schools through the improvement process and ultimately build trusting relationships. School staff, families, students, and community engagement is at the core and heart of every “community school”.

We are moving closer to a better understanding of what Community Schools can be and have always been, which is helpful for our interest-holders to better be able to answer authentically the

question, "Why the focus on community schools for my school/district?"
Lead Agency (Grant Holder: SCOE):

- **Monthly Site Administrator Virtual Collaboration Calls:**

The SCOE Consortium of Community Schools Administrator Touch-Points are monthly (15 Total To Date) for 45 minutes. Administrators join the call to collaborate with other school-site administrators within the grant to celebrate what is going well with their Community Connectors for their sites, Family/Student Engagement Activities and Strategies, and explore together in a safe space barriers they are facing in meeting needs at their school site. The quick collaboration allows for a network of support among administrators. The SCOE Team provides quick updates for professional development opportunities based on what is learned from them and our partners at the CDE (California Department of Education), STAC (State Technical Assistance Center), and RTAC (Regional Technical Assistance Center), short content around topics such as chronic absenteeism/engagement strategies, time for feedback on what is working well, additional needs arising for the grant to consider, and a review of services offered through the grant and their input as to whether or not they feel the impact vs cost is a worthy focus. This is part of our continuous improvement model: “What are we trying to accomplish?”, “What do we want to try?”, “How will we know if what we try makes the difference?”, and “What do we do next?”.

- Examples of changes in our original draft plan:
  - Care Classroom: This model was tested with one school in 23-24. The model showed a positive impact on those children and parents at that one school. However, after reflecting and gaining input from all administrators, it was decided that for the cost, we could support more teachers and students with the on-site Bridges 8-Week model so we made that shift for the 24-25 school year.
  - Another example of change based on new information was the removal of the mobile clinic for dental and vision due to insurance liability. Even though this is a communicated need by school site administrators and families, district and SCOE insurance were a determining factor in removing this portion of the plan from the grant after year 1.

- **Site-Based Community Connector**:

Our school site Community Connectors play a key role in building relationships with families to meet needs that could pose as barriers to positive school engagement and quality of life. Community Connectors serve the whole family (children with parental consent) and all services are free, voluntary, confidential, and require parental/guardian consent.

- **Impact Stories:** Community Connectors share unidentifiable success stories and best practices with school sites and the community related to asset-driven and strength-based approaches families have utilized to meet their self-identified/individualized needs.

- **Relational Mapping**:

Site and Consortium Level Goals and Measures of Progress

School Site
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.

- **This project took longer than projected and is now completed as of Year 2: April 2025. (Necessary edits will be made as needed to reflect an accurate resource map.)**

Action Steps

- Each school site will assign its Community Connector to lead the “relational mapping” effort.
  - **This project was done with the SCOE Regional Technical Assistance Center (RTAC) staff and Chico State to support the capacity of the site Community Connectors.**
- The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other interest holders within the school's boundaries.
- The Community Connector and other members of the school's Leadership Team will work with these interest holders to identify opportunities for collaboration and shared leadership.
- The school site will use the results of the relational mapping to determine who of the local partnerships may be missing from collaborative leadership meetings.

Outcome/Indicators

1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other interest holders.
2. The school site will have established relationships with interest holders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of partner engagement.

Relational Mapping Project

bit.ly/42qUcVD



2. Shared Power:

Community schools are grounded in the belief that schools belong to all of us–students, families, school staff, and the community. They are democratic spaces. Recognizing and building towards shared ownership and deep engagement, through shared decision-making and collaborative strategies, is vital to building a democratic, inclusive, and empowering environment where all interest holders feel that their expertise and commitment to the community is recognized and valued. - (Overarching Value STAC Document)

Lead Agency (Grant Holder: SCOE):

- Provides resources and collaborative spaces for shared decision-making and participatory practices for all school site Leadership Teams as requested.
  - Example: Empathy Interview Training
  - Team Mapping: On-going reflection of: What teams exist on the school site? What is the purpose of the team? Who makes up the team? Who might be missing from the team? Are there teams that can combine to decrease the number of teams and increase efficiency?
- Facilitates regular meetings between school site Leadership Teams and Consortium representatives to share information, have meaningful conversations, and make collaborative decisions.
- Includes representatives from the school site Leadership Team in the Consortium's decision-making process and site level goals and actions to ensure alignment with district policies and goals. Team members include the district CBO and Superintendent.

School Site:

- Establish school site Leadership Teams that include diverse perspectives from interest holders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all interest holders to provide input and feedback on school policies and programs and activities.
  - Examples of opportunities provided by schools within the consortium include but are not limited to:
    - Monthly Staff/Action Team/Grade-Level Collaborations
    - Student, Teacher, Parent Meetings (SSTs, BLTs, TSTs, IEPs, etc)
    - Parent/Teacher/School 2 way communication tools: Parent Square, Bloomz Teacher
    - Site Council
    - Parent Club/PTO
    - Sports Booster, Band Boosters etc.
    - Parent/Teacher Conferences
    - Academic/Culture/Leadership Action Teams
    - School Attendance Review Teams
    - Student Voice Committees
    - District Mid-Year Community Study Sessions
    - Weekly School Counselor/CCC Collaboration Meetings
    - Lighthouse Team and Action Teams-Student Council
    - Para Professional Collaborations
    - Social Media Surveys
    - Community Collaborative Days
    - No Excuse University
    - Principal open office hours
    - Meeting and collaborations held in multiple languages
    - Informal Coffee and Conversations (These have various names across school sites: Pastries with Parents, Snack and Chats, Vibe Checks, etc)
    - Culture Crew
    - PBIS Teams

- TAPP-Cal Safe Collaborations
- PLCs (Professional Learning Communities)

❖ Utilize tools such as surveys, empathy interviews, collaborative conversations both formal and informal, and focus groups to gather feedback and make decisions collaboratively with interest holders.

3. Classroom-Community Connections:

Community schools are continuously linking classroom instruction to the broader community. Instruction is engaging, providing real-world and project-based learning opportunities. It is interdisciplinary in nature and rooted in the assets of students, families, educators, and local community members. Curriculum is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Community schools ground student learning in civic engagement and address real-world issues. (Overarching Value STAC Document)

School-Sites:

❖ **Current examples from sites this year include but are not limited to:**

➢ Non-Traditional Employment for Women (Highschool), GTC Outreach with other High-Schools, KRCR Field Trip, New Comers & Friends Presentation with Student Reps (Highschool), Game of Life Simulations (Highschool), CTE Workshops (Highschool), ASVAB (Highschool), Cal Trans Field Trips, Exodus Farms, Haven Humane, Simpson College Job Fair, STEM/STEAM (All-Grades), Pumpkin Patch Field Trips, Lassen Park Field Trips, State Capitol Field Trips, Baum Lake Field Trips, Shasta Caverns Field Trips, Fort Crook Museum (Civil War Reinactment), 4-H Visits, College Career Days, UC Davis Field Trip, UNR Field Trip, Shasta College Field Trip, Turtle Bay Field Trips, Wintu of Whiskeytown, Multi-Cultural Community Events.

4. A Focus on Continuous Improvement:

Working together, community schools participate in an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, and to ensure students, families, school staff, and the community are valued, engaged and empowered. Community schools think beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data. Data becomes a tool for improvement that students, staff, families, and community members can access, an instrument for reflection and mutual instead of an instrument of accountability- a flashlight, not a hammer. (Overarching Value STAC Document)

Site and Consortium Level Goals and Measures of Progress

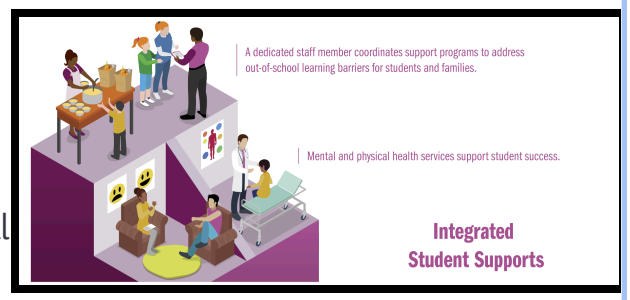
School Sites
Goals
By the end of the grant period, school site Leadership Teams will use Improvement and

Compassionate Systems Awareness strategies to continuously improve their goals and actions within their community school.
Action Steps
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 the end of the grant period, the Shasta County Community School Consortium SCOE team will have provided coaching, support, and collaboration opportunities for the consortium administrators and their teams to learn from each other about what they are trying to improve, what action(s) they are taking, what is working, how they know it is working and what they will try next. (Plan, Do, Study, Act Cycles)

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Partnerships to Support Pillar 3: Family and Community Engagement

Consortium Grant LEAD LEA SCOE:



Integrated Student Supports

Integrated Student Supports
Connecting students and families with available services, as well as fostering a positive and healthy school climate

The System of Support incorporates the Community School Model. Community Connect Coordinators are onsite support that connect with students' adults and links them to needed services. This includes resources related to attendance, behavior, homelessness, and overall family functioning outside the sphere of influence of the school. In addition, Community Connect Coordinators can assist with Family, Student, & School Engagement. Below are examples of how Connectors have supported sites in these areas, with Connectors holding either a supportive role in existing events, and/or supporting new events.

Reminders & Tips

- Community Connect Coordinators are SCOE staff funded through the grant and are prohibited from having roles that are school roles. Examples: Yard Duty, Librarian,
- Not all interactions with students/families require a Community Connect referral. e.g, families contacted as part of Student Attendance calls do not need a referral, but are tracked as events/activities

Family Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Parent-Teacher Meetings/Workshops	Community connectors attend and facilitate meetings, provide resources, and support family-school communication	Strengthens family-school partnerships, improves student outcomes, and addresses individual student needs.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Support events like Open House, Harvest festivals, and Holiday celebrations,	Builds community spirit, encourages family participation, and adds to the positive school	Coordination of logistics, funding for events, and ensuring accessibility for all

	Multi-Cultural Events	environment	families
Resource Distribution and Support	Distribute baskets, clothing, food, and other essentials; coordinate with local resources	Meets basic family needs, reduces stress, and supports student attendance and well-being	Consistent resource availability, transportation for delivery, and identifying families in need.
Educational and Literacy Programs	Support literacy nights, parent education workshops, and academic support sessions.	Enhances family understanding of curriculum, boosts student academic performance, and fosters literacy skills.	Materials for workshops, trained facilitators, and outreach to engage families.
Volunteer Coordination and Community Building	Recruit and coordinate family volunteers, host community breakfasts, and organize meet-and-greets.	Strengthens community ties, increases family involvement, and builds a supportive network.	Volunteer recruitment, time management for families, and creating inclusive opportunities.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Parent Meetings and Workshops	Community Connectors attend and facilitate meetings with parents, providing resources and support for family-school communication	Strengthens family-school partnerships, addresses student needs, and improves high school outcomes.	Scheduling conflicts, language barriers, and transportation for families.
Family Events and Celebrations	Organize and support events like sporting events, holiday meals (Thanksgiving/Christmas), and Resource Fairs.	Builds community spirit, encourages family participation, and creates a positive school environment for high school families.	Coordination of logistics, funding for events, and ensuring accessibility for all families.
Resource Distribution and Support	Distribute resources through Food Pantry, Clothing Closet, and Resource Fair to support family needs.	Meets basic family needs, reduces stress, and supports student attendance and well-being.	Consistent resource availability, transportation for delivery, and identifying families in need.
Cultural and Community Engagement	Facilitate events like Holiday Dinners (Celebration of Native Americans) and	Enhances cultural understanding, strengthens community ties, and supports family	Cultural sensitivity training, funding for events, and outreach to diverse families.

	Student/Family orientation to foster cultural awareness and community integration.	inclusion.	

School Engagement

Grades K-8th

Activity	Involvement	Benefit	Challenges/Needs
Staff and Team Meetings/Support	Community connectors, attend, facilitate, and provide input at SST, SART, and staff meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves school operations.	Scheduling conflicts need for consistent staff attendance and clear communication channels.
Student Behavioral and Academic Support	Support Behavioral Intervention Team, School Counseling, and programs like Operation Warm to address student behavior and academic challenges.	Improves student behavior, academic performance, and well-being, creating a positive learning environment.	Trained personnel, time for follow-up, and resources for individualized support.
School-Wide Events and Assemblies	Organize and assist with assemblies, kindness events, and school celebrations (e.g., Thanksgiving, and Christmas events).	Boosts school spirit, fosters inclusivity and engages students and staff in community-building activities	Event planning resources, funding, and ensuring all students can participate.
Resource Coordination and Distribution	Manage clothing drives, food/supply drives, and distribute resources like parent baskets to support students and staff.	Meets immediate needs, reduces barriers to learning, and supports student and staff well-being.	Consistent resource availability, logistics for distribution, and identifying needs on campus.
Extracurricular and Enrichment Programs	Support Student Council, Garden Club, Spelling Bee, sports teams, and other enrichment activities for students.	Enhances student engagement, promotes physical and mental health, and develops leadership and teamwork skills.	Volunteer support, equipment/funding, and scheduling to avoid conflicts with academics.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Staff Collaboration and Meetings	Community connectors attend and contribute to staff meetings, Attendance Tracking, and SST meetings to support school goals and student needs.	Enhances staff collaboration, addresses student issues effectively, and improves operations for high school students.	Scheduling conflicts, need for consistent staff attendance, and clear communication channels.
Student Support Programs	Support programs like Operation Warm and Foster Youth & Homeless Education to address student well-being and academic challenges.	Improves student outcomes, reduces barriers to learning, and supports vulnerable high school students.	Trained personnel, resource availability, and time for follow-up with students.
School-wide events and assemblies	Organize and assist with events like Staff Appreciation Luncheon and Student Programs Fair to engage the school community.	Boosts school spirit, fosters inclusivity and strengthens staff-student relationships in high school.	Event planning resources, funding, and ensuring all staff and students can participate..

Student Activities

Grades TK-8

Activity	Involvement	Benefit	Challenges/Needs
Recreational and Physical Activities	Community connectors support activities like field trips and outdoor playtime.	Promotes physical health, teamwork, and social skills, reducing stress and boosting student energy.	Equipment and space availability, trained supervision, and scheduling to include all students.
Social and Emotional Support Programs	Facilitate clubs like Garden Club, Kindness Club, and Student Council to support students' emotional well-being and social development.	Enhances students' self-esteem, builds friendships, and fosters a sense of belonging and leadership.	Consistent facilitator support, materials for activities, and outreach to engage shy or reluctant students.
Educational and	Support programs like	Improves academic	Access to materials and

Enrichment Opportunities	Spelling Bee, Robotics, and student check-ins to enhance academic and creative skills.	performance, encourages creativity, and develops problem-solving skills.	technology, trained instructors, and time management for busy students.
Cultural and Holiday Celebrations	Organize and assist with events like Thanksgiving Lunch, Christmas Breakfast, and Harvest Festival for students.	Boosts cultural awareness, builds community spirit, and creates memorable experiences for students.	Funding for supplies, coordination of logistics, and ensuring inclusivity for all cultural backgrounds.
Volunteer and Community Service	Coordinate activities like the Character Trait of the Month, canned food drives, and helping at school events	Fosters civic responsibility teaches empathy and strengthens community ties among students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.

Grades 9-12th

Activity	Involvement	Benefit	Challenges/Needs
Educational and Career Development	Facilitate programs like Job Fair, Resume Workshop, Financial Literacy, and College & Career Fair to prepare students for the future.	Enhances academic skills, career readiness, and long-term planning for high school students.	Access to experts, materials, and time for student participation during school hours.
Social and Emotional Engagement	Support activities like Student Check-Ins, Senior Take Flight Activities, and Welcome Kits to foster emotional well-being and connections.	Improves student mental health, builds relationships, and supports transitions in high school.	Trained counselors, privacy for check-ins, and resources for emotional support programs.
Community Service and Leadership	Coordinate events and set up volunteer opportunities for students.	Fosters civic responsibility, leadership skills, and community involvement among high school students.	Volunteer coordination, transportation for off-campus activities, and motivating student participation.





SCHOOL SITES:
Schools and Districts have identified goals and actions within their LCAPs and SPSA's that speak specifically to their Needs and Asset Assessments and actions to engage all students and their families. Actions include examples such as utilizing various forms of surveys, one-on-one interviews (empathy interviews), focus groups, formal and in-formal platforms for conversations.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Our school sites'/consortium deep Needs and Asset Assessments during implementation Year 1 focused on the expansion of the extensive family and community engagement and planning efforts that had already taken place in our Consortium's previous CCSPP grants and aligned initiatives such as the broader system of support for Attendance. These assessments involved students, staff (Teachers, Counselors, Administrators, Superintendents), families, and community members in identifying the top community school priorities with Integrated Services and Support for families and

Student/Family/School Community Engagement as priority areas for this grant. We leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our individual site and Consortium's community school strategy.

To ensure that our Needs and Asset Assessment are thorough and meaningful, our Consortium worked collaboratively with each school site during Year 1 and Year 2, to test various strategies to increase family/school community engagement, implementing the strategies showing positive outcomes. 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 partners, including students, families, staff, and community members, school sites will continue to collect and reflect upon their comprehensive and diverse data to guide their efforts in building strong and effective schools. Best practice strategies, such as family/school community events, focus group collaborations, hosting events at different times of the day to ensure that all families and students have the opportunity to participate, and conducting surveys through various platforms and languages, sites will continue to increase the number of voices heard and perspectives considered in decision making.

As our SCOE Consortium's community school initiative evolves each year, we continue to have a mix of Consortium and school site goals and actions, focusing on collaborative best practices and community engagement strategies. We prioritize ongoing communication and feedback from our partners and continuously work to improve and refine our efforts based on their input.

Lead Agency (Grant Holder: SCOE):

- ❖ We regularly consult with and attend webinars and conferences with our partners at the CDE and the Community Schools State Technical Assistance Center (STAC) to stay current on the latest research and best practices in community schools. These state partners are also interested in learning from what our Community Schools are doing here in Shasta County. Our STAC has gone through a change of hands from the Alameda County Office of Education to the Sacramento County Office of Education. Monthly calendar invites are shared with all grant funded school administrators in the SCOE Consortium and our partnering Columbia School District Consortium to give our schools an opportunity to learn from each other and the CDE and STAC as well as schools and districts from across the region and state.
- ❖ Monthly administrator virtual touch point calls as described above.
- ❖ Analyze data collected from administrators around the Capacity Building Strategies to look for themes and takeaways.

Common Themes across our consortium include:

- ➢ **Focus on Community and Family Engagement**:
  - ■ Many schools emphasized the continued need to find ways to build and maintain strong partnerships with community organizations and increase family engagement.
    - ● Strategies include creating family resource rooms, holding family engagement events at various times of the day and involving parents in

more school activities.

- **Addressing Student Attendance and Behavior**:
  - Several schools identified chronic absenteeism and student behavior issues as major concerns.
    - Strategies included implementing attendance incentives, developing behavior intervention supports, and using trauma-informed practices.
- **Emphasis on Social-Emotional Learning (SEL)**:
  - Several schools focused on the social-emotional development of students, recognizing the impact of trauma and emotional challenges on academic success.
  - Programs such as “Leader in Me” and partnerships with Elevate Solutions were highlighted.
- **Literacy and Academic Achievement**:
  - Improving literacy and academic performance was a key goal for all schools.
    - Strategies include installing book vending machines, setting reading goals, and revising school plans to align with academic data.
- **Sustaining Staff and Resources:**
  - Retaining qualified staff and providing professional development were critical areas of focus.
  - Several schools addressed high staff turnover by increasing support and training opportunities.

Specific Takeaways Include:

- **Collaborative and Data-Driven Approaches**
  - Schools reflected on how they use data to identify areas needing improvement such as absenteeism rates and reading proficiency.
  - Schools confirmed collaborative planning with staff, parents, and community partners was essential in developing and revising school action plans.
- Increased Support Services
  - Community Connectors played a vital role in linking families to necessary resources like mental health services, food and clothing.
  - Schools expanded support staff, including behavior technicians and literacy coordinators, to better address student needs.
- Innovative Incentive Programs:
  - Attendance and behavior incentives, such as prize drawings, special social events and recognition awards proved effective in improving student engagement.
  - Creative solutions like book vending machines motivated students to achieve academic goals.
- Professional Development and Cultural Sensitivity:
  - Training on trauma-informed practices and cultural sensitivity was prioritized to build a supportive and inclusive school environment.
  - Professional learning communities were formed to enhance teacher collaboration and effectiveness.
- Long-Term Commitment and Continuous Improvement:
  - Schools are committed to on-going assessment and adaptation of their

strategies to meet evolving needs.
- Plans for the next year include continuing successful initiatives and exploring new ways to support students and families.

Site Level Individualized Community School Fund Plans

Community School Fund Guidelines

Introduction

This document outlines the expectations for Community Schools within our Consortium regarding using their "Community School Fund." The Consortium receives an annual grant allocation based on each school's enrollment, ranging from $150,000 to $300,000. This allocation is divided into three service and support categories: Administrative, Consolidated Consortium, and Community School.

Bookmarked Table of Contents:

SECTION 1: FUNDING CATEGORIES
SECTION 2: COMMUNITY SCHOOL FUND USAGE
SECTION 3: FUNDS DISBURSEMENT
SECTION 4: COMMUNITY SCHOOL FUND PLAN

SECTION 1: Funding Categories

Administrative Services & Supports (Up to 10% of Total Consortium Funding)(Currently 4%)
Administrative Costs for this grant funding encompass:

- Grant reporting and documentation requirements
- Meeting attendance
- Budget and fiscal responsibilities
- Required evaluation

Consolidated Consortium Services & Supports (Up to 40% of Total Consortium Funding)
This category covers services such as:

- Mental health services

- Case management
- Organization of school-based services determined by school/district

A Community Connect referral can be made for a Community School student and family to access most Consolidated Consortium Support Services. The Consortium will have access to additional Support Services unavailable to other Shasta County Schools.

Community School Services & Supports(Minimum 50% of Total Consortium Funding)
This category includes a Community Connector working on the Community School campus full-time and a Community School Fund that can be used as each school sees fit. The amount of your Community School Fund will be based on your enrollment. This category will account for at least 50% of the total Consortium funding but currently stands at more than 65%.

SECTION 2: Community School Fund Usage

The Community School Fund represents a dynamic resource designed to empower Community Schools within our Consortium to innovate, adapt, and respond to the unique needs of their students and communities. The flexibility offered by this funding extends to a wide array of initiatives, programs, and services that align with the California Community School Framework. While certain restrictions exist to ensure responsible use, the overarching principle supports endeavors that enhance the educational experience, foster community engagement, and drive positive student outcomes.

Each Community School has the flexibility to allocate up to $ 5,000 of its annual funds towards Community School Needs and Asset Assessment activities that require active community engagement and authentic participation of staff, students, and families. These activities play a crucial role in understanding the evolving needs and assets of the school community. For details on this year's assessment tasks, please refer to the Plan and Timeline for Community School Needs and Asset Assessment, Self Assessments, and Annual Reporting.

Additionally, we would like to remind Community Schools that the Community School Funds can also be directed toward the Expanded and Enriched Learning Time and Opportunities Pillar. This Pillar extends beyond supporting traditional classroom instruction and encompasses a variety of enriching educational experiences.

Community School Fund Plan

Each Community School will receive a Community School Fund Plan. This Plan will serve as documentation for Community Schools to:

- Explain how their spending plan aligns with the California Community School Framework
- Describe how their Needs and Assets Assessment was utilized to determine funding use
- Detail the budget allocation
- Specify the timeline for fund expenditure

Prohibited Uses of Community School Funds:

All funds provided under this grant may not be used for the following purposes:

- Supplanting existing services and funds
- Providing subgrants to partnership members or other agencies
- Acquiring equipment for administrative or personal use
- Purchasing furniture
- Leasing facilities
- Remodeling facilities unrelated to accessibility to instruction or services
- Purchasing food services, refreshments, banquets, and meals
- Purchasing promotional favors or items for personal gain
- Subscriptions to journals, magazines, or periodicals
- International travel

SECTION 3: Fund Disbursement

The Consortium has arranged for every Community School to have immediate access to 70% of their Community School Fund. This flexibility will allow Community Schools to use their funds as needed, incrementally or in a lump sum. Funds can carry over from year to year but must be spent by December 30th prior to the end of the grant period:

- Cohort 1 Grant Period: July 1, 2022 - June 30, 2027
- Cohort 2 Grant Period: July 1, 2023 - June 30, 2028

Invoice Schedule:

Cohort	Year 1	Year 2	Year 3	Year 4	Year 5

1	22/23	23/24	24/25	25/26	26/27
	X	70%	10%	10%	10%
2	23/24	24/25	25/26	26/27	27/28
	70%	10%	10%	5%	5%

Refer to Appendix 1 of this document to determine the Community School Fund amount you will receive. Appendix 1 also includes a table with the amount that can be invoiced each year. You can use your Community School's regular invoice template. Please send it to our Community School Consortium's Administrative Assistant, Anjelika Rodriguez, at arodriguez@shastacoe.org and cc Wendy Hall at whall@shastacoe.org. A budget report must be submitted at each year's end to document fund expenditures. A template will be provided.

SECTION 4: Community School Fund Plan

The Plan for your Community School Fund is vital in securing the proper allocation and utilization of resources to support your Community School's mission and goals.

We have provided a template for your Plan to facilitate an efficient review process and ensure timely access to funds. This template should be filled out for each goal your Community School identifies. If your school has multiple goals, please complete the template separately for each one. The template can be accessed at here. (Site Plans are built by the school site administrator and their site level team. The site plan allows sharing access to the site administrator, district superintendent and district CBO.)

We recognize that community needs and priorities may evolve over time. If your school does not expend all allocated funds or wishes to revise a goal due to input from interest holders or new community school needs, you are welcome to submit a new template later. All funds must be spent by December 20th of the 5th year of the grant. Our aim is to support your Community School in its endeavors to serve your students and community best.

Below is an outline of the Community School Fund Plan. These questions will help Community Schools provide a clear and comprehensive explanation of their funding plan and ensure alignment (allowable expenses) within the California Community School Framework.

Goals, Actions, and Metrics

Each Community School can have 1 - 3 goals for their Community School Fund. The goals should be written using the SMART Format. If you would like, these can align with goals you already have identified in your District's LCAP, your school's SPSA, or other aligned initiatives where you have engaged staff, students, families, and the community in shared decision-making.

For each Goal, you will need to provide the following:

- A brief explanation of why the Community School developed this goal
- Up to 5 Actions to describe how you will accomplish each goal
    - A short title for each Action
    - A description of the Action and how it will contribute to improving the Metric (see below)
    - A budget for each Action (approximate cost)
- Up to 5 Metrics to describe how you will measure each goal
    - A description of the Metric
    - Where you will collect the Metric's data (from the Dashboard if possible)
    - The direction of the proposed change in the Metric
    - The Metric's Baseline Data
    - The Metric's Desired Outcome
    - When implemented, we will need the outcome data

APPENDIX 1: Consortium Community School Funding

Consortium Funding Formula

Administrative Services & Supports	Consolidated Consortium Services & Supports	Community School Services & Supports

Reporting, Compliance, Fiscal, Evaluation, Etc	Mental Health Services, Case Management, Etc	Connector & Community School Fund
Up to 10% of Total $	Up to 40% of Total $	50% Minimum of Total $

Community School Services & Support

CCSPP Funding (Annual Allocation by School Enrollment)	**Community Connector** (avg annual cost for salary & benefits)	**Community School Fund**
$300,000.00	$102,000	$ 120,000.00
$250,000.00		$ 100,000.00
$150,000.00		$ 60,000.00

Cohort 1

Community School	**Community School Fund**	**1st Disbursement 23-24**	**2nd Disbursement 24-25**	**3rd Disbursement 25-26**	**4th Disbursement 26-27**
Alta Mesa Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Lassen View Elementary	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
PACE Academy Charter	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Rother Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Shasta Meadows Elem	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Buckeye School of Arts	120,000.00	84,000.00	12,000.00	12,000.00	12,000.00
Gateway Community Day	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Grand Oaks Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Mountain Union Elem	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Igo-Ono Elementary	60,000.00	42,000.00	6,000.00	6,000.00	6,000.00
Cypress Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Juniper	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00
Sycamore Elementary	100,000.00	70,000.00	10,000.00	10,000.00	10,000.00

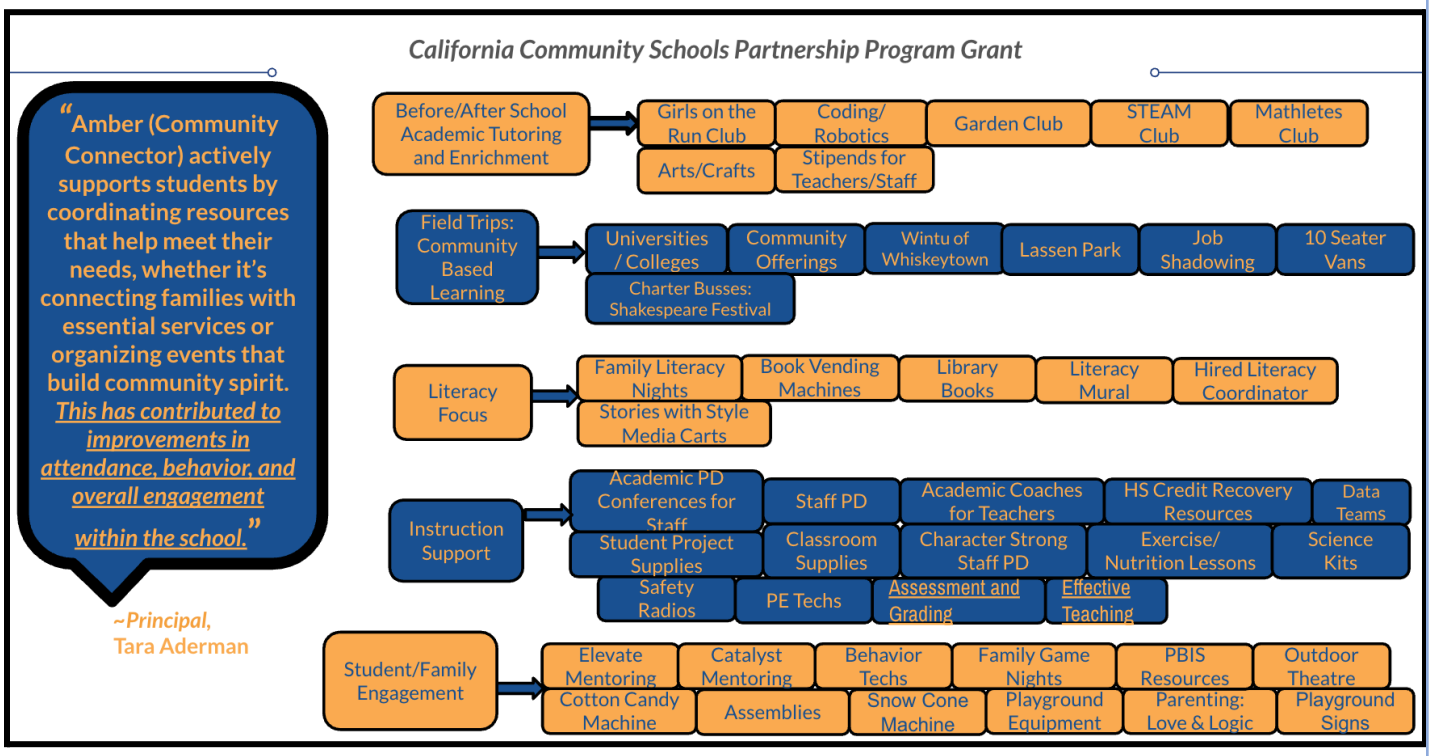
Cohort 2

Community School	Community School Fund	1st Disbursement 23-24	2nd Disbursement 24-25	3rd Disbursement 26-27	4th/5th Disbursement 27-28
AHS	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
North Valley	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Oak View	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mistletoe	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Parsons	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00
Burney Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Fall River Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Burney Jr/Sr HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Bonny View Elementary	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
Pioneer HS	100,000.00	70,000.00	10,000.00	10,000.00	5,000.00
SCOE IS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Excel	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
SCOE Juvenile Court	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
GEO	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Mt. Lakes HS	60,000.00	42,000.00	6,000.00	6,000.00	3,000.00
Shasta Lake Elementary	120,000.00	84,000.00	12,000.00	12,000.00	6,000.00

Cohort 3

Community School	Community School Fund	1st Disbursement	2nd Disbursement	3rd Disbursement	4th Disbursement	5th Disbursement
Redding Achieve	30,000	21,000	3,000	3,000	1,500	1,500

Examples of Actions Taken by individual school site Community School Fund Plans to Date:



Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to student's lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

LEA (Grant Holder: SCOE) Consortium Goals and Measures of Progress

By the end of year 2, school sites and the consortium will gain a baseline of the number of teachers who have participated in CBL professional development and the types of CBL opportunities that exist

currently for students on their school sites. This will help guide the need for professional development across our consortium for CBL.

School Site
Goals
By the end of Year 3, school sites who choose this area of focus 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
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 designing and implementing CBL projects.
Outcome/Indicators
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 participating school sites 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.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports the sustainability of the effort.

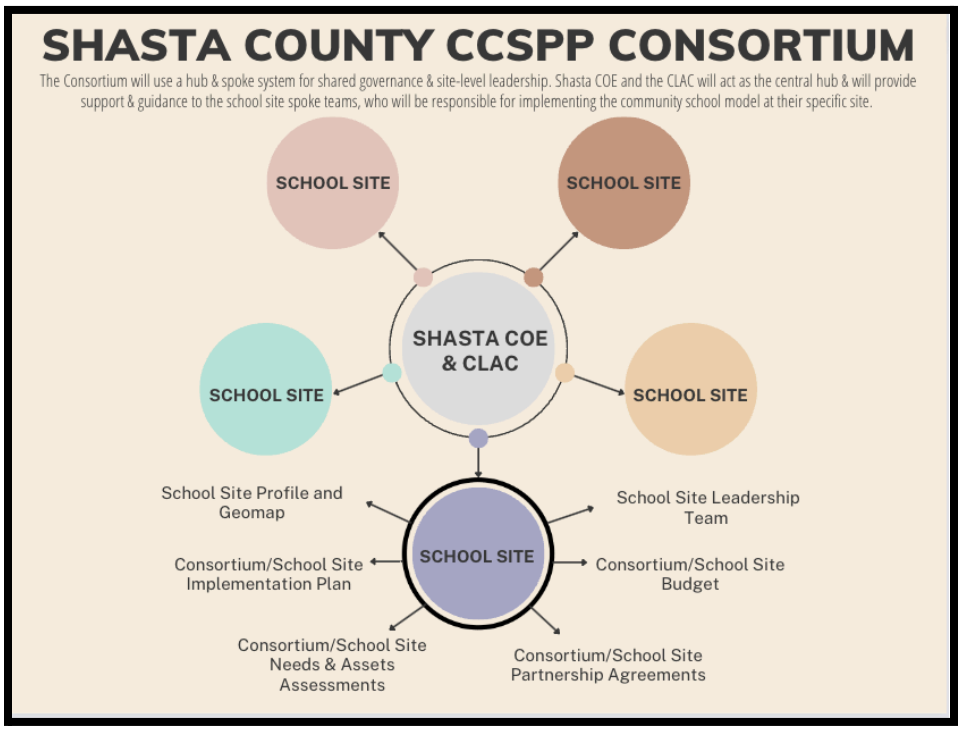
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

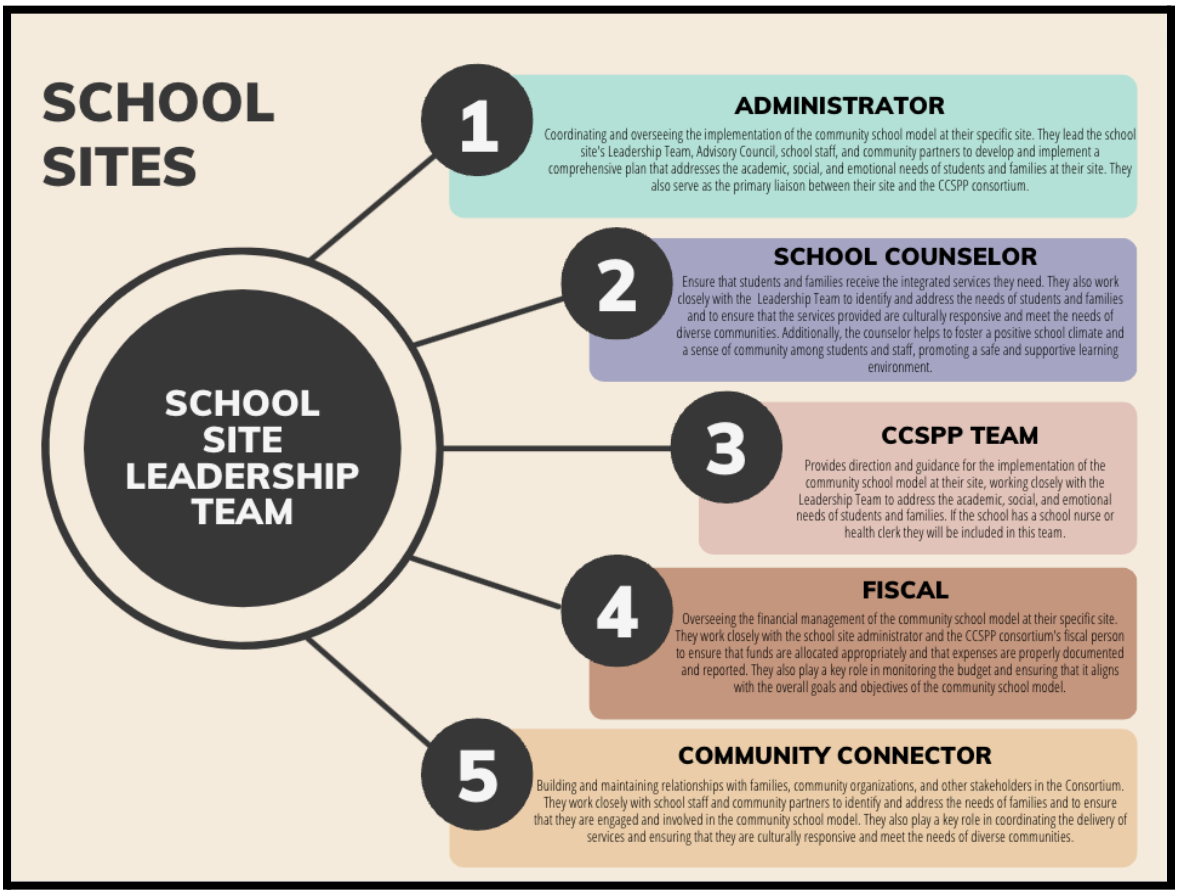
Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

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 graphic):

Leverage Existing Assets for Alignment
Taking time each school year to understand the function and make up of our current system helps determine areas for streamlining, improvement and celebration. Each year of the grant, Team Mapping is one activity that enables a strong Needs and Assets Assessment process by allowing sites to leverage existing assets, such as leaders, partners and structures to accelerate listening, learning and relationship building. The purpose of the Team Map process within the Community School Needs and Asset Assessment is to gain a comprehensive understanding of the various teams operating within each Community School. This process is grounded in collaborative teamwork and is typically facilitated by a Community School Coordinator (This for our school sites is the School Site Administrator). The primary goal of mapping is to collect valuable information about the composition, functions, and priorities of the school site teams. This information guides the Community School Coordinator (Site administrator) decisions around decision making teams at their site. Most school sites have designated their Site Council Team as their Community School Team.


SHASTA COUNTY CCSPP 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.
SCHOOL SITE
SCHOOL SITE
SHASTA COE & CLAC
SCHOOL SITE
SCHOOL SITE
School Site Profile and Geomap
School Site Leadership Team
Consortium/School Site Implementation Plan
SCHOOL SITE
Consortium/School Site Budget
Consortium/School Site Needs & Assets Assessments
Consortium/School Site Partnership Agreements


SCHOOL SITES
SCHOOL SITE LEADERSHIP TEAM
1
ADMINISTRATOR
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 academic, social, and emotional needs of students and families at their site. They also serve as the primary liaison between their site and the CCSPP consortium.
2
SCHOOL COUNSELOR
Ensure that students and families receive the integrated services they need. 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.
3
CCSPP TEAM
Provides direction and guidance for the implementation of the community school model at their site, working closely with the Leadership Team to address the academic, social, and emotional needs of students and families. If the school has a school nurse or health clerk they will be included in this team.
4
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 that 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.
5
COMMUNITY CONNECTOR
Building and maintaining relationships with families, community organizations, and other stakeholders in the Consortium. 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.

Each School Site Leadership Team is defined by the School Site administrator and can be an existing team such as their Site Council Team.

Key Staff/Personnel for Site & Consortium

Key Staff Name	Main Role/Function at Site Level
Site Administrator	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 and actions that addresses the students' and families' academic, social, and emotional needs at their site. They serve as the primary liaison between their site and the CCSPP consortium.
Counselor	School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services during the school day utilizing resources and supports within their “sphere of influence” and capacity. 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.
District CBO	School Site/District 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 play a key role in monitoring the school site budget to ensure that goals and actions align with the grant allowables and overall goals and objectives of the district priorities and school site goals.
Community Connector	School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other interest holders. They work closely with school staff and community partners to identify and address the needs of families that fall outside of the sphere of influence or capacity of the school staff. They also play a key role in coordinating the delivery of services to families at the families request ensuring that they are culturally responsive and can 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 administrators, district staff, and community partners to develop and 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 the Community Connectors and support services to families in the Consortium. They work closely with the school administrator in the supervision of the site community connector, and partners closely with community partners to develop a system for connecting families to services that promote the well-being & resiliency of students & families who want that support.
Esther Craig	Consortium Lead Agency Integrated Student Supports External Director: Coordinating community support services, partnerships, and resources for Community Connectors to access for families within the Consortium. They work closely with community partners such as United Way 211, Dignity Health and Youth Support Services at SCOE for a centralized food pantry that serves all Shasta County Schools and connects schools and community partners across the region for a stronger network of support for schools and families.
Jake Hahn	Consortium Lead Agency Educational Data Technician: They work closely with the school sites' Leadership Teams and Community Connector staff to collect & analyze data, and create non-identifiable data displays to guide conversations and reflections for program improvement, areas of unmet needs and celebrations and grant annual reports.
See Thao	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, that financial goals & targets are met and funds are used within the allowable uses as determined by the grant.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

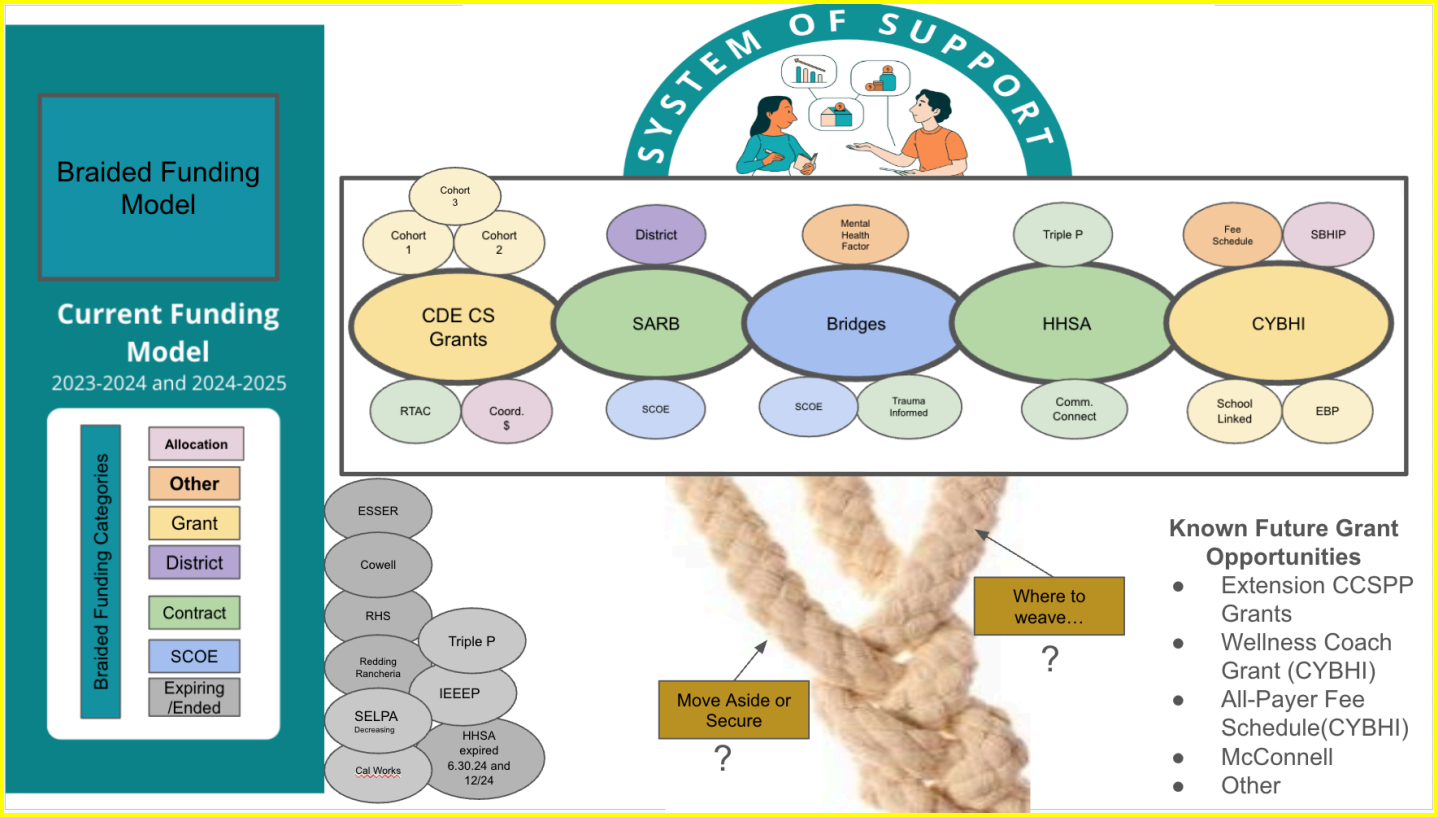
Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

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

Sustainable Revenue Stream

To plan for sustainability, SCOE as the LEAD LEA for this grant continues to work with our community partners and interest-holders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools structure of support. Funding sources come and go for various reasons and lengths of time. One of the key steps for us is maintaining current relationships with partners and establishing new partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This has included funds from partners like, The 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 which have included MHSA and MHSSA. In addition, we are focusing on billing for direct student (with parent/guardian consent) and family services through Medi-Cal and other payers. We recognize the importance of this revenue stream in providing sustainable funding for our programs, support and resources established during the community school grant that show a positive impact for schools and families. 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 provides funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train eligible school site Community Connectors to become certified Wellness Coaches who can then bill for their services for families. This will help generate revenue and increase access to much-needed services for students (with parental consent) and families in the community. Through these efforts, we aim to build a revenue stream that will support the long-term sustainability of our impactful resources, support and staff acquired through the community school grant period.

Visual Display of Current Braided Funding Model:



We do not want to see good work and strong support for school sites and their families go away at the end of the grant period if we are unable to sustain them. Our goal for the end of year 3 of each cohort grant period, is to provide a potential option “Menu of Cost for Services”. This menu of cost for services would include what SCOE can sustain with funding sources and the remaining uncovered cost that would need to be covered by the site/district if they choose to continue that service or support beyond the term of the grant period. Sites and their District would then be able to plan accordingly to either opt in or opt out for continued services at the end of the grant after year 5. There is zero liability to the participating site or district for not sustaining services/supports/staff beyond the grant period. Our SCOE team will continue to search for funding sources that make sense to support the work that schools and families are asking for.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we will listen to our school sites and families to invest in professional development and training opportunities that they ask for. Additional optional on-going support and capacity building sessions are offered by our partners at the CDE, STAC and RTAC. Year 2 was focused on monthly virtual meetings with school site administrators to determine areas of need and celebrations between the consortium of 30 school sites, 1-1 meetings with administrators for Community Connector support, and 1-1 Community School Fund Plans support which included district level Chief Business Officers (CBO’s) and Superintendents to ensure goals and actions aligned with LCAP goals and district policies.

Consolidated Services

Our Consortium’s consolidated service strategy plays a key role in building sustainability beyond the

life of our implementation grant. By pooling our resources and working collaboratively, we maximize the impact of our community school efforts and increase the opportunity that schools and their families continue to benefit even after the grant period ends. Our Consortium structure 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 and relationship building allows us to continue to add relevant layers of support that increase and help improve outcomes for our students, families, and communities long term.

Alignment
Community Schools is not a program or a stand alone initiative, it is a framework for aligning all of the many initiatives and structures that make a school a great school with thriving students and staff. School sites look at their guiding plans: LCAPs, SPSAs, Safety Plans, Community School Fund Plans, etc to create coeherency to support the goals across their system. Taking time to slow down and ask, “Whose perspective are we missing?”, “What is working to celebrate and continue?”, “Where do we need to improve and streamline efforts for that improvement?” are all critical steps to being a successful Community School.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

LEA (Grant Holder: SCOE) and SITE Goals and Measures of Progress

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:

Shasta County Community School Consortium
Goals

During the grant period, increase and strengthen School-Community Partnerships through "Relational Mapping" and Community Connect.

Action Steps

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, Bridges to School Success Programs, Triple P, etc.

Outcome/Indicators

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. (Increase the connection and engagement rates of families referred by the school sites)
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

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

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.

Active Community Partner Engagement:

- **Site Level Community Connectors** actively engage in meaningful ways daily/weekly/monthly with community partners, such as local nonprofits, government agencies, and businesses, to better understand their services and how to access those services for families who qualify and ask for that level of support or resource. Community Connectors go to the agencies or the agency representatives come to Community Connect Staff Meetings to share and/or give updates about their services/resources and how to access them for families.
- **LEA Lead SCOE 24-25 Community Partner Collaborations include:**
  - Shasta County Oral Health Advisory Committee-Quarterly Meetings
  - United Way 211 Advisory Committee- Monthly Meetings
  - SHARC Integrated Care Committee (ICC)- Monthly Meetings
  - Community Health Alliance for Children and YOuth (CHACY) Coalition-Quarterly turned Monthly March 2025
  - CHACY: Community Engagement Workgroup- Monthly Meetings
  - CHACY: Access Workgroup- Monthly Meetings
  - CDPH: School Health UPdate Meeting and Office Hours-Weekly Meeting
  - Healthy Shasta Steering Committee- Monthly Meetings
  - SCOE School NUrse Meetings-Monthly
  - Shasta County School Nurse/Public Health Meetings- Monthly
  - North State Together-Weekly Planning Meetings and Professional Development Partner
  - Partners for Rural Impact: Professional Development Partners
  - Youth Options Shasta

- **Community Connector Consortium Cohort Level Data**

COMMUNITY SCHOOLS COMMUNITY CONNECTOR: **COHORT 1**

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

*Community Connect Coordinators started on March 15th, 2023

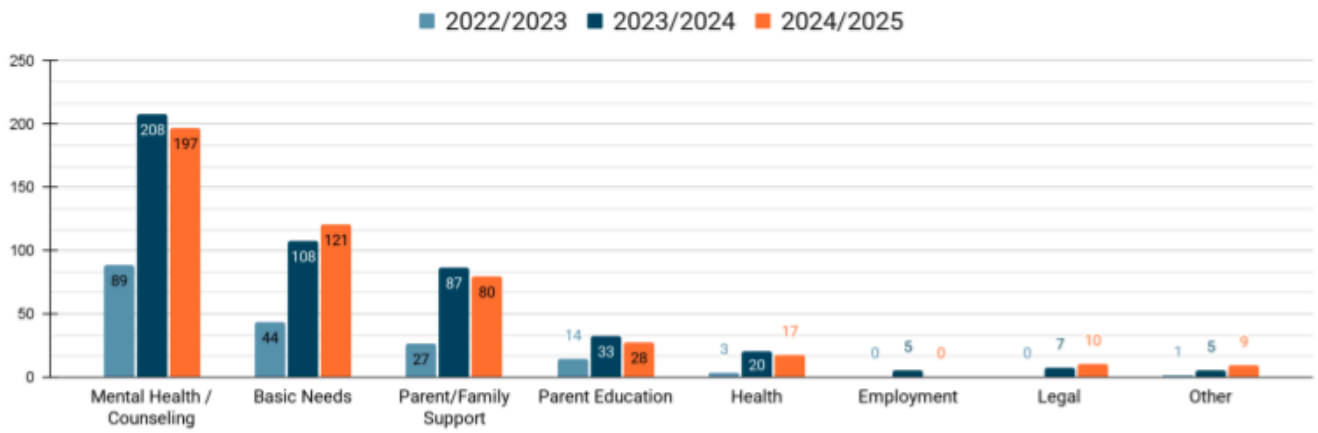
*ALTA MESA*BUCKEYE SCHOOL OF THE ARTS*CYPRESS*GATEWAY COMMUNITY DAY*GRAND OAKS*
*IGO-ONO*JUNIPER*LASSEN VIEW*MONTGOMERY CREEK*PACE ACADEMY*ROTHER*
*SHASTA MEADOWS*SYCAMORE*

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	354	565	478
Connection Rate with Family	73% (260)	77% (433)	83% (395)
Acceptance Rate with Family	75% (195)	91% (394)	86% (340)

Types of Services Requested by Family



# Unique Agencies Referred to	62	132	131
Family Goals	N/A (Not collected)	359	443

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

School Site:

- In addition to the consortium levels of support, each school site provides unique activities and events, as well as engagement strategies, to build relationships with their interest holders. There are too many to list. Please inquire with the school site administrator.

LEA (Grant Holder: SCOE):

COMMUNITY CONNECT: SHASTA MEADOWS ELEMENTARY

Community Schools

Year 1*: 2022/2023 **Year 2:** 2023/2024 **Year 3:** 2024/2025 Data through 3/31/2025

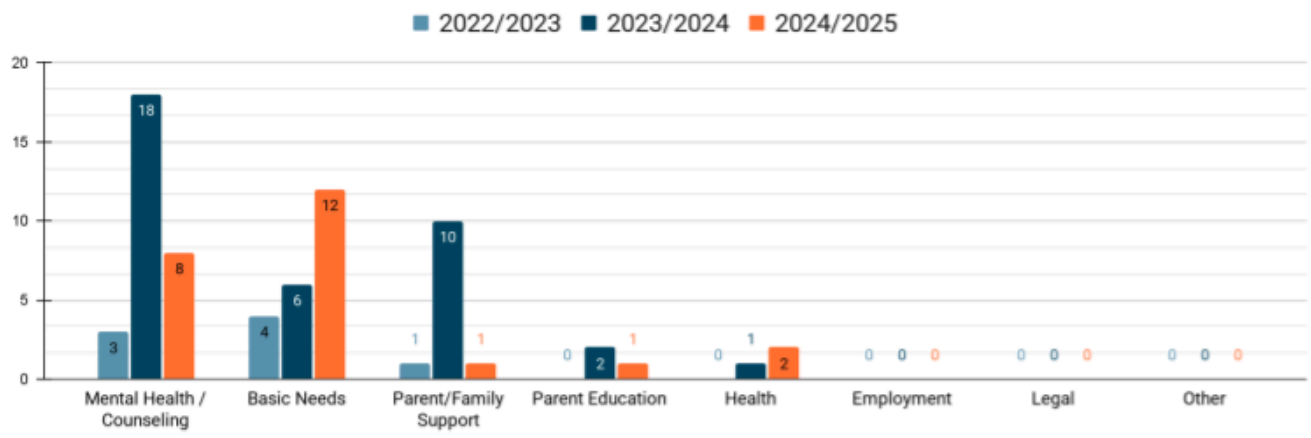
*Community Connect Coordinator started on March 15th, 2023

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's success, support families' voice at all service levels, provides peer support to parents and helps link them to community-based services through Community Connect Case Management. They work closely with families to understand what their needs are, create a family care plan with goals, and make sure they get the support they are seeking.

	2022/2023	2023/2024	2024-3/31/2025
Referrals to Community Connect	40	37	41
Connection Rate with Family	80% (32)	95% (35)	88% (36)
Acceptance Rate with Family	53% (17)	89% (31)	83% (30)

Types of Services Requested by Family



# Unique Agencies Referred to	7	17	20

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

COMMUNITY CONNECT: SHASTA MEADOWS ELEMENTARY

Community Schools

Year 3: 2024/2025 Data through 3/31/2025

COMMUNITY CONNECT COORDINATOR

The Community Connect Coordinator works with students' parents regarding their child's school success, support families' voice at all service levels, provides peer support to parents and assists them in successfully linking to community-based services through Community Connect. The following highlights of support have been provided to Shasta Meadows Elementary School, including:

- Open Pantry and Weekend meals
- Member of School SIte Team
- Weekly SART calls
- Overseeing a student leadership team

Finding a Home

This month I was able to speak with a mom who had been staying with her kids in the Motel Program. Her biggest hurdle was having no car and getting her son back and forth to Shasta Meadows each day. She was out of money from using the taxi.

I was able to give her a transportation stipend and get her more cards through the district Homeless program. We also started talking about the city bus and how we would get her on coordinated entry for housing. With texting back and forth she was happy to report to me she had found an apartment and was moving in April first. Her last text said: "We are able to move in on the first and the gas cards have been so helpful. Thank you for being here for us."

SHASTA COUNTY OFFICE OF EDUCATION

This program has been funded in part by the County of Shasta through the California Mental Health Services Act and the California Department of Education.

Data: 04/2025

9.4.1 RESIGNATIONS

Director of Human Resources, Meagan Hawley-Stone will report the resignations.

9.5.1 CONFERENCE AND STAFF DEVELOPMENT REPORT

Staff development plays an integral part in the continuous improvement of instruction. Recent staff development activities are reported here:

March 25th

Monthly Math Meeting TK-2nd Grades - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 5 Certificated employees and 1 Student teacher attended this meeting.

March 26th

Monthly Math Meeting 3rd-5th Grades - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 2 Certificated employees attended this training.

March 26th

Monthly Math Meeting 6th-8th Grades - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 1 Certificated employee attended this training.

April 2nd

CAASPP Calming Session - Teachers were trained on best practices on administering the CAASPP state tests.

- 10 Certificated employees and 1 Admin attended this training.

April 3rd

RDRS Committee Meeting - In alignment with SB 114 legislation, our district created a committee to review and pilot the adopted programs. This meeting was to review the pilot of **Amira**, **Multitudes**, and **ROAR**.

- 13 Certificated employees and 2 Admins attended this training.

April 8th

K-2nd Phonics Skills Test Preview - K-2nd teachers met with district coaches to review the new Phonics Skills Test the district plans to pilot in 2025-26.

- 10 Certificated employees and 1 Admin attended this training.

April 21st

Staff Development Day- Teachers, administrators, other certificated staff and counselors met at Parsons to meet in grade/subject level teams, complete required trainings, and then as sites to work as Action teams.

- All Certificated employees, Counselors, and all Admin attended this Staff Development Day.

April 22nd

RTA- 3rd through 8th grade **t**eachers were trained on best practices on administering the CAASPP state tests. TK-2nd grade teachers met to review student data and adjust instruction.

- 25 Certificated employees and 1 Certificated Substitute attended this training.

April 23rd

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The Hundreds Chart - Brad Fulton showed teachers ways to help students use Hundreds charts to help them with quick math.

- 3 Certificated employees attended this training.

April 24th

TK-2nd Grades Math Meeting - Teachers met to collaborate and learn how to use best instructional practices.

- 5 Certificated employees attended this training.

April 24th

3rd-5th Grades Monthly Math Meeting - Teachers met to collaborate and learn how to use best instructional practices.

- 3 Certificated employees attended this training.

April 24th

Jr. High Monthly Math Meeting - Teachers met to collaborate and learn how to use best instructional practices.

- 2 Certificated employees attended this training.

May 1st

ParentSquare 202 - Teachers met to collaborate and learn how to use Building Thinking Classrooms strategies.

- 4 Certificated employees and 1 Admin attended this training.

May 15th

RDRS Committee Meeting - EESD teachers met with the Superintendent and Director of Instructional Services to review the options available for the Reading Difficulty Risk Screener and chose 2 programs to adopt.

- 12 Certificated employees and 3 Admin attended this meeting.

May 16th

Site Lit - The Site Literacy teachers and the Director of Instructional Services met to review iReady Assessments, UFLI, Trimester benchmarks, benchmark charts, and progress monitoring

- 6 Certificated employees and 1 Admin attended this training.

9.5.2 2025 DISTRICT LOCAL CONTROL AND ACCOUNTABILITY PLAN AND PUBLIC HEARING

The Local Control and Accountability Plan for the district will be shared. Due to the length of the document, only the first few pages have been included in the printed agenda. The entire document is available at the District Office during regular business hours.

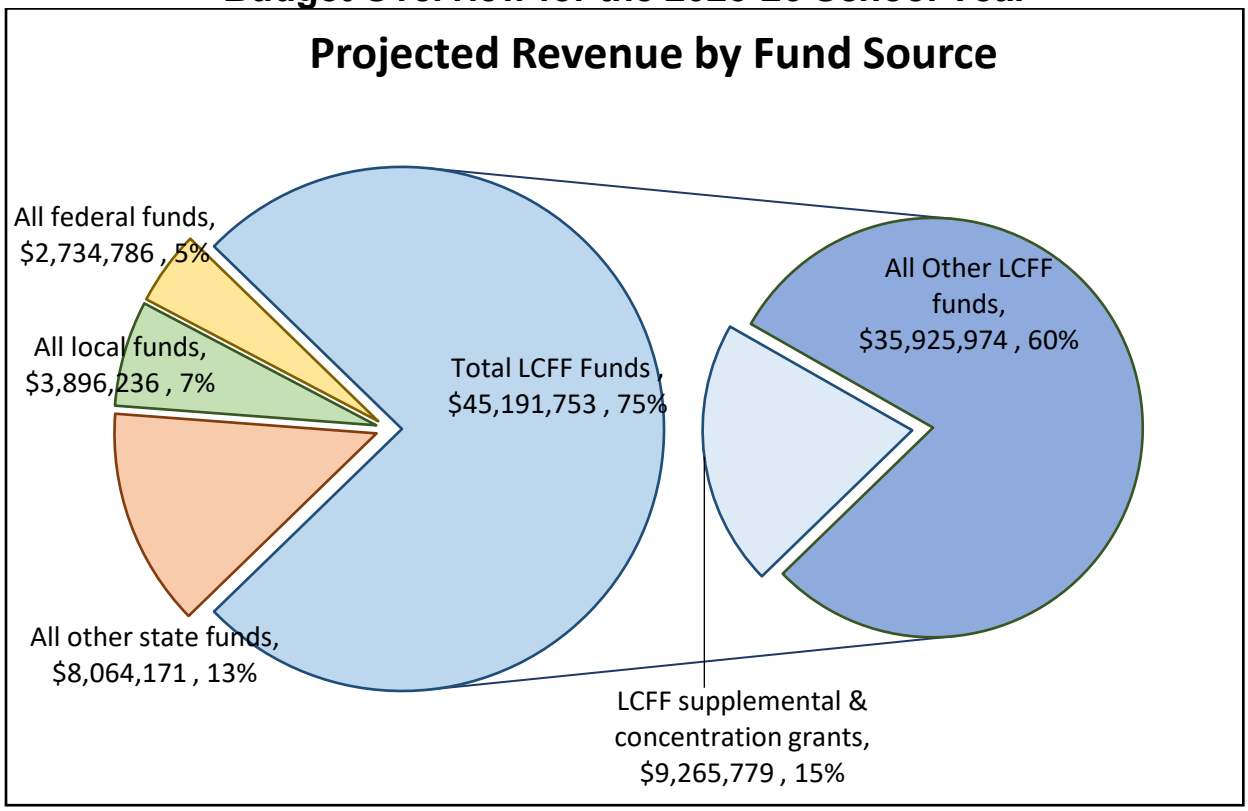
A public hearing will be held to obtain input from the community.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Enterprise Elementary School District Redding, CA 96002
CDS Code: 45 69971 0000000
School Year: 2025-26
LEA contact information:
Heather Armelino
Superintendent
harmelino@eesd.net
(530) 224-4100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



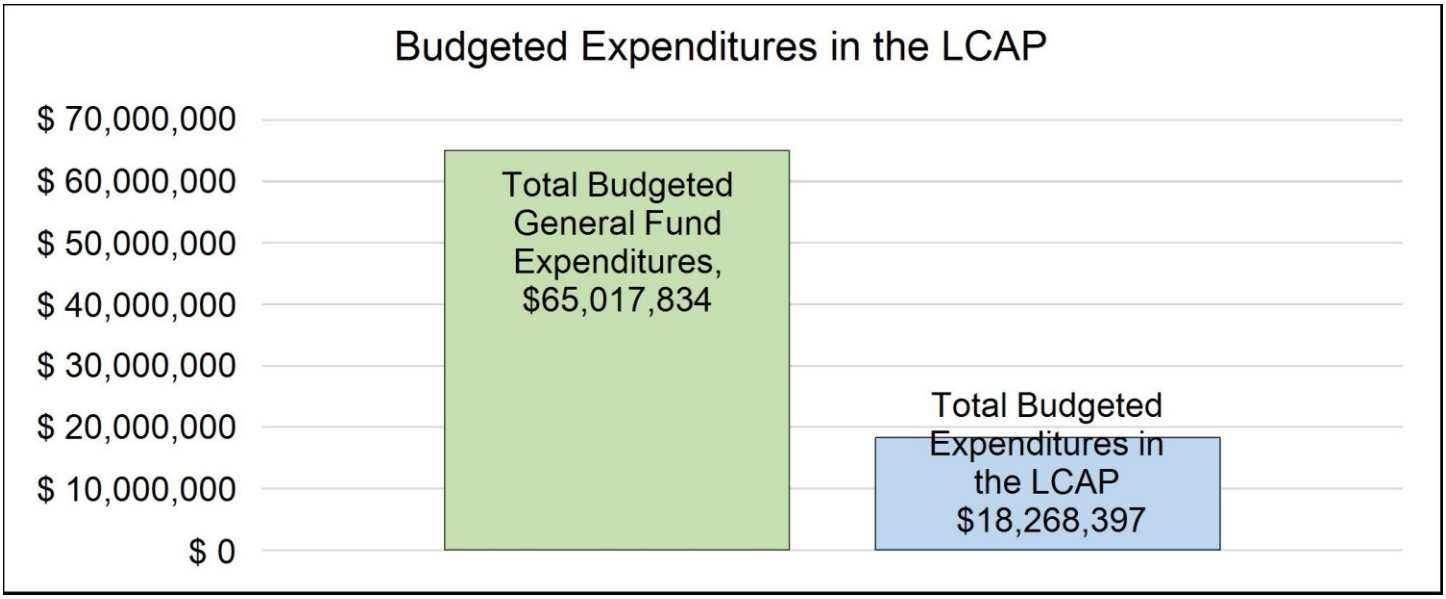
This chart shows the total general purpose revenue Enterprise Elementary School District Redding, CA 96002 expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Enterprise Elementary School District Redding, CA 96002 is $59,886,946, of which $45,191,753 is Local Control Funding Formula (LCFF), $8,064,171 is other state funds, $3,896,236 is local funds, and $2,734,786 is federal funds. Of the $45,191,753 in LCFF Funds, $9,265,779 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Enterprise Elementary School District Redding, CA 96002 plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Enterprise Elementary School District Redding, CA 96002 plans to spend $65,017,834 for the 2025-26 school year. Of that amount, $18,268,397 is tied to actions/services in the LCAP and $46,749,437 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

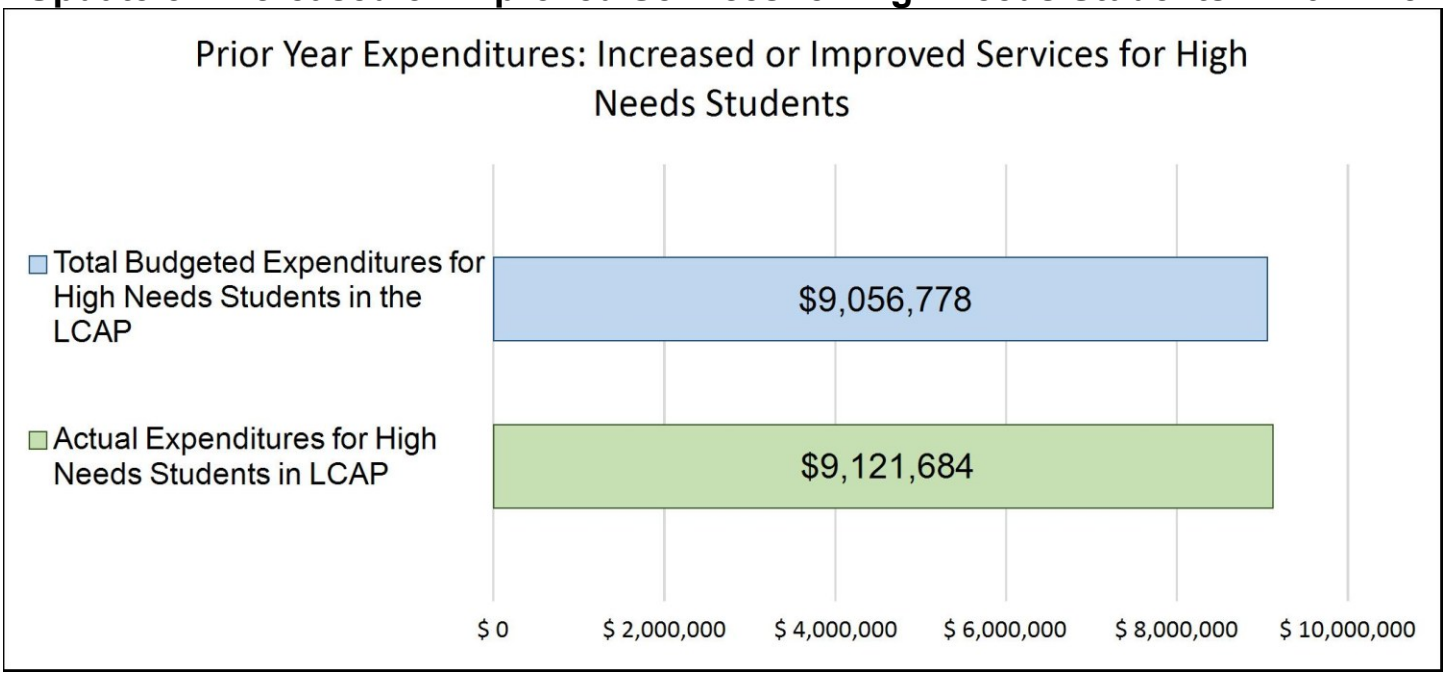
Classroom teachers, administrators, state adopted curriculum, custodial and maintenance, insurance and utilities

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Enterprise Elementary School District Redding, CA 96002 is projecting it will receive $9,265,779 based on the enrollment of foster youth, English learner, and low-income students. Enterprise Elementary School District Redding, CA 96002 must describe how it intends to increase or improve services for high needs students in the LCAP. Enterprise Elementary School District Redding, CA 96002 plans to spend $10,591,169 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Enterprise Elementary School District Redding, CA 96002 budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Enterprise Elementary School District Redding, CA 96002 estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Enterprise Elementary School District Redding, CA 96002's LCAP budgeted $9,056,778 for planned actions to increase or improve services for high needs students. Enterprise Elementary School District Redding, CA 96002 actually spent $9,121,684 for actions to increase or improve services for high needs students in 2024-25.

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Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Enterprise Elementary School District Redding, CA 96002	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Located on the east side of Redding, California, Enterprise Elementary School District (EESD) is the largest elementary school district in Shasta County. As of the 2024 California School Dashboard, EESD served 3,317 students across eight schools.

The district is comprised of various school configurations: Four elementary schools serving Transitional Kindergarten (TK) through 5th grade, two TK–8 schools, one Dashboard Alternative School serving TK through 8th grade, and one middle school serving grades 6–8. Additionally, EESD operates three district-run preschools, providing early education opportunities to its youngest learners.EESD schools have earned recognition at the state and national levels, including the California Distinguished School Award, Title I High Achievement Award, National School to Watch, and honors from the California Business for Education Excellence. Each school is committed to fostering a positive learning environment, delivering rigorous and relevant academics, and preparing students for success in college, careers, and life.

EESD proudly serves a diverse student population. Over 71% of students are socioeconomically disadvantaged, and the district's demographics include: 19.5% Hispanic, 9% two or more races, 9% Asian, 2% American Indian, and 2% African American. EESD is also home to over 160 English Learner (EL) students, representing 5% of the student population, making it the district with the largest EL population in Shasta County. Guided by the vision to "empower every child, every day to create a better world," EESD grounds all decisions in this mission. The district's success is driven by outstanding administrators, educators, and support staff—92% of whom are fully credentialed and considered highly qualified.

Equity Multiplier School: PACE Academy (2025–26)

PACE Academy is a Dashboard Alternative School that serves students with significant behavioral needs. The school has a current enrollment of 35 students, 89% of whom are socioeconomically disadvantaged. All students and white students are in the red on the CA Dashboard for Suspension rates (36.1%). Chronic absenteeism improved by 11% but still stands at 44.1%

EESD remains committed to supporting PACE Academy through targeted interventions and resources, ensuring that every student has access to the support they need to thrive.

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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:
According to the 2024 CA School Dashboard, there were no student groups in "red" for Suspensions.
The district improved by 6.4% (from 21.5% to 15.1%) students chronically absent.
The district improved by 5.2 points in difference from standard in ELA (from -21.1 to -15.9) and by 3.9 points in Math (from -44.4 to -40.5).
Early Literacy: As of Trimester 2 of 2024-25, 57% of first and second-grade students are at or above standard on the Basic Phonics Skills Test (BPST). First grade (65%) and Second grade (49%).

Identified Needs:
The following state indicators contain student groups that are identified in "red" on the 2024 CA School Dashboard:
English Language Arts: African Americans, and LTELs
Math: Foster Youth, and LTELs
Chronic Absenteeism: African Americans

Board Meeting 5/29/25 Agenda Item 3

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

EESD is in Differentiated Assistance for three student groups: FY, Homeless, and SWD in the areas of suspensions, ELA, and Math. A DA committee has been established (March 2024) to focus on alternatives to suspensions with representation from Parsons, Rother, and Shasta Meadows and includes administrators, counselors, gen ed and special ed teachers. The MTSS committee is revising Tier 2 behavior plans, and the DA committee is planning for professional development in de-escalation and restorative justice, and identifying alternatives to suspensions that provide accountability and support for students. The committee met on 3/13/24 and 5/23/24. Special ed staff met on 1/29/24 to discuss alternatives and reported to the DA committee The district is in consultation with the Shasta County Office of Education

regarding resources and professional development (meetings held on 1/16/24, and 2/9/24). Monthly administrator meetings will review suspension data by month and YTD with comparison data from the previous year to identify a trendline. A behavioral support program will be implemented in '24-'25 as part of our SIS to provide better tracking of disciplinary incidents and allow for increased positive reinforcement and communication with parents and students. CAASPP participation rates were a factor for homeless students, and school sites have been informed to support participation. ELA and Math initiatives are being developed through professional development, coaching, supplemental materials, and extended learning opportunities. The District has established a primary focus on literacy and in effective Tier 1 instruction to meet a range of student needs. This is supported through collaboration, goal-setting, progress monitoring, and ongoing professional development.
The district is intentionally identifying the effect size of actions in this LCAP from the "Visible Learning: Influences of Student Learning" to incorporate researched strategies that yield the greatest effect on student growth.

Continuous Improvement Monitoring(CIM) Targeted Areas not met for SWD are: LRE/Inclusion, ELA, Math, and Suspensions. In addition to the actions noted above, the CIM team worked to identify ways to increase inclusion by analyzing school schedules for additional opportunities to include SWD in gen ed and to analyze goals and services as to how well they were meeting LRE.

2024-25 Update:
Of the three student groups, all but one have moved out of the red on the CA Dashboard. Foster Youth students remained in the red in Math:
Suspension Rate: Homeless (orange), Foster Youth (orange), and SWD (Yellow)
ELA: Homeless (yellow), Foster Youth (yellow), and SWD (orange)
Math: Homeless (orange) and SWD (orange)

These results show that the actions have improved outcomes and indicate the District will be out of DA after the 2-year required period. EESD is committed to continuing the work to help these student groups and see more improvement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

9.5.3 2025 REDDING COLLEGIATE ACADEMY LOCAL CONTROL AND ACCOUNTABILITY PLAN AND PUBLIC HEARING

The Local Control and Accountability Plan for Redding Collegiate Academy will be shared. Due to the length of the document, only the first few pages have been included in the printed agenda. The entire document is available at the District Office during regular business hours.

A public hearing will be held to obtain input from the community.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding Collegiate Academy - Enterprise Elementary School District

CDS Code: 45699710135848

School Year: 2025-26

LEA contact information:

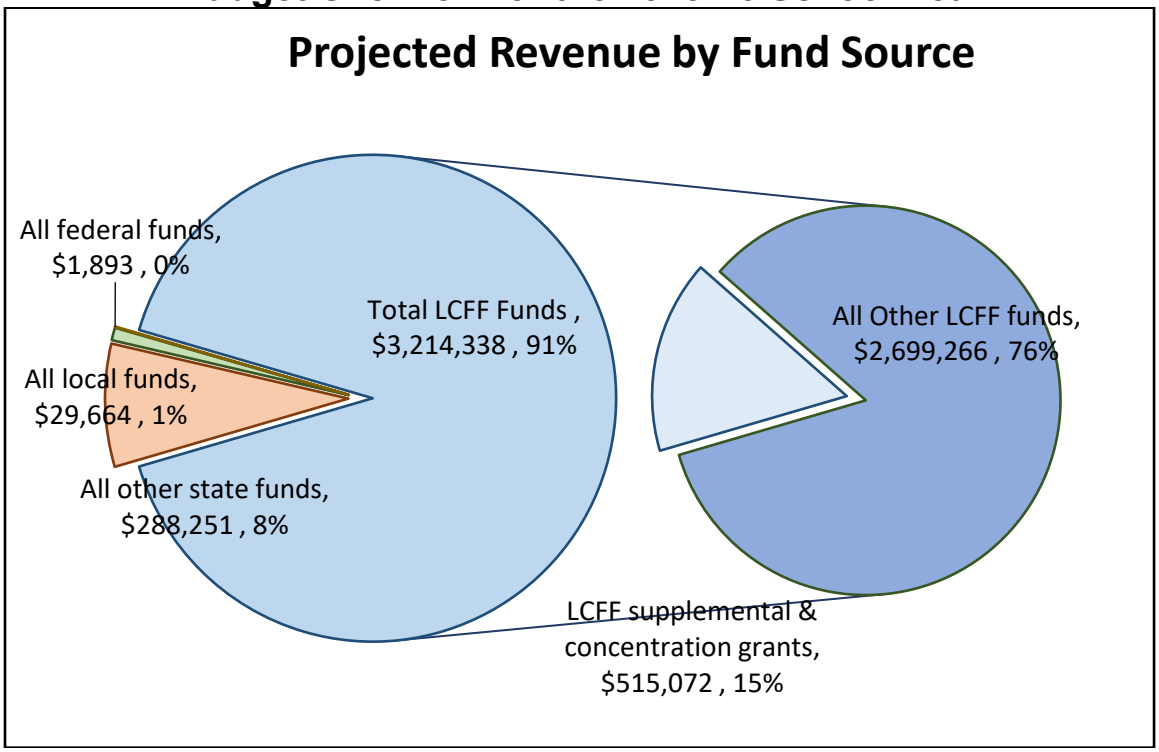
Heather Armelino

Superintendent

(530) 224-4100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

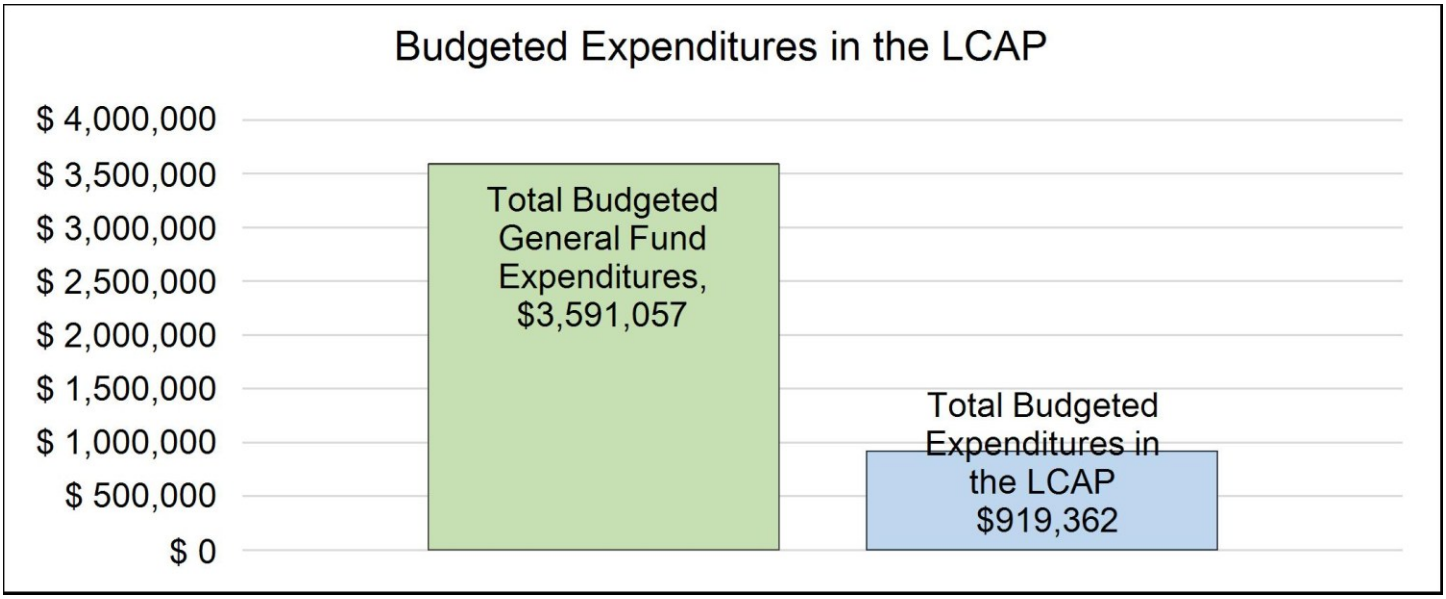


This chart shows the total general purpose revenue Redding Collegiate Academy - Enterprise Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding Collegiate Academy - Enterprise Elementary School District is $3,534,146, of which $3214338 is Local Control Funding Formula (LCFF), $288251 is other state funds, $29664 is local funds, and $1893 is federal funds. Of the $3214338 in LCFF Funds, $515072 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Redding Collegiate Academy - Enterprise Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Redding Collegiate Academy - Enterprise Elementary School District plans to spend $3591057 for the 2025-26 school year. Of that amount, $919362 is tied to actions/services in the LCAP and $2,671,695 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

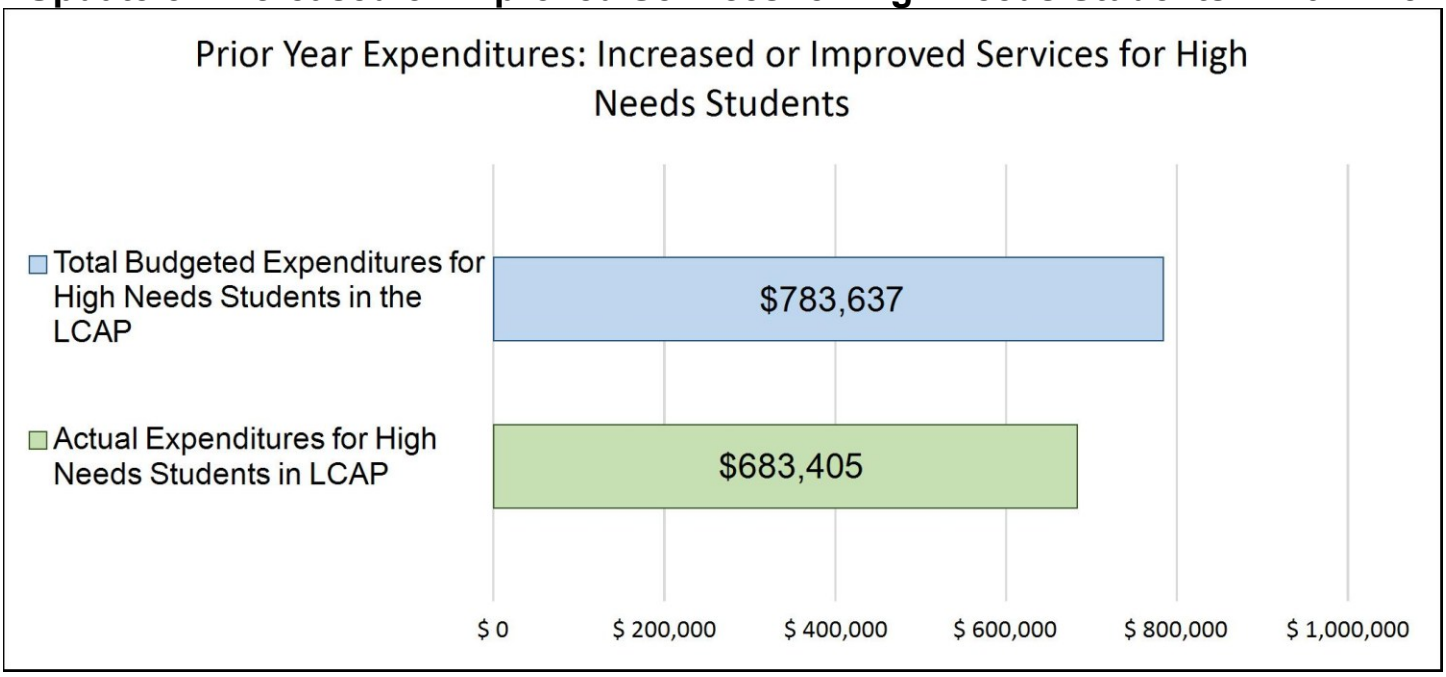
Classroom teachers, administrators, aides, curriculum, supplemental instructional supplies, safety measures, custodial, maintenance, utilities, and insurance are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Redding Collegiate Academy - Enterprise Elementary School District is projecting it will receive $515072 based on the enrollment of foster youth, English learner, and low-income students. Redding Collegiate Academy - Enterprise Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Redding Collegiate Academy - Enterprise Elementary School District plans to spend $810449 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Redding Collegiate Academy - Enterprise Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding Collegiate Academy - Enterprise Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Redding Collegiate Academy - Enterprise Elementary School District's LCAP budgeted $783637 for planned actions to increase or improve services for high needs students. Redding Collegiate Academy - Enterprise Elementary School District actually spent $683405 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $100,232 had the following impact on Redding Collegiate Academy - Enterprise Elementary School District’s ability to increase or improve services for high needs students:

There were some instructional materials and memberships that came in less than budgeted or were not purchased such as Edgenuity, Franklin Covey, A+ and archery supplies. There were other programs such as Gate and science camp that did not happen. There was also a vacant classroom aide position that did not get filled which resulted in the actual expenditures for 2024-25 less than the total budgeted expenditures.

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Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Redding Collegiate Academy - Enterprise Elementary School District	Heather Armelino Superintendent	harmelino@eesd.net (530) 224-4100

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Redding Collegiate Academy (RCA) is a K–12 Independent Study charter school currently serving 234 students from Transitional Kindergarten through 12th grade. RCA offers a flexible, high-quality academic program tailored to meet the unique needs of each student and family. With a commitment to academic excellence and personalized learning, RCA empowers students to thrive in an environment that respects individuality and fosters curiosity.

Why Families Choose RCA:
Families join RCA for a variety of meaningful reasons, including:
The ability to progress through curriculum at a personalized pace
The freedom to customize their child's learning journey
Access to a dedicated and knowledgeable staff with a strong reputation for building positive, supportive relationships
The flexibility to accommodate frequent travel or residency in remote areas
Support for students managing health challenges that limit attendance in traditional school settings
A preference for a smaller, more personal learning environment
A desire for a break from the social pressures of traditional public schools
The opportunity to pursue enrichment activities and educational experiences not typically available in conventional settings
A welcoming community of like-minded homeschool families, offering collaboration and peer support

RCA is more than a school—it's a community where students are inspired to think critically, explore their passions, and prepare for a bright future.

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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes:
According to the 2024 CA School Dashboard, there were no student groups in red. RCA improved by 2.6% points in Chronic Absenteeism.
Suspensions and Graduation rates are in the blue, and Chronic Absenteeism is in the green.
Socioeconomically disadvantaged students increased by 26.2 Difference from Standard (DFS) points in ELA.
Early Literacy: As of Trimester 2 of 2024-25, 62% of students are at or above standard on the Basic Phonics Skills Test (BPST) in 1st grade (57%) and 2nd grade (67%).

Identified Needs:
According to the 2024 CA School Dashboard:
RCA decreased by .5 points in ELA, changing from yellow to orange. White students declined by 3.1 points in DFS, changing from yellow to orange.
RCA decreased by 6.4% to 10.7% of students being"prepared" for College/Career.
RCA decreased by 9.7 points in Math, changing from yellow to orange. White students declined by 5.9 points in DFS, changing from yellow to orange.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

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Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Agenda for May 28, 2025 Regular Board Meeting

9.6.1 FINANCIAL REPORT

Chief Business Official, Deborah Williams, will present the District's current financial report.

Fund 01 - General		Budget	Actual	Encumbrance	Balance	Avail
						Fiscal Year 2025 through 06/30/2025
REVENUES						
LCFF Revenue Sources	(8010-8099)	43,924,419.00	37,180,872.61		6,743,546.39	15%
Federal Revenue	(8100-8299)	2,919,492.00	876,853.00		2,042,639.00	70%
Other State Revenue	(8300-8599)	8,149,944.00	5,063,707.13		3,086,236.87	38%
Other Local Revenue	(8600-8799)	3,869,936.00	3,701,167.70		168,768.30	4%
Total Revenues		**58,863,791.00**	**46,822,600.44**		**12,041,190.56**	**20%**
EXPENDITURES						
Certificated Salaries	(1000-1999)	23,381,498.00	18,724,729.73	3,824,415.79	832,352.48	4%
Classified Salaries	(2000-2999)	10,421,606.00	8,235,974.31	1,584,200.48	601,431.21	6%
Employee Benefits	(3000-3999)	15,068,465.00	11,000,934.27	2,133,191.71	1,934,339.02	13%
Books and Supplies	(4000-4999)	3,277,101.00	1,123,281.88	389,860.43	1,763,958.69	54%
Services & Operating Expenses	(5000-5999)	8,597,245.00	7,379,917.25	915,592.57	301,735.18	4%
Capital Outlay	(6000-6999)	1,072,620.00	1,087,889.05	102,412.63	(117,681.68)	(11)%
Other Outgo	(7100-7299, 7400-7499)	174,000.00	206,959.00	.00	(32,959.00)	(19)%
Transfer of Indirect Costs	(7300-7399)	(260,171.00)	.00	.00	(260,171.00)	100%
Total Expenditures		**61,732,364.00**	**47,759,685.49**	**8,949,673.61**	**5,023,004.90**	**8%**
Operating Surplus/(Deficit)		**(2,868,573.00)**	**(937,085.05)**	**(9,886,758.66)**		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	345,000.00	750,000.00		(405,000.00)	(117)%
Interfund Transfers Out	(7600-7629)	25,000.00	.00	.00	25,000.00	100%
Total Other Financing Sources/Uses		**320,000.00**	**750,000.00**	**.00**	**(430,000.00)**	**(134)%**
Net Surplus/(Deficit)		**(2,548,573.00)**	**(187,085.05)**	**(9,136,758.66)**		
Beginning Fund Balance		**22,920,639.00**	**22,920,639.15**	**22,920,639.15**		
Net Ending Fund Balance		**20,372,066.00**	**22,733,554.10**	**13,783,880.49**		
**** calculated ****						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		6,061,912.00	.00			
BoardDesignated - 9780		12,100,000.00	.00			
Reserve Economic Uncertainties - 9789		2,000,000.00	.00			
UnDesignatedUnAppropriated - 9790		210,154.00	.00			
Ending Fund Balance		**20,372,066.00**	**.00**			

Fund 09 - Redding Collegiate					Fiscal Year 2025 through 06/30/2025	
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	3,115,399.00	2,173,660.00		941,739.00	30%
Federal Revenue	(8100-8299)	2,944.00	.00		2,944.00	100%
Other State Revenue	(8300-8599)	300,446.00	141,745.15		158,700.85	53%
Other Local Revenue	(8600-8799)	31,112.00	41.19		31,070.81	100%
Total Revenues		**3,449,901.00**	**2,315,446.34**		**1,134,454.66**	**33%**
EXPENDITURES						
Certificated Salaries	(1000-1999)	1,298,802.00	1,051,223.70	219,130.46	28,447.84	2%
Classified Salaries	(2000-2999)	132,908.00	106,394.53	22,973.14	3,540.33	3%
Employee Benefits	(3000-3999)	622,175.00	404,462.25	87,612.50	130,100.25	21%
Books and Supplies	(4000-4999)	299,642.00	140,240.20	35,916.92	123,484.88	41%
Services & Operating Expenses	(5000-5999)	1,052,146.00	120,074.79	5,877.73	926,193.48	88%
Transfer of Indirect Costs	(7300-7399)	126,413.00	.00	.00	126,413.00	100%
Total Expenditures		**3,532,086.00**	**1,822,395.47**	**371,510.75**	**1,338,179.78**	**38%**
Operating Surplus/(Deficit)		**(82,185.00)**	**493,050.87**	**121,540.12**		
Beginning Fund Balance		**565,402.00**	**565,402.65**	**565,402.65**		
Net Ending Fund Balance		**483,217.00**	**1,058,453.52**	**686,942.77**		
**** calculated ****						
Components of Ending Fund Balance						
LegallyRestrictedBalance - 9740		273,280.00	.00			
BoardDesignated - 9780		209,937.00	.00			
Ending Fund Balance		**483,217.00**	**.00**			

9.6.2 ENROLLMENT REPORT

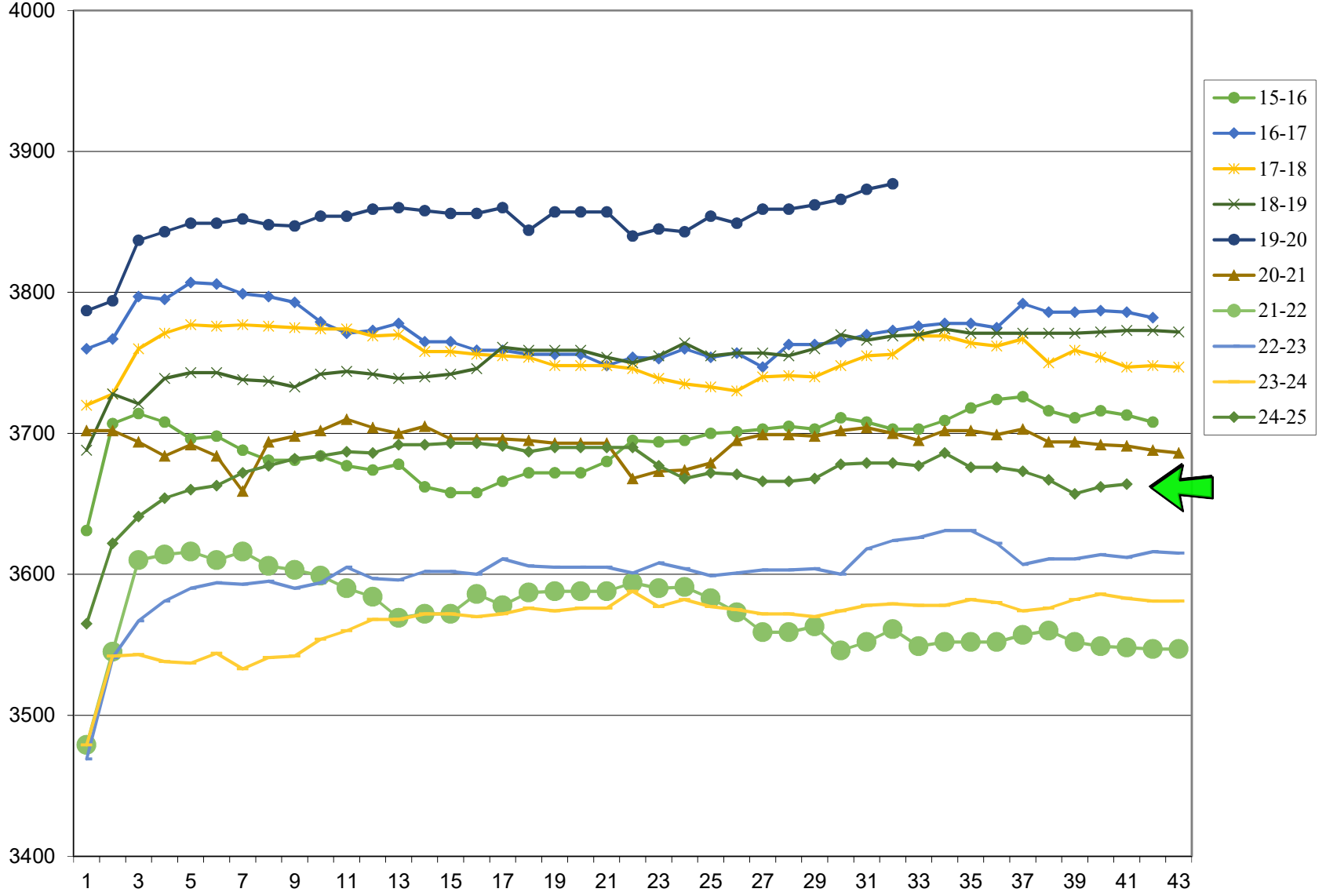
Chief Business Official, Deborah Williams, will present the enrollment report

Site	Regular	Oppor/SpEd/ Self-Cont	Total	Regular Teachers	TCHR/STU RATIO	Grade	RCA Enrlm
						TK	5
Alta Mesa	262	50	312	11.00	23.82	K	12
						1st	7
Boulder Creek	806	15	821	36.00	22.39	2nd	8
						3rd	16
Lassen View	433	14	447	19.00	22.79	4th	4
						5th	12
Mistletoe	660	13	673	28.00	23.57	6th	14
						7th	19
PACE	52	0	52	4.00	13.00	8th	19
						9th	18
Parsons	503	14	517	23.00	21.87	10th	28
						11th	37
Rother	274	25	299	11.00	24.91	12th	34
						Total	233
Shasta Meadows	300	10	310	13.00	23.08		
						District	
TOTALS	3290	141	3431	145.00	175.42	**Totals**	3664

TK	240
K	322
1st	353
2nd	354
3rd	356
4th	338
5th	373
6th	304
7th	334
8th	316
SDC	141
RCA	233
Total District	**3664**

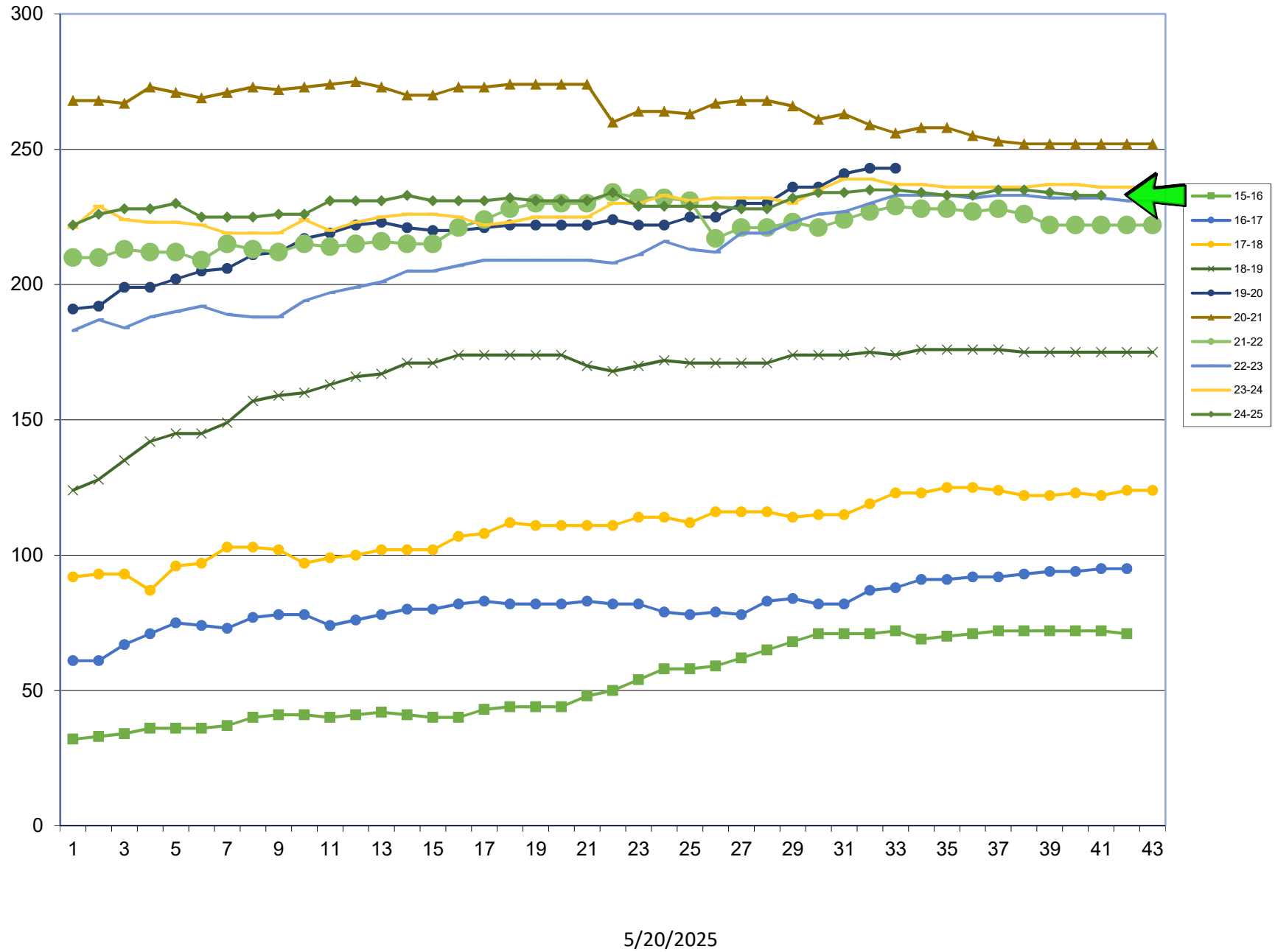
Grade Levels	District Staffing Ratio	Students Enrolled	Present Classrm Tchrs	Classrm Tchrs Needed
TK	24.00	240	9	10
K	30.00	322	16.33	11
1st-3rd	30.00	1063	46.66	35
4th-5th	30.00	711	27	24
6th-8th	*25	954	44.5	38
Total		**3,050**	134.49	108
*Includes Prep period adjustment & P.E. teachers				
(One additional teacher for every 5 6-8th grade teachers)				

Enterprise Elementary School District
Weekly Enrollment Comparison
(including Charters)



5/20/2025

RCA
Weekly Enrollment Comparison



5/20/2025

9.6.3 2025/2026 BUDGET REPORT

Deborah Williams, Chief Business Official, will provide a preliminary budget report.

A public hearing will be held to obtain input from the community on the proposed budget and the reserve disclosures.

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: MAY 20, 2025

TO: HEATHER ARMELINO, SUPERINTENDENT

FROM: DEBORAH WILLIAMS, CBO

RE: DRAFT BUDGET FOR 2025/2026 FISCAL YEAR

In accordance with Education Code (Ed. Code) §42127, the Draft Budgets for the 2025/26 fiscal year for Enterprise Elementary (EESD) and Redding Collegiate Academy (RCA) are presented to the Board for a public hearing at the May 28, 2025 Board Meeting. This is the first step in the budget adoption process.

California Education Code requires public school districts and charter schools to adopt a board-approved budget by July 1 of each fiscal year. The budget serves as a financial plan for meeting the District's goals and objectives for the year. In addition, the budget must be aligned with the Local Control Accountability Plan (LCAP), which outlines the District's goals and priorities. As such, the LCAP and the District's budget are prepared in tandem and are required to be approved by the Governing Board at the same time.

The May 28, 2025 meeting is the first meeting where a draft of the 2025/26 budget is presented and a second meeting will be held in June. The District's 2025/26 draft budget focuses on the existing conditions and projected revenues. Due to timing, it does not consider all of the revenue proposals from the Governor's May Revision.

As with any budget, our proposed budgets are expected to be a fluid, evolving documents. They are based on a series of assumptions which are naturally subject to change. Further, the budgets are prepared prior to the closing of the District's financial systems. We will adjust budgets as necessary once the current year is closed and the State budget is adopted. As information changes throughout the year, these assumptions will be revised to reflect the impact and expectations of changing conditions.

The Ed. Code required budget information has been prepared through the budget development process. These documents total over 100 pages, detailing the revenues and expenditures in each fund to operate our schools, and are too large for inclusion in the body of this agenda. However, the forms will be available to interested parties the night of the board meeting and will also be available to the Board and for public inspection at the District Office 72 hours before the board meeting.

STATE BUDGET OVERVIEW

In January Governor Newsom released his initial budget proposal for the 2025/26 fiscal year. At that time, he proposed a 2.43% COLA applied to LCFF funding and most categorical programs. Unlike last year, there were several new revenues included in his proposal. However, at this point in time, there is too much uncertainty in who will benefit from these new sources and how many dollars are involved to include them in this budget.

On May 14th the Governor released a summarized version of the May Revision to his January budget proposal. The May Revise decreases the COLA to the statutory COLA of 2.30%; less than the January estimate, and significantly lower than the estimate of 2.86% from the 2024/25 Enacted Budget.

The Governor's May Revise is the most recent step in the political process to adopt a state budget. Next will be budget hearings, negotiations, and ultimate adoption of a budget. Through this process we expect the normal swings, changes, and compromises between the Governor and Legislature will mold the final budget. As always, we will keep a close eye on budget developments. Necessary updates will be made in August if the State Enacted Budget includes material changes to what is reported here.

GENERAL FUND – Draft Budget

This Draft Budget has been developed based on a series of assumptions, regarding local District conditions as well as the federal and state budget environments. The accuracy of the District's budget projection is only as good as these assumptions. Therefore, the primary assumptions must be carefully considered in developing and evaluating the budgeted income and expenditures. As always, the budget is expected to be a fluid document, which will be adjusted through the normal process as changes to the underlying assumptions present themselves.

The Local Control and Accountability Plan is a key component to school district service planning and budget development. The LCAP serves as a tool to provide a roadmap describing systems, programs, plans, and expenditures to support, increase and improve pupil outcomes. The Draft Budget has been developed in tandem with and to support the District's LCAP activities.

Significant Assumptions

Revenue

EESD budget estimated ADA	3,216.50
EESD Unduplicated Pupil Count (24/25 CBEDS)	72.53%
EESD Funded UPC (Rolling Avg.) Suppl. / Conc.	72.98%
State defined inflation adjustment (COLA)	2.30%
Mandated cost reimbursement block grant	$118,534
Expanded Learning Opportunities Program	$2,875,000
Proposition 28: Arts and Music in Schools	$526,626

Expenses

Certificated salary schedules do not include potential negotiated increases
Classified salary schedules do not include potential negotiated increases
Administrator and Confidential/Classified Management salary schedules do not include potential negotiated increases
Benefits continued through the CVT per employee agreements at the contracted caps
Workers Comp rates not increased
CALPERS rate increased to 27.40%

FTE – certificated	213.59
FTE – classified	218.47

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

GENERAL FUND (01)

ADOPTED BUDGET 2025/2026

ANTICIPATED REVENUES		
INCOME BY SOURCE:		
• LCFF Sources	$	45,191,753
• Federal Income		2,734,786
• State Income		8,064,171
• Local Income		3,896,236
• Transfers In		3,925,000
TOTAL PROJECTED INCOME:		**63,811,946**
ANTICIPATED EXPENDITURES		
EXPENDITURE BY OBJECT:		
• 1000 Certificated Salaries		22,827,934
• 2000 Classified Salaries		11,270,453
• 3000 Employee Benefits		15,377,529
• 4000 Books and Supplies		2,441,719
• 5000 Services & Other Operating Exp's		7,510,461
• 6000 Sites, Building, & Equipment		5,365,000
• 7000 Other Outgo & Uses		(100,824)
• 7600 Transfers Out		25,000
TOTAL PROJECTED EXPENDITURES		**64,717,272**
OPERATING DIFFERENCE		(905,326)
BEGINNING BALANCE		20,372,066
ESTIMATED ENDING BALANCE	**$**	**19,466,740**

Revenues

LCFF – EESD's General Fund budget is based on an Average Daily Attendance (ADA) of 3,216.50. We estimate next year's Unduplicated Pupil Count will be 72.53% and will contribute to a 3-year funding average of 72.98%. We expect the EESD will receive about **$45,000,000** in LCFF funding for the budget year, with **$9,265,779** allocated to Supplemental and Concentration Grants. Combined revenues from LCFF, Federal, Other State and Local sources are projected to total **$63,811,946**. (This includes $3,925,000 from Board reserved funds for capital improvements.)

INFLATION ADJUSTMENT – As determined by the Governor's State Budget Revision, the COLA is projected at 2.30%.

K-3 GRADE SPAN ADJUSTMENT –We have developed staffing plans to comply with the LCFF grade span adjustment requirements. The District is addressing class size on a site-by-site basis consistent with the program's requirements.

LOTTERY –The Lottery program is projected at **$273.00** per annual ADA.

FEDERAL REVENUES – Revenues levels are assumed to roll forward from current fiscal year.

LOCAL REVENUES – Revenues are projected to be similar to the current fiscal year.

Expenditures

Expenditures for 2025/26 are projected to total **$64,717,272**.

SALARY INCREASES – The District's practice does not include inflation increases for district employees until they are negotiated through the bargaining process. No increase has been included in the proposed budget for 2025/26 fiscal year for certificated or classified staff.

STEP AND COLUMN INCREASES – Step increases are included in the respective amounts for certificated and classified staff as of July 1, 2025. Column increases for certificated staff are estimated and included in the proposed budget.

HEALTH INSURANCE – The premiums are budgeted at the current cap amount, which is $13,000 per qualifying employee.

CAPITAL IMPROVEMENTS – The General Fund includes a budget of $3,925,000 for capital improvements. These dollars have been set aside in a Special Reserve fund, designated by the Board for capital improvements. The spending must occur in the General Fund, so the money is included in General Fund revenue as a transfer in from the Special Reserve fund.

Ending Balance

The District's ending fund projection for the 2025/2026 fiscal year is estimated to total **$19,466,740.**

The Draft Budget for the 2025/2026 fiscal year has been prepared based on an estimated beginning fund balance of **$20,372,066**. It is important to remember that we will not know the exact beginning balance for the 2025/26 fiscal year until the 2024/2025 books are closed in September 2025. This figure is an important component of the projected ending balance for the budget year.

Multi-Year Projection

Attached is the District's Multi-Year Projection. The District's budget and multi-year projection reflect a deficit over the two succeeding fiscal years. This is reflective of the roll forward of the 2025/26 Draft Budget, adjusted by various assumptions noted on the projection. Adjustments include planned expenditures to implement the District's LCAP, one-time revenues and expenditures, projected step and column costs, PERS increases, and other listed cost increases/decreases.

The multi-year projection has been conservatively prepared to include no change in ADA and UPC for 2026/27 and 2027/28. We believe this is a conservative, yet prudent estimate, and are cautiously optimistic these revenue estimates may increase as we move forward in time. Otherwise, District administration is aware we may need to address future year deficits if future revenues do not improve to ensure sustainability.

Enterprise Elementary School District
Multi - Year Projection
2025-26 Proposed Budget

			Unrestricted			Restricted			
			Revenues	Expenditures	Net	Revenues	Expenditures	Net	**Total**
2025-26 Projected Budget			43,861,572	41,133,515	2,728,057	19,950,374	23,583,757	(3,633,383)	(905,326)
2026-27 Projected Budget Changes									
Revenue Changes:									
	COLA %	3.52%	1,452,462		1,452,462				1,452,462
Other revenue changes - see attached			(3,125,000)		(3,125,000)	(326,323)		(326,323)	(3,451,323)
Expenditure Changes:									
Estimated step & column increase				447,000	(447,000)		177,000	(177,000)	(624,000)
Increase in operating expenses (ie fuel,supplies, insurance)				150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached				(1,315,546)	1,315,546		(1,872,000)	1,872,000	3,187,546
Total Changes			(1,672,538)	(718,546)	(953,992)	(326,323)	(1,645,000)	1,318,677	364,685
2026-27 Projected Budget			42,189,034	40,414,969	1,774,065	19,624,051	21,938,757	(2,314,706)	(540,641)
2026-27 Carryover Budget			42,189,034	40,414,969	1,774,065	19,624,051	21,938,757	(2,314,706)	(540,641)
2027-28 Projected Budget Changes									
Revenue Changes:									
	COLA %	3.63%	1,695,454		1,695,454				1,695,454
Expenditure Changes:									
Estimated step & column increase				447,000	(447,000)		177,000	(177,000)	(624,000)
Increase in operating expenses (ie fuel,supplies, insurance)				150,000	(150,000)		50,000	(50,000)	(200,000)
Other expenditure changes - see attached				1,819,790	(1,819,790)		(2,467,000)	2,467,000	647,210
Total Changes			1,695,454	2,416,790	(721,336)	-	(2,240,000)	2,240,000	1,518,664
2027-28 Projected Budget			43,884,488	42,831,759	1,052,729	19,624,051	19,698,757	(74,706.0)	978,023

Enterprise Elementary School District
Multi - Year Projection
2025-26 Proposed Budget

	Unrestricted	Restricted	Total
2026-27 Changes			
Revenue Changes			
Deferred Revenue from 2024/25	-	(170,000)	(170,000)
Loss of One Time Grants	-	(156,323)	(156,323)
25/26 Transfer from Fund 17	(3,125,000)	-	(3,125,000)
Net increase / (decrease) to Revenues	(3,125,000)	(326,323)	(3,451,323)
Other Expenditure Changes			
Deferred Expenditures from 2024/25	-	(170,000)	(170,000)
PERS increase in retirement costs	7,000	3,000	10,000
Boulder Creek After School Building	-	(1,730,000)	(1,730,000)
MI TK Classrooms	(3,125,000)	-	(3,125,000)
New LCAP Expenditures	227,454	-	227,454
Playground upgrades	500,000	-	500,000
Workers comp increase	75,000	25,000	100,000
Textbook Adoption	1,000,000	-	1,000,000
Net increase / (decrease) to Other Expenditure Changes	(1,315,546)	(1,872,000)	(3,187,546)
2027-28 Changes			
Other Expenditure Changes			
PERS increase in retirement costs	77,000	33,000	110,000
Reclassification of Expenditures	2,500,000	(2,500,000)	-
Textbook Adoption	(1,000,000)	-	(1,000,000)
New LCAP expenditures	242,790	-	242,790
Net increase / (decrease) to Other Expenditure Changes	1,819,790	(2,467,000)	(647,210)

POTENTIAL VARIABLES

> Projected ADA could be up or down for estimates
> Special education contribution could vary from current annual estimate
> Workers' Compensation premiums could increase, stay static, or decrease
> Employee health insurance premiums may further increase beyond current cap
> ADA audit by State controller could result in amounts due to State (amount unknown)
> Unpredictable increases in insurance, utilities, and other operating costs

OTHER FUNDS OF THE DISTRICT

The District's Draft Budget 2025/2026 includes budgets for the other funds the District manages. These include the Charter School Fund (Redding Collegiate Academy), Preschool Fund, Cafeteria Fund, Special Reserve for Other than Capital Outlay, Special Reserve for Capital Outlay, Pupil Transportation and Equipment Fund, Special Reserve for Postemployment Benefits, Building Fund, County School Facilities Fund, Capital Facilities Fund, and Deferred Maintenance Fund. Revenue and expense details can be found in the SACS reports.

RCA FUND - Draft Budget

Redding Collegiate Academy's Draft Budget has been developed based on a series of assumptions, regarding Charter's conditions as well as federal and state funding. The accuracy of the Charter's budget projection is only as good as these assumptions. The primary assumptions must be carefully considered in developing and evaluating the budgeted income and expenditures. As always, the budget is expected to be a fluid document, which will be adjusted through the normal process as changes to the underlying assumptions present themselves.

The Local Control and Accountability Plan is a key component to school district service planning and budget development. The LCAP serves as a tool to provide a roadmap describing systems, programs, plans, and expenditures to support, increase and improve pupil outcomes. The Draft Budget has been developed in tandem with and to support the Charter's LCAP activities.

Significant Assumptions

Revenue

Estimated budgeted ADA at 2024/25 P-2 ADA	226.84
Unduplicated Pupil Count (24/25 CBEDS)	62.56%
Funded UPC (Rolling Avg.) Suppl. / Conc.	64.64%
State defined inflation adjustment (COLA)	2.30%
Mandated cost reimbursement block grant	$8,755

Expenses

Certificated salary schedules do not include potential negotiated increases
Classified salary schedules do not include potential negotiated increases
Administrator and Confidential/Classified Management
Salary schedules do not include potential negotiated increases
Benefits continued through the CVT per employee agreements at the contracted caps
Workers Comp rates not increased
CALPERS rate increased to 27.40%

FTE – certificated	12.61
FTE – classified	3.00

REDDING COLLEGIATE ACADEMY

SPECIAL REVENUE FUND FOR CHARTER SCHOOLS (09)

ADOPTED BUDGET 2025/2026

ANTICIPATED REVENUES		
INCOME BY SOURCE:		
• LCFF Sources	$	3,210,299
• Federal Income		1,630
• State Income		288,251
• Local Income		29,664
TOTAL PROJECTED INCOME:		**3,529,844**
EXPENDITURE BY OBJECT:		
EXPENDITURE BY OBJECT:		
• 1000 Certificated Salaries		1,414,117
• 2000 Classified Salaries		147,797
• 3000 Employee Benefits		658,414
• 4000 Books and Supplies		221,533
• 5000 Services & Other Operating Exp's		1,021,184
• 6000 Sites, Building, & Equipment		-
• 7000 Transfers Out		140,616
TOTAL PROJECTED EXPENDITURES		**3,603,661**
OPERATING DIFFERENCE		(73,817)
BEGINNING BALANCE		483,217
ESTIMATED ENDING BALANCE	**$**	**409,400**

As the table indicates, RCA's revenues from all sources is projected to total **$3,529,844**. Expenditures are projected to total **$3,603,661**. This will leave a projected ending fund balance of **$409,400**.

SUMMARY

There are a lot of unknowns regarding the funding landscape for education in California at present. While it does not look like we are heading into a recession, the May Revision, and subsequently, the 2025/26 Enacted Budget have risks. The state budget is directly connected to the health of the California economy, and funding increases and decreases tend to parallel the economy. If California's revenues plummet, the District's revenues plummet as well. As the economy has been on a roll, so has the budget for Education. We expect to have a much more accurate picture at the Budget Adoption in June.

We have prepared the EESD and RCA Draft Budgets, along with the multi-year projections for EESD in accordance with our normal budget standards. We believe the budgets meet the requirements of Education Code (Ed. Code) §42127, SB 858, as well as fiscal accountability standards that will be applied at budget adoption. Based on this budget, we would expect to present a budget with a positive certification in June.

Please place this item on the May 28, 2025 Board Agenda as a Business Action Item requesting that the Board President conduct a public hearing to obtain input on the proposed budget and reserve disclosures.

9.6.4 CITIZENS' BOND OVERSIGHT COMMITTEE REPORT

The Citizens' Bond Oversight Committee Report will be shared.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 6, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **CITIZENS BOND OVERSIGHT COMMITTEE REPORT**

Proposition 39 requires an independent Citizens Bond Oversight Committee (CBOC) provide oversight activities regarding expenditures under our Measure A and E GO Bond. Under Prop 39, the CBOC is tasked with reviewing expenditures to ensure bond proceeds are expended for the purposes set forth in the ballot measure, and no bond proceeds are used for any teacher or administrator salaries or operating expenses. The CBOC is also tasked with reporting the activities of the committee with respect to their oversight activities.

In addition to the CBOC reporting requirements, the District is also required to have annual independent financial audits and performance audits completed of Measure A and Measure E bond activities. We have completed both of these audits.

The CBOC met on April 7, 2025 to hear the District's annual report on Measure E project activities and the 2023-2024 Bond audit. After review of the independent audits, and the assurances therein provided, the CBOC report is now complete and submitted to the Board for their review.

Attached please find the CBOC report for the fiscal year ended June 30, 2024.

Please place this report on the May 28, 2025 Board Agenda as a Business Report to be presented to the Board of Education.

Citizens Oversight Committee
Annual Report

PROPOSITION 39: MEASURE A and MEASURE E
GENERAL OBLIGATION
BONDS

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

FISCAL YEAR ENDING JUNE 30, 2024

Citizens Oversight Committee Report

Historical Background on Bond Measures – What the Voters Approved

In February 2008, voters of the Enterprise Elementary School District (EESD) approved Measure A general obligation bonds for $34M. The bond measure was designed to:

> Improve the quality of the education, renovate existing schools, upgrade heating, ventilation, and cooling systems, update electrical systems, to improve student access to computers and modern technology, replace old portable classrooms with new permanent classrooms, and meet handicap accessibility requirements… with no money for administrators' salaries, and spending annually reviewed by an independent oversight committee (Ballot, 2008)

In November 2018, the voters approved Measure E general obligation bonds for $26M. Measure E bond funds were designed to:

> Finance the costs of improving the quality of education; renovate existing schools; upgrade heating, ventilation and cooling systems; update electrical systems to improve student access to computers and modern technology; replace old portable classrooms with new permanent classrooms; meet handicap accessibility requirements; and pay costs associated with the issuance of the bonds (Ballot, 2018).

Under Proposition 39, the District is required to establish a Citizens Bond Oversight Committee (CBOC). The committee must be composed of citizens who represent parents, parent-teacher organizations, the business community, senior citizens, taxpayer associations, and the community at large. This committee reviews expenditure reports to ensure that: a) bond proceeds expended only for the purpose set forth in the ballot measure, and b) no bond proceeds used for any teacher or administrator salaries or operating expenses.

From the voters' authorization of Measure A and Measure E, the school district has developed a comprehensive plan to address the needs identified in their facility needs assessment. Although there is no way they could do all the projects possible with the funds available, the District, with oversight from the Citizens Oversight Committee, must ensure that the Bond funds are used exclusively for these purposes.

District Progress and Oversight Committee Activities

This report of the Citizens' Oversight Committee (COC) represents bond activity for the 2023/2024 fiscal year. The report is designed to correlate with the timeframes of independent performance audits and financial audits for the fiscal year, as required by government code and Proposition 39. A summary of key District and COC activities related to the fiscal year ending June 30, 2024 is as follows:

October 18, 2023	Citizen's Bond Oversight Committee Meeting
March 20, 2024	Citizens Bond Oversight Committee Meeting – 22-23 CBOC report was accepted the committee.
Projects completed:	Boulder Creek Gym Expansion Mistletoe Gym Alta Mesa Nurses Office
March 24, 2025	EESD receives independent auditor's Financial Statements with Independent Auditors' Report for Proposition 39 and Measure A and Measure E General Obligation Bonds for 2023/24 fiscal year.









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Independent Auditors Audit Report

Horton, McNulty & Saeturn, independent auditors, performed a financial audit of the District's Proposition 39 Measure A and Measure E General Obligation Bonds. This audit included normal audit procedures applied to the internal controls, bid limits, and financial recording of transactions recorded in the EESD's Building Fund (bond fund).

The Financial and Performance Audit concluded with a "clean" opinion:

> In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Bonds of the District as of June 30, 2024, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

The audit report also included a report on Internal Control Over Financial Reporting. Accordingly, the auditors found that:

> ....during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.

And finally, the audit report included a report on performance;

> The results of our tests indicated that, in all significant aspects, the District expended the Bonds for the year ended June 30, 2024, only for the specific projects developed by the District's Board of Trustees, as approved by the voters, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIIIA of the California Constitution and Sections 15264 and 15272–15286 of the *California Education Code*.

All three reports were positive reports with no findings identified.

Project Status and Expenditures

The District utilized Measure A bond funds for 28 projects. The District incurred total expenditures of $20,061,792 for the following projects:

Year Ended June 30, 2024	Budget *	Expenditures Prior	Current	Transfers	Total	Status
Alta Mesa School warehouse	$ -	$ 22,686	$ -	$ -	$ 22,686	Completed
Boulder Creek School kitchen	-	45,200	-	-	45,200	Completed
Boulder Creek School office expansion	198,790	198,790	-	-	198,790	Completed
Boulder Creek School relocatable	-	171,777	-	-	171,777	Completed
Boulder Creek School boiler	480,570	480,570	-	-	480,570	Completed
Boulder Creek School portable classrooms	-	1,994,516	-	-	1,994,516	Completed
Boulder Creek School 6th grade portable	-	398,679	-	-	398,679	Completed
Boulder Creek School gymnasium	-	1,898,259	-	-	1,898,259	Completed
Boulder Creek School parking lot	-	490,470	-	-	490,470	Completed
Boulder Creek School room 26	-	18,691	-	-	18,691	Completed
Field improvements	-	1,558,413	-	-	1,558,413	Completed
General planning	140,180	140,180	-	-	140,180	Completed
Heating, ventilation, and cooling systems	-	300,446	-	-	300,446	Completed
Lassen View School new classroom	3,340	3,340	-	-	3,340	Completed
Monte Vista relocatable	-	161,325	-	-	161,325	Completed
New classroom supplies	-	143,820	-	-	143,820	Completed
PACE Academy expansion	653,647	653,647	-	-	653,647	Completed
Parsons School restroom renovation	256,417	256,417	-	-	256,417	Completed
Parsons School track	-	1,029,145	-	-	1,029,145	Completed
Performing arts building	400,000	372,484	-	-	372,484	Completed
Performing arts site work	-	1,692,369	-	-	1,692,369	Completed
Restrooms	-	222,227	-	-	222,227	Completed
Safety - paging	-	414,318	-	-	414,318	Completed
Safety/Energy window film	-	164,779	-	-	164,779	Completed
Security fencing	1,150,930	1,150,930	-	-	1,150,930	Completed
Shasta Meadows School gymnasium	-	1,678,974	-	-	1,678,974	Completed
Interactive write boards, phase I	-	827,090	-	-	827,090	Completed
Interactive write boards, phase II	-	332,091	-	-	332,091	Completed
Technology	1,449,082	3,240,159	-	-	3,240,159	Completed
Total	$ 4,732,956	$ 20,061,792	$ -	$ -	$ 20,061,792	

* Budgets for projects completed prior to July 1, 2016, are not included in this schedule.

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The District utilized Measure E bond funds for 24 projects. The District incurred total expenditures of $24,796,650, for the following projects:

Year Ended June 30, 2024	Budget	Expenditures				Status
		Prior	Current	Transfers	Total	
District-wide HVAC	$ 300,000	$ 515,415	$ -	$ -	$ 515,415	Completed
District-wide metal roof repairs	500,000	163,825	-	-	163,825	Completed
District-wide shade structures	300,000	443,148	-	-	443,148	Completed
District warehouse and bus terminal	2,400,000	2,382,408		-	2,382,408	Completed
General planning	109,506	83,290	26,216	-	109,506	In progress
Alta Mesa School office	735,000	732,555	-	-	732,555	Completed
Alta Mesa HVAC	500,000	-	68,191	-	68,191	In progress
Alta Mesa nurses office	60,000	-	59,419	-	59,419	Completed
Alta Mesa moderate/severe classroom	40,000	-	34,237	-	34,237	In progress
Boulder Creek School boiler	819,430	819,942	-	-	819,942	Completed
Boulder Creek School gymnasium	4,000,000	1,933,788	1,726,944	-	3,660,732	Completed
Boulder Creek School library enclosure	1,040	1,040	-	-	1,040	Cancelled
Lassen View School office	285,000	283,272	-	-	283,272	Completed
Lassen View School parking lot	200,000	133,416	-	-	133,416	Completed
Lassen View East exit	200,000	-	3,372	-	3,372	In progress
Lassen View TK classrooms and playground	2,300,000	52,764	1,594,922	-	1,647,686	In progress
Mistletoe playground renovation	575,000	310,593	255,379	-	565,972	In progress
Mistletoe School athletic field	1,000,000	858,437	-	-	858,437	Completed
Mistletoe School gym construction	7,550,000	6,865,806	649,429	-	7,515,235	Completed
Mistletoe School office	250,000	216,232	-	-	216,232	Completed
Mistletoe School traffic flow	550,000	581,933	-	-	581,933	Completed
Mistletoe School property purchase	700,000	601,719	-	-	601,719	Completed
Monte Vista parking lot	111,817	111,817	-	-	111,817	Completed
PACE Academy office construction	91,439	105,585	-	-	105,585	Completed
Parsons School gym HVAC	123,365	123,365	-	-	123,365	Completed
Parsons School performing arts center/gymnasium	2,500,000	2,218,140	-	-	2,218,140	Completed
Redding Collegiate Academy roof replacement	120,000	7,246	-	-	7,246	Completed
Rother School parking lot	278,844	311,189	-	-	311,189	Completed
Shasta Meadows School playground renovation	530,000	521,616	-	-	521,616	Completed
Total	$ 27,130,441	$ 20,378,541	$ 4,418,109	$ -	$ 24,796,650	

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Certification of Bond Expenditures

The Citizens Oversight Committee, based on the review of the annual financial and performance audit reports and information received at Bond Oversight Committee meeting, certifies that the bond proceeds for the fiscal year ended June 30, 2024 were expended only for the purposes set forth in the ballot measure and that no bond proceeds were expended for any teacher or administrator salaries.

By: _____ 5/7/25

Brian Wright, Chairperson — Date

9.6.5 CAPITAL IMPROVEMENTS REPORT

The District's capital improvements report will be shared.

10.1.1 ADOPT BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

New and/or updated Board Policies and Administrative Regulations are presented for adoption. Due to the length of the documents, they're not printed in the agenda. They are available at the District Office during regular business hours.

1312.2 BP/AR Complaints Concerning Instructional Materials
1340 BP/AR Access to District Records
3311 BP/AR Bids
3311.1 BP/AR Uniform Public Construction Cost Accounting Procedures
3312 BP Contracts
3516.5 BP Emergency Schedules
3580 BP/AR District Records
4151 BP Employee Compensation
5131 BP Conduct
5131.8 BP Mobile Communication Devices
5145.13 BP/AR Response to Immigration Enforcement
6159 BP/AR Individualized Education Program

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

10.1.2 EESD CELL PHONE POLICY

Enterprise Elementary School District's cell phone policy is presented for approval.

Any discussion or questions before we vote?

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

CELL PHONES, SMART WATCHES, ELECTRONIC DEVICES [EC§48901.5]

In alignment with California Assembly Bill 3216 (2024), which restricts the use of smartphones/watches during school hours in K–12 settings, this policy aims to support student focus, mental well-being, and academic success. We strongly recommend that personal electronic devices - such as cell phones, smart watches, tablets - be left at home due to possible loss or damage. Neither the school nor the district assume any liability for the damage, loss, theft, or misuse of such devices by the student or another person. Electronic communication devices are not to be used during the school day, including recess, lunch, and passing periods. Exceptions to this policy are permitted under the following conditions:

- Medical use as determined by a physician
- Use required in a student's IEP
- Emergencies, as appropriate, and in accordance with safety procedures
- Use granted by a teacher or administrator for an approved reason

EXPECTATIONS

- Phones must be turned off or set to silent and stored in a backpack, designated area, or with the teacher during instructional time.
- Smart watches must be kept offline or in "airplane mode." Students may be required to remove them during testing.
- Students will not use phones once they arrive at campus in the morning and until after dismissal.
- Phones may not be used in restrooms. If a student leaves during instructional time to use the restroom, their phone must remain in the classroom.
- The use of cameras, video, or voice recording functions is strictly prohibited in any way that infringes on the privacy rights of others. This includes, but is not limited to, recording fights, peer conflicts, staff members, or medical emergencies.
- Students are expected to use technology responsibly and in accordance with the district's Acceptable Student Use of Technology Agreement.
- If a student needs to make a phone call during the school day, they should request to use a phone in the school office.
- To avoid classroom disruptions and ensure student focus, we ask that parents/guardians communicate with students during school hours only through the school office.
- Teachers and administrators may collect phones/devices when needed to maintain a safe, respectful, and distraction-free environment.
- All of the above rules apply to the after-school program as well.

PROGRESSIVE CONSEQUENCES FOR VIOLATION

- **1st Violation**: Verbal warning from staff.
- **2nd Violation:** Device is taken to the office by a teacher or administrator; the student may retrieve it at the end of the school day. Parent/guardian will be informed.
- **3rd Violation**: Device is taken to the office. Parent/guardian must retrieve it. Additional consequences may be assigned at the administrator's discretion.
- **4th Violation**: Device is taken to the office. Parent/guardian must retrieve it. The student may lose the privilege of bringing the device to school for the remainder of the year. Additional disciplinary action may be taken at the administrator's discretion.

This policy is intended to ensure that all students have the opportunity to engage fully in a safe, respectful, and academically focused learning environment.

10.2.1 EMPLOYMENT

Board Members will discuss employment recommendations in Closed Session. Recommendations for employment will be reported and acted upon in open session.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

10.2.2 APPROVE UNIVERSITY AGREEMENTS

Approve University Agreements.

Proposed Action: Approval by consent vote.

MOTION MADE BY:_____
SECONDED BY:_____

SIMPSON UNIVERSITY

STUDENT TEACHING AGREEMENT **SCHOOL OF EDUCATION**

This AGREEMENT entered into by and between Simpson University and Enterprise Elementary School District, County of Shasta, and hereinafter called the School District.

WITNESSETH

WHEREAS pursuant to the provisions of Section 1065 of the Education Code, the governing board of any School District is authorized to enter into agreements with a state college, the University of California, or any other university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through student teaching to students enrolled in teaching training curricula of such institution; and

WHEREAS any such agreement may provide for the payment in money or in services for the services rendered by the School District; and

WHEREAS it has been determined between the parties hereto that the payments to be made to the School District under this agreement do not exceed the actual cost to the School District of the services rendered by the School District;

THAT Simpson University desires to enter into this agreement with the School District for payment to the School District for services rendered to the Simpson University student teacher(s) for the hereinafter-named calendar period.

SPECIAL PROVISIONS

PARTIES: Simpson University and Enterprise Elementary School District of Shasta, County.

TERM: August 1, 2024 – July 31, 2029

RATE: $150 per session per student teacher, or $300 total per semester, pro-rated (if student teacher shares two or more master teachers the stipend is divided).

GENERAL TERMS

1. The School District shall provide teaching experience through practice teaching in schools and classes of the School District for such students assigned by Simpson University and accepted by the School District. Such student teaching shall be provided in such schools of the School District, and under the direct supervision and instruction of such employees of the School District as the School District and Simpson University through their duly authorized representatives may agree upon. District supervisors demonstrate exemplary teaching practices as determined by the employer and the

preparation program and provide support and guidance to student teachers five hour per week. Clinical practice sites are required to have a fully qualified site administrator.

2. The School District may, for good cause, refuse to accept for student teaching any student of Simpson University assigned to student teaching in the School District. Simpson University or the School District may terminate student teaching for good cause. If the concern is remediable and there is sufficient time left in the student teaching assignment, the Corrective Action Plan should be followed. If the concern is not remediable, or there is insufficient time left in the student teaching assignment to apply corrective action, or if there is an extreme
incident that has occurred, student teaching may be terminated immediately.

3. "Student teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of the School District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching is provided.

4. Simpson University will pay the Master Teacher for the performance of all services required to be performed by the School District under this agreement at the aforesaid rate.

5. The assignment of a student of Simpson University to student teaching in the School District shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper authorities of the School District the assignment card or other document given to him or her by Simpson University effecting such assignment as shown on such card or other document.

6. In the event the assignment of a student of Simpson University to student teaching is terminated by Simpson University for any reason, the School District shall receive payment on account of such student as though there had been no termination of the assignment, except that if such assignment is terminated before the end of the session of the term of the assignment, the School District shall receive payment as per assignment for the session only.

7. Simpson University requires all student teachers to have completed fingerprint clearance and TB clearance prior to student teaching. Simpson University will provide this verification to the School District.

8. The California Commission on Teacher Credentialing mandates all candidates to engage in the CalTPA and the Literacy Performance Assessment (LPA), requiring them to record classroom lessons with visible students. Candidates can use either the District's recording policy or the University's Video Recording Release Form to obtain permission for recording students.

9. The California Commission on Teacher Credentialing mandates that all candidates are provided with comprehensive support to develop skills for effective literacy instruction for all students. As appropriate to the credential, and as identified in the TPEs and standards, participating districts must ensure the following:

    a. Site administrators and mentor(s) stay current with changing program requirements, including program alignment to the Literacy Standards, TPEs and the California Guidelines for Dyslexia.

b. Provide opportunities for the student teacher candidate to practice a strong literature, language, and comprehension components with a balance of oral and written language. Specifically, in the literacy areas of meaning making, language development, and effective expression.

UNIVERSITY DUTIES

1. University will work collaboratively with the District's Instructional Services administration and staff in the assignment of credential candidates.
2. University will guarantee that credential candidates have met California Commission for Teacher
   Credentialing (CCTC) subject matter competence prior to commencing independent student teaching.
3. University will confer regularly with District and site administration and master teachers through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a credential candidate in the school.
5. University will guarantee that credential candidates have appropriate TB and fingerprinting clearance.
6. University will undertake to have credential candidates establish and maintain adequate public liability and property damage insurance.
7. University will instruct credential candidates in state laws regarding child abuse reporting, sexual harassment and professional conduct.
8. University supervisors will conduct systematic and regular observations of credential candidates' performances in the District's classrooms.
9. University will ensure all student teachers have completed fingerprint clearance and TB clearance prior to Student Teaching. University will provide this verification to the School District.

DISTRICT DUTIES

1. District will immediately notify University
   if the District has knowledge of or suspects any professional or ethical violations by a credential candidate.

INSURANCE

The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least $1,000,000 (one million) for each occurrence and $2,000,000 (two million) in the aggregate, with no exclusion for molestation or abuse. The District will provide the University with proof of such insurance upon execution of this Agreement For purposes of this Agreement, each the District and the University will provide workers' compensation insurance coverage for their own employees of the District or the University, and Students are not employees of either the District or the University.

University agrees to maintain at least $1,000,000 (one million) per occurrence and $2,000,000 (two million) in General Aggregate Liability Insurance coverage, with no exclusion for molestation or abuse. University agrees to provide District with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming Enterprise Elementary School District as an additional insured party in conjunction with this Student Teaching Agreement.

University agrees that all Students are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Worker' Compensation. Students' primary coverage for Student injuries shall be Students' personal medical insurance.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, h armless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such
liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials,
agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harm less from
and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents,
or employees

c. Provide opportunities for teacher candidates to practice and implement screening and diagnostic techniques crucial for informing teaching, assessment, and early intervention strategies.
d. Receive guidance from mentors to prepare for passing a commission-approved literacy performance assessment that includes a focus on foundational literacy skills and cross-cutting themes in literacy; refining oral and written language skills, emphasizing meaning-making, language development, and effective expression; and guidance in developing skills tailored to support students with dyslexia.

SIMPSON UNIVERSITY

STUDENT TEACHING AGREEMENT **SCHOOL OF EDUCATION**

FOR: Simpson University

BY _____ 3/14/24
President, Dr. Norman Hall

DATE: 3/14/24

FOR: Enterprise Elementary School District

BY: _____
Superintendent, Heather Armelino

DATE: _____

SIMPSON UNIVERSITY

Memorandum of Affiliation

This Memorandum of Affiliation is between Simpson University, 2211 College View Drive, Redding CA 96003 for the Master of Arts in Counseling Psychology Program and the following named agency,

Agency Name _____Enterprise School District_____

Agency Contact/Representative _____

Address _____

Phone _____ Fax _____

Email Address _____

(Agency) for providing clinical field training at the site(s) of the agency indicated above in the form of planned, supervised clinical and educational experiences.

1. Length of Agreement

   This affiliation agreement will hold as long as both Simpson University and the Agency mutually agree to such affiliation, to be nullified only in writing, and renewed as necessary. This memorandum of affiliation supersedes individual field training agreements which can be terminated during the academic year in case of a student trainee violating the regulations of the agency or professional codes of conduct.

2. Clinical Field Trainees

   A. University's Responsibility:

   - Review and Approve student's application for clinical field training experience
   - Provide student(s) with contracted agency name and contact
   - Ensure that student trainees have professional liability insurance coverage

   During the term of this Agreement, such employees, students and the University shall maintain at all times or caused to be maintained general and professional liability insurance (the "Policy") covering the acts and omissions of the employees, students and university personnel rendering services to the agency. The Policy shall be maintained with a company or companies approved by the Agency, with limits of not less than one

million dollars ($1,000,000.00) per occurrence and per employee or student and three million dollars ($3,000,000.00) in the aggregate, for the University and per employee or student. Said Policy shall provide that the Agency shall receive not less than thirty (30) days' notice prior to any cancellation or material reduction in coverage.

The University will advise the student that neither the University nor the Agency assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation in a learning activity at the Agency.

B. Agency's Responsibility:

- Consider potential student trainee(s) on a non-discriminatory basis
- Consult with the Clinical Training Director before accepting a student into the training program to ensure the best match for student/Agency
- Assign a master's or doctoral level mental health practitioner who is qualified in the State of California to supervise student trainees for each student trainee who is in the Master of Arts in Counseling Psychology Program.

3. Liability:

A. The Agency, its agents, and employees will in no way be liable for injury or illness that may occur to a student or faculty member assigned to the program while engaged in program activities with the Agency. Simpson University agrees to indemnify and hold harmless the Agency, its agents and employees, against any and all liabilities for personal injury or illness, including injury or illness resulting in death, or damage to property, or both, resulting directly or indirectly from the participation of Simpson University faculty or students in this program with the Agency. Such indemnification shall include, but shall not be limited to, any and all liability for any injury or illness to or caused by a Simpson University student or faculty member while involved in the performance of activities under this program.

B. Simpson University, it's faculty, staff and students, will in no way be liable for injury or illness that may occur to anyone other than students or faculty of the University, assigned to the program while engaged in program activities with the Agency. The Agency agrees to indemnify and hold harmless Simpson University, and it's employees, against any and all liabilities for personal injury or illness, including injury or illness resulting in death, or damage to property, or both, resulting directly or indirectly from the participation of the Agency staff, employee or other personnel in this program with Simpson University. Such indemnification shall include, but shall not be limited to, all liability while involved in the performance of activities under this program.

4. Clinical Experience:

A. University's Responsibility:

- Provide didactic training and support for the students in a clinical field placement seminar concurrent with the clinical field training.
- Communicate with the Agency any particular qualifications or needs of student(s)

- Communicate the expectation that students will adhere to Agency's rules and regulations and will conduct themselves accordingly to the professional and ethical standards of counseling psychologists/marriage and family therapists and the Agency.
- University shall direct Students and University Personnel to respect the confidential nature of the health or personnel information relating to the Agency. University shall ensure that all Students and University Personnel working within the Agency and having access to Protected Health Information will receive training on the Health Insurance Portability and Accountability Act of 1996, appropriate to their job function. University shall retain documentation of student training for at least six years. Agency shall adopt and enforce policies and procedures necessary to protect the confidentiality of Student records.

B. Agency's Responsibility:

- Orient the student to the agency's policies, procedures, schedule, physical plant, etc.
- Assist the student trainee with setting appropriate training goals
- Provide weekly supervision for student trainees by a qualified master's or doctoral level practitioner: either individual face-to-face, or alternative individual face-to-face and group supervision to meet BBS requirements of one unit of supervision for every five (5) hours of therapy provided by the trainee.
- Maintain responsibility for the clinical activities of the student(s)
- Provide student trainee(s) with the opportunity to work with an appropriate and diverse client population
- Provide that student trainee(s) have the opportunity to accumulate the required number of clinical contact hours.
- Provide that student trainee(s) have the opportunity to video-tape counseling sessions for the purpose of completing required coursework
- Inform the student of the need for a background check, fingerprinting and/or a tuberculosis test (if applicable); obtain the student's fingerprints, background check and/or tuberculosis test (if applicable); and maintain the confidentiality of any results as required by federal and state law.

5. Coordination of Training Experience

Both University and Agency will designate a person to provide coordination and oversight of training. The Clinical Training Director at the University will serve as a liaison with the Agency site supervisor. Students will be provided documents related to clinical field placement, maintaining training records, and obtaining consents for the release of confidential information where needed.

The Agency supervisor will maintain regular communication with the Clinical Training Director and will immediately communicate any issues or concerns with students. The Agency supervisor will document training experiences and activities. Student conduct or clinical training issues will

be addressed per University and Program policies as outlined in the University Academic Catalog, Program Handbook and/or Clinical Training Manual.

6. Evaluation of Training

   A. University's Responsibility

   - Approve training site(s)
   - Provide orientations and trainings to Agency supervisors and staff
   - Periodically review the training program at the Agency and visit the site as necessary
   - Provide necessary training and evaluation forms to site supervisors and students
   - Conduct student outcome assessments in terms of attainment of learning objectives
   - Determine that student has satisfactorily completed the clinical field training placement
   - Assign grade for student's clinical field training experience

   B. Agency's Responsibility:

   - Site supervisor will provide written evaluation of the student's performance using evaluation forms provided by the University
   - Site supervisors and Clinical Training Director will review the student's evaluations of the site supervisor, training site and learning experience

7. Indemnity: The Agency and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.
8. The Agency may dismiss a student if the student violates its standards, mission or goals. The Agency will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.

9. Modification of Agreement:

   Any modification or addition to this agreement shall be made only by written supplemental agreements executed by the parties concerned. Each student will sign an Individual Field Training Agreement.

   Signatures:

   _____ _____
   Agency Administrator Date

   _____
   (Print Name)

(Position/title)

_____ _____

Clinical Training Director Date
Master of Arts in Counseling Psychology Program
Simpson University

SERVICES AGREEMENT BETWEEN
SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS
AND
Enterprise Elementary

This Agreement is made and entered into by the Enterprise Elementary hereinafter referred to as DISTRICT, and the San Diego County Superintendent of Schools, hereinafter referred to as SDCOE.

1. PURPOSE & SCOPE.
   SDCOE will provide teacher induction support to DISTRICT preliminary and level 1 credential holders. The purpose of the proposed partnership is to provide a Commission-approved program that will allow preliminary and level 1 credential holders to meet the induction renewal requirement listed on the California preliminary and level 1 credential.

   A. DISTRICT RESPONSIBILITIES UNDER THIS MOU:
      1. Identify teacher candidates according to program eligibility criteria. Notify the program of new teacher candidates eligible for induction by October 1 of each participating school year.
      2. Follow SDCOE approved mentor selection and mentor-candidate pairing process understanding that the best pairing is by school/grade level/content and must take place within 30 days of enrollment.
      3. Provide release time for mentors, according to district needs, to observe teacher candidates as required by program completion requirements. Observations can be in person or virtual.
      4. Provide release time for teacher candidates, according to district needs, to complete the peer observation as required by program completion requirements. Observations can be in person or virtual.
      5. Understand that the Teacher Candidates Individual Learning Plans (ILP) are designed and implemented solely for the professional growth and development of the Teacher Candidates and not for evaluation for employment purposes.
      6. Participate in the evaluation of the SDCOE teacher induction program upon request.
      7. Identify a district administrator to attend advisory committee meetings and participate in required accreditation activities.
      8. Identify a district lead as the liaison between the district and the SDCOE teacher induction program, if there are six or more teacher candidates enrolled. If the district is unable to provide a district lead, SDCOE will provide a lead to facilitate the Teacher Induction program for the district.
         1. The District Lead will:
            - Provide advice and assistance to both mentors and teacher candidates.
            - Coordinate mentor/teacher candidate pairing, verify the SDCOE pairing list, and notify SDCOE of any changes.
            - Assist teacher candidates and mentors in using the learning management system (LMS) and accessing all assignments.

- Input and monitor grades in LMS for all teacher candidates within the district, charter, private or non-public school. Grades are to be posted within 1 week of the SDCOE due date.
- Plan and facilitate verification meetings throughout the year.
- Attend all monthly district lead meetings throughout the year. *If unable to attend, district lead must view recordings.*
- Establish district, charter, private or non-public school due dates for all assignments prior to verification meetings.
- Communicate with program leadership as questions and needs arise.
- Notify program leadership if concerns arise about a teacher candidate or mentor. This concern includes potential non-completion of the program.
- Communicate with mentors consistently via e-mails, phone calls, meetings, etc.
- Facilitate end-of-year colloquium(s) in April or May.

B. SDCOE RESPONSIBILITIES UNDER THIS AGREEMENT.

1. Maintain Commission-approved accreditation status with the Commission on Teacher Credentialing by establishing, maintaining, and submitting accurate records required as part of the accreditation process.
2. Provide "Mentor Skill-Building" training for new mentors.
3. Maintain and monitor the LMS for mentors and teacher candidates.
4. Support district leads to facilitate verification and other meetings for mentors and teacher candidates.
5. Recommend only those candidates who successfully complete program requirements for a clear credential.
6. Maintain communication with district leads through regularly scheduled district lead meetings.
7. Maintain communication with districts through regularly scheduled district lead advisory meetings and newsletters.
8. Provide compensation for a district lead position based on supporting 6 or more teacher candidates based on a sliding scale.

2. TERM OF AGREEMENT. The Term of Contract shall begin July 1, 2025 and shall end on June 30, 2028.

3. TERMINATION. This Agreement may be terminated with or without cause upon mutual written agreement between DISTRICT and SDCOE. In the event of cancellation of this Agreement, payment of fees for services provided will be immediately due and payable to SDCOE.

4. COMPENSATION. The total Contract cost shall be invoiced to responsible party based on the option selected below:

   DISTRICT agrees to pay SDCOE the amount due for services provided to DISTRICT under the terms of this Agreement within 30 days of receipt of Invoice.

DISTRICT will be invoiced the full amount for any drops after November 1 of the current school year.

DISTRICT will choose one of the invoicing options from the list below:

- ◉ Invoice **district** $1000 per teacher candidate per year; district will compensate mentors.
- ○ Invoice **district** $2500 per teacher candidate per year; SDCOE will hire district-selected Mentors as hourly limited-term employees pending completion of SDCOE's employment process and pay up to $1800* per teacher candidate supported per year. SDCOE hiring process requires in-person submission of the USCIS Form I-9.
- ○ Invoice **teacher** $1000 per year; district will compensate mentors.
- ○ Invoice **teacher** $2500 per year; SDCOE will hire district-selected mentors as hourly limited-term employees pending completion of the employment process and pay up to $1800* per teacher candidate support per year. SDCOE hiring process requires in-person submission of the USCIS Form I-9.

*The Mentor pay is dispersed in two lump sum payments in December and May for work performed throughout each semester.

- For 2% @ 60 [CLASSIC] members, the Teacher Induction earnings are creditable to the Defined Benefit Plan.
- For 2% at 62 [PEPRA] members, lump sum payments are not creditable to CalSTRS Defined Benefit or Defined Benefit Supplemental account, pursuant to Education Code Section 22119.3.

5. TERMINATION. This Agreement may be canceled upon mutual written agreement between DISTRICT and SDCOE. In the event of cancellation of this Agreement, payment of fees for services provided will be immediately due and payable to SDCOE.

6. INDEPENDENT CONTRACTOR. The parties understand that each of the parties and its employees, agents, officers, and associates are an Independent Contractor and not an employee, agent, officer, or associate of the other party.

7. INDEMNIFICATION. Each party hereby agrees to Indemnify, defend, and hold the other party, including its officers, agents and employees, harmless from any claim, demand, loss, claim, or damage (including reasonable attorney fees) to the Indemnified party, or to other persons or property arising out of this Agreement, or the services to be performed hereunder, to the extent that the claim, demand, loss, claim or damage is caused by the indemnifying party's breach of any obligation contained in this Agreement or the intentional or negligent act of the indemnifying party or its officers, agents, and/or employees. This indemnity shall survive termination of this Agreement.

8. TOBACCO-FREE FACILITY. SDCOE is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of SDCOE property.

9. GOVERNING LAW/VENUE. In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

10. FINAL APPROVAL. This Agreement is of no force or effect until approved by signature by the San Diego County Superintendent of Schools or their designee, the Deputy Superintendent of Business Services.

11. ENTIRE AGREEMENT. This Agreement represents the entire Agreement and understandings of the parties hereto and no prior writings, conversations, or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

12. NOTICES. All notices, legal or otherwise, shall be provided as follows:

SDCOE:

Sheiveh Jones Interim Assistant Superintendent HR 6401 Linda Vista Road, Room 406 San Diego, CA 92111-7319 Telephone: (858) 295-8806 Email: mpantaleon@sdcoe.net (Admin Asst.)	Chad Lanting, Coordinator Educator Effectiveness and Preparation 6401 Linda Vista Road, Room 103 San Diego, CA 92111 Telephone: (858) 295-8905 Email: chad.lanting@sdcoe.net
With copy for legal notices to: SDCOE Legal Services 6401 Linda Vista Road San Diego, CA 92111	

DISTRICT: Enterprise Elementary

Heather Armelino, Superintendent
(Name and Title of person signing for District)

1155 Mistletoe Ln
(Address)

Redding CA 96002
(City, State, Zip Code)

530-224-4100 harmelino@eesd.net
(Phone number) (Email)

13. COUNTERPARTS. This Agreement (and any amendments) may be executed in multiple counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same instrument. Documents delivered electronically shall be valid and binding.

14. SEVERABILITY. If a court of competent jurisdiction finds or rules that any provision of this Agreement is invalid, void, or unenforceable, the provisions of this Agreement not so adjudged shall remain in full force and effect. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of any other provision of this Agreement.
15. WAIVER. Any of the terms or conditions of this agreement may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance or satisfaction of that term or condition as it applies on a subsequent occasion or any other term or condition of this Agreement.

16. ENTIRE AGREEMENT. This Agreement represents the entire Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS

By (Authorized Signature)

Michael Simonson
Name (Type or Print)

Deputy Superintendent, Chief Business Officer
Title

Date

DISTRICT Enterprise Elementary

Heather Armelino
Heather Armelino (May 14, 2025 09:53 PDT)
By (Authorized Signature)

Heather Armelino
Name (Type or Print)

Superintendent
Title

May 14, 2025
Date

10.2.3 APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

A Declaration of Need for Fully Qualified Educators must be filed with the Commission on Teacher Credentialing before any potential emergency or limited assignment credential will be granted.

It is recommended that the Board approve the "Declaration of Need of Fully Qualified Educators" for 2025-2026 to be filed with the California Commission on Teacher Credentialing.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 600 A
Sacramento, CA 95811

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2025/26

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Enterprise Elementary School District District CDS Code: 45 69971

Name of County: Shasta County CDS Code: 45 10454

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/28/2025 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2026.

Submitted by (Superintendent, Board Secretary, or Designee):

Heather Armelino		Superintendent
Name	*Signature*	*Title*
(530) 224-4125	(530) 224-4100	06/12/2024
Fax Number	*Telephone Number*	*Date*

1155 Mistletoe Lane, Redding, CA 96002
Mailing Address

harmelino@eesd.net
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	7
Bilingual Authorization (applicant already holds teaching credential)	1
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	3
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	4

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	10
Special Education	4
TOTAL	18

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art	2	Music	2
Business		Physical Education	
Dance		Science: Biological Sciences	
English	2	Science: Chemistry	
Foundational-Level Math	1	Science: Geoscience	
Foundational-Level Science	2	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 8

If yes, list each college or university with which you participate in an internship program.

California State University Chico, National University, Simpson University, Teach Lake County, and Alliant University

_____

_____

If no, explain why you do not participate in an internship program.

_____

_____

10.2.4 EETA MEMORANDUMS OF UNDERSTANDING

The negotiated EETA memorandums of understanding (MOUs) are presented to the board for approval.

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **APRIL 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **MEAGAN HAWLEY-STONE, HUMAN RESOURCES**

RE: **APPROVAL OF EETA MEMORANDUMS OF UNDERSTANDING**

The District has met and negotiated the following Memorandums of Understanding (MOU) with EETA:

1. Summer 2025 Expanded Learning Opportunities Program (ELOP) March 10, 2025
2. Math Lead (May 16, 2024)
3. Induction Mentor (April 7, 2025)
4. Induction Mentor (May 11, 2023)
5. Internship Candidate Mentor (October 18, 2024)
6. ESY & Compensatory Time (May 5, 2025)

Please present to the Board at their May 28, 2025, meeting for approval.

Enterprise Elementary School District & EETA
Memorandum of Understanding
March 10, 2025

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Summer 2025 Expanded Learning Opportunities Program (ELOP):
Unit member commitment to Summer ELOP is 20 work days. This will include 19 days of program instruction (June 16th - July 11th) and one professional development day. The program will be closed on July 4th.

Teacher Compensation & Duty Day:
Selected teachers will work a 6.5 hour work day. This will include 4 hours of student instruction, 2 hours of preparatory time, and a 30 minute unpaid duty free lunch.

- Teacher Daily Summer ELOP Rate: $340 per day
- $56.66 per hour (if working less than a full day)

Unit members that cannot commit to the entirety of the Summer ELOP will be given the option to work as a substitute teacher.

This Memorandum of Understanding is for the 2025 Summer ELOP. Any continuation will be brought to the EETA/EESD Negotiations.

This agreement has been accepted by both parties as of the date listed below.

Brent Duke
EETA

March 10, 2025
Date

Heather Armelino
Heather Armelino, Superintendent

3-10-25
Date

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Enterprise Elementary School District & EETA
Memorandum of Understanding
May 16, 2024

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Math Lead:

1) Unit Members selected as a Math Lead shall receive a $1,200 stipend (equivalent to approximately 30 extra hours). The stipend will be $600 in December and $600 for June. Lead selections will be made annually.

2) The Math Lead must:
   a. Be a teacher interested in high quality math instruction
   b. be willing to pilot new curriculum.
   c. Be willing to provide guidance, professional development and support to colleagues

3) The Math Lead will:
   a. Be willing to provide professional development or updates at staff meetings and/or staff development days*
   b. Be available to support site teachers
   c. Facilitate six (monthly) meetings for assigned grade level span
   d. Meet with the Director of Instructional Services for training and check-in meetings
   e. Be open to peer observations in your classroom

*In addition to the above, agreement to present at an after school training shall be compensated per Article 4 Sections 1.

This Memorandum of Understanding is for the 2024/25 and 2025/26 school years. Any continuation of the Math Lead beyond the 2025/26 school year will be brought to the EETA/EESD Negotiations.

This agreement has been accepted by both parties as of the date listed below.

Lori Duke EETA

5/20/2024
Date

Heather Armelino, Superintendent

5-20-24
Date

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Enterprise Elementary School District & EETA
Memorandum of Understanding
April 7, 2025

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Induction Mentor:

Unit Members selected as an induction mentor shall receive a $2,000 stipend per teacher candidate (equivalent to approximately 38 extra hours or 1 hours per week) and 12 hours of induction mentor training. The stipend will be $1,000 in December and $1,000 for June. Mentor selections will be made annually.

Induction Mentor Qualifications:

- Hold a clear credential that is a match to the credential candidate.
- 3 or more years of effective teaching experience.
- Knowledge of the context and content of the candidate's teaching assignment.

The Induction Mentor must:

- Review the program handbook within the first 30 days of entering the course
- Participate and successfully complete the required Online Mentor Initial Training course, if a new mentor to the SDCOE Teacher Induction program.
- Participate in SDCOE LMS training, verification meetings, and other professional development activities as required.
- Develop a trusting, meaningful, non-evaluative and supportive relationship with the teacher candidate characterized by openness, sharing, confidentiality, and reflective conversations.
- Make contact with each assigned teacher candidate for no less than one hour each week of the school year providing support in meeting program requirements and just in time needs of the candidate. This contact includes classroom observations, reflections, coaching conversations, action research support, evidence completion, email, phone calls and any other contact as needed to assist the teacher candidate in successfully meeting program requirements.
- Assist and monitor the teacher candidate in completing action research via the ILP, gathering evidence, and completing all program completion requirements to be submitted through SDCOE's LMS within the given timeline.
- Review the teacher candidate's work to ensure it is complete and meets requirements prior to the review and submission of work in SDCOE's LMS (Verification Meetings)

- Complete surveys, logs and document reviews of candidates as required by the program.
- Notify the district lead if concerns arise about a teacher induction candidate. These concerns can include but are not limited to: missed meetings, non-communicative, missed deadlines and potential non-completion.

This Memorandum of Understanding is for the 2025/26 and the 2026/27 school years. Any continuation of the Induction Mentor beyond the 2026/27 school year will be brought to the EETA/EESD Negotiations.

This agreement has been accepted by both parties as of the date listed below.

Lori Duke, EETA

4-9-2025

Date

Heather Armelino, Superintendent

4-07-2025

Date

Enterprise Elementary School District & EETA
Memorandum of Understanding
May 11, 2023

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Induction Mentor:

Unit Members selected as an induction mentor shall receive a $2,000 stipend per teacher candidate (equivalent to approximately 38 extra hours or 1 hours per week) and 12 hours of induction mentor training. The stipend will be $1,000 in December and $1,000 for June. Mentor selections will be made annually.

Induction Mentor Qualifications:

- Hold a clear credential that is a match to the credential candidate.
- 3 or more years of effective teaching experience.
- Knowledge of the context and content of the candidate's teaching assignment.

The Induction Mentor must:

- Review the program handbook within the first 30 days of entering the course
- Participate and successfully complete the required Online Mentor Initial Training course, if a new mentor to the SDCOE Teacher Induction program.
- Participate in SDCOE LMS training, verification meetings, and other professional development activities as required.
- Develop a trusting, meaningful, non-evaluative and supportive relationship with the teacher candidate characterized by openness, sharing, confidentiality, and reflective conversations.
- Make contact with each assigned teacher candidate for no less than one hour each week of the school year providing support in meeting program requirements and just in time needs of the candidate. This contact includes classroom observations, reflections, coaching conversations, action research support, evidence completion, email, phone calls and any other contact as needed to assist the teacher candidate in successfully meeting program requirements.
- Assist and monitor the teacher candidate in completing action research via the ILP, gathering evidence, and completing all program completion requirements to be submitted through SDCOE's LMS within the given timeline.
- Review the teacher candidate's work to ensure it is complete and meets requirements prior to the review and submission of work in SDCOE's LMS (Verification Meetings)

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- Complete surveys, logs and document reviews of candidates as required by the program.
- Notify the district lead if concerns arise about a teacher induction candidate. These concerns can include but are not limited to: missed meetings, non-communicative, missed deadlines and potential non-completion.

This Memorandum of Understanding is for the 2023/24 and the 2024/25 school years. Any continuation of the Induction Mentor beyond the 2024/25 school year will be brought to the EETA/EESD Negotiations.

This agreement has been accepted by both parties as of the date listed below.

Derek Silva, EETA

5/11/23
Date

Heather Armelino, Superintendent

5-11-23
Date

Enterprise Elementary School District & EETA
Memorandum of Understanding
October 18, 2024

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Internship Candidate Mentor:

Unit Members selected as an intern mentor shall receive no less than a $5,000 stipend per teacher candidate and required mentor training. The stipend will be $2,500 in December and $2,500 for June. Mentor selections will be made annually. If a mentor receives a program/university stipend, they will receive the difference in order to make their total compensation $5,000.

Internship Mentor Qualifications (These may very slightly based on program/university requirements):

- Hold a clear credential that is a match to the credential candidate.
- Hold an authorization or credential to teach English Language Learners.
- Meet minimum numbers of years teaching experience (if required).
- Knowledge of the context and content of the candidate's teaching assignment.

The Internship Mentor must:

- Review the program/university requirements.
- Participate and successfully complete any required intern mentor initial or renewal training.
- Participate in training, verification meetings, and other professional development activities as required.
- Develop a trusting, meaningful, and supportive relationship with the teacher candidate characterized by openness, sharing, confidentiality, and reflective conversations.
- Make contact with each assigned teacher candidate each week of the school year providing support in meeting program requirements and just in time needs of the candidate. The amount of time each week shall be dependent on the program/university requirements. This contact includes classroom observations, reflections, coaching conversations, action research support, evidence completion, email, phone calls and any other contact as needed to assist the teacher candidate in successfully meeting program requirements.
- Complete surveys, logs and document reviews of candidates as required by the program.

- Notify the district lead if concerns arise about a teacher intern candidate. These concerns can include but are not limited to: missed meetings, non-communicative, missed deadlines and potential non-completion.
- Other duties which reasonably relate.

This Memorandum of Understanding is for the 2024/25 and the 2025/26 school years. Any continuation of the Intern Mentor beyond the 2025/26 school year will be brought to the EETA/EESD Negotiations.

This agreement has been accepted by both parties as of the date listed below.

Lori Duke, EETA

October 21, 2024
Date

Heather Armelino, Superintendent

10-23-2024
Date

Enterprise Elementary School District & EETA
Memorandum of Understanding
May 5, 2025

Enterprise Elementary School District, (DISTRICT) and the Enterprise Elementary Teachers Association (EETA) agree to the following:

Extended School Year (ESY) & Compensatory Education:

The District will pay selected unit members $65 per hour for performing the duties of teacher or speech pathologist for in-home ESY or compensatory education. Selected unit members will complete a timecard for payment.

This Memorandum of Understanding is for ESY and/or Compensatory Education performed up to the first working day of the 2025/2026 school year. Any continuation beyond August 2025 will be negotiated.

This agreement has been accepted by both parties as of the date listed below.

EETA

May 5, 2025
Date

Heather Armelino, Superintendent

5-5-25
Date

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10.2.5 CSEA MEMORANDUMS OF UNDERSTANDING

The CSEA memorandums of understanding (MOUs) are presented to the board for approval.

Any discussion or questions before we vote?

Proposed Action: Approval

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **MAY 16, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **MEAGAN HAWLEY-STONE, HUMAN RESOURCES**

RE: **APPROVAL OF CSEA MEMORANDUMS OF UNDERSTANDING**

The District has met and negotiated the following Memorandums of Understanding (MOU) with CSEA:

1. Article 23: Term (March 25, 2025)
2. 2025/2026 Floating Holiday (April 25, 2025)
3. Expand Group Leader & Expand Site Facilitator Job Description (May 16, 2025)

Please present to the Board at their May 28, 2025, meeting for approval and/or approval pending CSEA ratification.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
March 25, 2025

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

Article 23 (Term): New three (3) year term effective July 1, 2025 through June 30, 2028.

2025/2026 Sunshine Items: The District and CSEA will sunshine the articles they intend to open for negotiations prior to the first 2025/2026 negotiation session.

Recommended for approval by:

Enterprise Elementary School District

Association

California School Employees

CSEA Exclusive Representative

ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
April 25, 2025

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

Due to staffing shortages, the District is willing to pay out unit members working in Food Services, Transportation or the After School Program for their floating holiday within the following parameters:

- The unit member is willing to not use the floating holiday(s) for the 2024/25 school year.
- The unit member must submit a district form requesting the pay out by 3 pm on May 25, 2025.
- Approved Floating Holiday payouts will be processed in the unit members June 13, 2025 paycheck.

This agreement is for the 2024/25 school year only. Any continuance will be negotiated.

Recommended for approval by:

Enterprise Elementary School District

Deborah Williams

Meagan Hawley-Jones

California School Employees Association

ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND
THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION AND
IT'S ENTERPRISE CHAPTER No.384
MEMORANDUM OF UNDERSTANDING (MOU)
May 16, 2025

The Enterprise Elementary School District (District) and the California School Employees' Association and its Enterprise Chapter No. 384 (together CSEA), having met and negotiated, offer the following MOU:

New Expand Group Leader Job Description - Range D (see attached)
New Expand Site Facilitator Job Description - Range F (see attached)

Effective July 1, 2025, the following classifications will be reclassified and maintain their same seniority date in the new classification:

- ACE Site Facilitator will be reclassified to Expand Site Facilitator
- ACE Aide will be reclassified to Expand Group Leader

Recommended for approval by:

Enterprise Elementary School District

California School Employees Association

Enterprise Elementary School District
Job Description

Job Title:	Expand Site Facilitator (Classified Position)
Reports To:	Superintendent or Designee
Range:	As identified on the CSEA Salary Schedule
Prepared By:	Human Resources
Prepared Date:	March 24, 2025
Approved By:	Board of Trustees
Approved Date:	

DEFINITION – Under the general supervision of the Superintendent and/or designee, facilitate the running of the site after-school program, manage site staffing needs, responsible for supervising students, provide a safe and consistent learning environment for students; perform a wide variety of supervisory duties in the implementation of the program; supervise assigned program staff, performs other job-related duties as assigned by the administrator.

ESSENTIAL DUTIES AND RESPONSIBILITIES –

- Build and maintain positive relationships with other public officials, school employees, parents, and students using effective verbal/non-verbal skills
- Maintain personal hygiene and wear appropriate attire for the position
- Work with others as a team in a fast-paced environment
- Effectively use conflict resolution skills
- Effectively communicate problems that arise to supervisor
- Maintain a high level of confidentiality
- Assist with campus safety
- Performs office duties, such as, but not limited to, greet and assist guests/employees, answer/direct phone or visitor inquiries, filing, etc
- Responsible for or assist with the coordination and scheduling of appropriate program staff coverage, vendors, volunteers, etc.
- Responsible for or assist with the scheduling/recording of employee absences and substitute
- May perform other classification duties in the program in order to provide appropriate coverage
- Provide and/or assist with staff training
- May handle and/or assist with the collection of monies, deposits, reconciliation, fee collection, etc.
- Responsible for or assist with inventory and supply orders
- Maintain daily program attendance
- Monitor and manage program absenteeism in coordination with administration
- Document students leaving and returning during program hours
- Post attendance and student health record information in the student database system daily
- Prepare or assist with correspondence, notices, lists, logs, announcements, and forms
- Make copies and distribute material as directed

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- May assist with first aid kits and order supplies for the health office
- Attend and participate in meetings, trainings, committees, etc. as required
- Perform the duties of the Health Clerk during after school program hours
- Attends and participates in meetings and training as assigned, such as, but not limited to program meetings, professional development, etc.
- Perform other duties which reasonably relate to the position

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The individual must have the ability to compile and maintain accurate, complete records and reports; knowledge of modern office technology, methods, practices and procedures; type and operate various office machines; maintain cooperative relationships with those contacted in the course of work; understand and carry out oral and written directions; meet the public tactfully and courteously, and provide assistance and service. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE -High School Diploma or equivalent; experience with school age children and employee supervision preferred.

CERTIFICATES, LICENSES, REGISTRATIONS - CPR and First Aid Certificate, Paraprofessional Exam Certificate or equivalent (AA Degree or 48 semester college units)

LANGUAGE SKILLS - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of the school district. Must be able to readily take direction and be able to follow through in an independent manner; must be able to communicate well with parents, children, staff, and members of the public; must be able to follow through with record keeping and be thorough in following the directions of the staff in the specific duties as outlined above.

MATHEMATICAL SKILLS - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY - Ability to deal with problems involving a few known variables in routine situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently sitting; required to stand; walk; use hands and fingers to touch, handle, or feel objects, or controls; reach with hands and arms above shoulders and

horizontally; climb or balance, and bend at waist or stoop or kneel or crouch. The employee must frequently lift, move, push, and/or pull up to 20 pounds, occasionally lift, move, push, and/or pull up to 30 pounds; lift greater than 30 lbs. with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, outside weather conditions and is occasionally exposed to fumes or airborne particles, and risk of electrical shock. The noise level in the work environment is usually moderate.

CSEA President	Date
Superintendent	Date
Board Approval (Clerk)	Date

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Enterprise Elementary School District
Job Description

Job Title:	Expand Group Leader (Classified Position)
Reports To:	Superintendent or Designee
Range:	As identified on the CSEA Salary Schedule
Prepared By:	Human Resources
Prepared Date:	March 24, 2025
Approved By:	Board of Trustees
Approved Date:	

DEFINITION – Under the general supervision of the Superintendent and/or designee, the After School Assistant plans and organizes activities and lessons and is responsible for supervising students and carrying out the lessons and activities while providing a safe and consistent learning environment for students; independently plan, organize, and perform a wide variety of specialized duties in the implementation of the program; performs other job-related duties as assigned by the administrator.

ESSENTIAL DUTIES AND RESPONSIBILITIES –

- Build and maintain positive relationships with other public officials, school employees, parents, and students using effective verbal/non-verbal skills
- Maintain personal hygiene and wear appropriate attire for the position
- Work with others as a team in a fast-paced environment
- Effectively use conflict resolution skills
- Effectively communicate problems that arise to supervisor
- Maintain a high level of confidentiality
- Assist with campus safety
- Provide a developmentally appropriate program adhering to state licensing requirements and school site, district, and program protocols
- Plan or assist with instruction with individual or small groups of students in the classroom or outdoor learning environment to develop and strengthen student academic and social-emotional development
- Create or assist with the preparation and/or implementation of lesson plans, enrichment activities, recreational activities, and instructional programs
- Implement established policies, practices, procedure,s and behavior expectations
- Implement positive reinforcement techniques and strategies to manage behaviors, monitor, and interact with students
- Responsible for or assist with student behavior redirection and/or discipline
- Perform a variety of clerical duties, such as, but not limited to, observe/track/report student activities, attendance logs, etc
- Maintain classrooms and equipment, such as, but not limited to set up equipment and instructional materials, return classroom furniture and supplies to agreed-upon configuration
- Attends and participates in meetings and training as assigned, such as, but not limited to program meetings, professional development, etc.
- Perform other duties which reasonably relate to the position

QUALIFICATIONS - To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The individual must have the ability to compile and maintain accurate, complete records and reports; knowledge of modern office technology, methods, practices, and procedures; type and operate various office machines; maintain cooperative relationships with those contacted in the course of work; understand and carry out oral and written directions; meet the public tactfully and courteously, and provide assistance and service. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

EDUCATION and/or EXPERIENCE -High School Diploma or equivalent; experience with school-age children preferred.

CERTIFICATES, LICENSES, REGISTRATIONS - CPR and First Aid Certificate, Paraprofessional Exam Certificate or equivalent (AA Degree or 48 semester college units)

LANGUAGE SKILLS - Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of the school district. Must be able to readily take direction and be able to follow through in an independent manner; must be able to communicate well with parents, children, staff, and members of the public; must be able to follow through with record keeping and be thorough in following the directions of the staff in the specific duties as outlined above.

MATHEMATICAL SKILLS - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY - Ability to deal with problems involving a few known variables in routine situations. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently sitting; required to stand; walk; use hands and fingers to touch, handle, or feel objects, or controls; reach with hands and arms above shoulders and horizontally; climb or balance, and bend at waist or stoop or kneel or crouch. The employee must frequently lift, move, push, and/or pull up to 20 pounds, occasionally lift, move, push, and/or pull up to 30 pounds; lift greater than 30 lbs. with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT - The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, outside weather conditions and is occasionally exposed to fumes or airborne particles, and risk of electrical shock. The noise level in the work environment is usually moderate.

CSEA President	Date
Superintendent	Date
Board Approval (Clerk)	Date

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10.2.6 ADMINISTRATOR/CLASSIFIED MANAGEMENT SUMMER SOAR COMPENSATION

The intersession "Summer Soar" administrator and classified management compensation is presented to the board.

Any discussion or questions before we vote?

Proposed Action: Approval

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **MAY 12, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **MEAGAN HAWLEY-STONE, HUMAN RESOURCES**

RE: **INTERSESSION "SUMMER SOAR" ADMINISTRATOR & CLASSIFIED MANAGEMENT COMPENSATION**

This school year the District will be managing the Intersession Summer Program, Summer Soar. The program will require administrator oversight and classified management Director of Transportation coordination. Therefore, similar to how we have finalized compensation for teacher and support personnel, we will need to identify a payrate for the administrator and classified management position Supervisor of Transportation.

I recommend the following compensation for the Summer Soar:
Principal Daily Rate: $550
Supervisor of Transportation Hourly Rate: $60

Please present this request to the Board for their consideration and approval at the May 28, 2025, meeting.

10.2.7 ADMINISTRATIVE SALARY SCHEDULE

The administrative salary schedule is presented to the board for approval.

Any discussion or questions before we vote?

Proposed Action: Approval

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
ADMINISTRATIVE SALARY SCHEDULE
2024/2025
Effective July 1, 2025

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Range A								
Middle School Principal, Dir of Sp Ed		$122,333	$129,117	$135,902	$142,687	$149,473	$153,952	$158,431
Director of Instructional Srvcs.								
Days 215	*Daily Rate*	$568.99	$600.54	$632.10	$663.66	$695.22	$716.05	$736.89
Range B-1								
K-8 Principal		$114,685	$121,152	$127,620	$134,086	$140,554	$144,822	$149,090
Director of Student Services								
Days 215	*Daily Rate*	$533.42	$563.50	$593.58	$623.66	$653.74	$673.59	$693.44
Range B-2								
Charter School Principal		$111,667	$118,296	$124,923	$131,552	$138,179	$142,555	$146,930
Days 215	*Daily Rate*	$519.38	$550.21	$581.04	$611.87	$642.69	$663.05	$683.40
Range C								
K-5 Principal, Assoc. Principal		$107,036	$113,187	$119,337	$125,486	$131,635	$135,692	$139,749
Days 210								
Range D								
Coordinator		$101,250	$106,612	$111,982	$117,350	$122,715	$126,257	$129,797
Days 210	*Daily Rate*	$482.14	$507.68	$533.25	$558.81	$584.36	$601.23	$618.08
Range E								
Asst. Principal -210		$98,646	$104,151	$109,654	$115,158	$120,663	$124,297	$127,931
Days 210	*Daily Rate*	$469.74	$495.95	$522.16	$548.37	$574.59	$591.89	$609.19
Range F								
Project Director		$84,267	$89,179	$94,092	$99,006	$103,917		
Days 207	*Daily Rate*	$407.09	$430.82	$454.55	$478.29	$502.01		
Range G								
Intern		$90,835	$95,992					
Days 205	*Daily Rate*	$443.10	$468.25					

Placement on the Administrative salary schedule will be based on experience and determined by the Superintendent. Administrators within the EESD who receive a promotion within the District will receive a salary increase of at least one salary increment beyond where they would have been placed in their former position.

MASTERS/DOCTORATE DEGREE:

Masters Degree	$5,000
Masters & Doctorate (1-1/2 Masters Stipend)	$7,000

Longevity-effective July 1, 2013

Those who have served 9 years adminstrative duties in the EESD shall have their annual salary increased by $4,800.

1% of salary amount is for ELOP Coordination

The District will match any employee 403B contribution, up to 2.25% of base salary upon completion of one year of service.

K-5 Site with 500 or more enrollment, without an additional administrative support, will receive stipend of $5,000.

Board Approved:

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10.2.8 RESOURCE SPECIALIST CASELOAD WAIVER REQUEST

The resource specialist caseload waiver request is presented for approval.

Any discussion or questions before we vote?

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

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ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **May 8, 2025**

TO: **Heather Armelino, Superintendent**

FROM: **Annie Payne, Director of Special Education**

RE: **Resource Specialist Caseload Waiver Request**

California Education Code 56362(c) dictates that a resource specialist's caseload shall not exceed 28 pupils without approval from the California Department of Education, local school board and the credentialed teacher.

In accordance with the California Department of Education's Specific Waiver Requirements, the Enterprise Elementary School District ("EESD") respectfully requests approval to submit a waiver to exceed the 28-student caseload cap for the Lassen View Elementary Resource Specialist. On March 28th, 2025, this Resource Specialist verbally informed the Special Education Department that she would exceed her caseload in the future due to the number of students in the process of being assessed for special education and related services. The district responded by covering the overage population with credentialed resource specialists working at other sites. On April 25, 2025, the respective Resource Specialist requested to exceed her caseload up to the maximum allowable of 32 to best suit the individual needs of her students for the remainder of the 2024-2025 school year.

On May 6th, 2025, the Enterprise Elementary Teacher's Association ("EETA") met with our Superintendent and Human Resources Director to obtain input regarding this situation. It was explained that the teacher requested to exceed her caseload. EETA had no objections.

Please place this on the May 28, 2025, Board Agenda as an Administrative Action Item. The requested action will be to approve the Specific Waiver Request.

10.3.1 TRIP REQUESTS

None at the time the agenda was printed.

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

10.3.2 PRESCHOOL PROGRAM SELF-EVALUATION

The Preschool Program Self-Evaluation is submitted for approval.

It is recommended that the Board approve the Preschool Program Self-Evaluation for the 2024-25 school year.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL.

MOTION MADE BY:_____
SECONDED BY:_____

Executive or Program Director Information

First Name of Program Director: Adam

Last Name of Program Director: Grooms

Email Address of Program Director: agrooms@eesd.net

Phone Number of Program Director: (*999-999-9999*) 530-356-1581

Agency Information

For the following questions, you will be asked to select your lead county from a list. After you select your county from the drop-down field menu below, you will be prompted to choose your agency name and vendor number from a county-specific list.

Select your lead county:

Shasta

Select your Shasta County agency:

Enterprise Elem School Dist, 6997

Program Type

- ○ *Part-Day*
- ○ *Full-Day*
- ◉ *Part-Day/Full-Day*

Please review the **agency name and vendor number** selected above. If your agency name and vendor number are correct, please select the **Next** button below to continue the 2024-25 Program Self-Evaluation Survey on behalf of this agency.

Staff and Board Member Participation

In accordance with the *Child Care Regulations,* Title 5 (*5 CCR),* Section 17709(b)(3) provide an assessment, in a narrative format, summarizing the Staff and Board Member participation in the PSE process:

How have staff and board members been involved in the program self-evaluation process? (*Select all that apply*)

- ☐ *Program staff and board members developed a written list of tasks needed to modify the program in order to address all areas that need improvement*
- ☐ *Meeting(s) were held with board and staff to review program self-evaluation process*
- ☑ *Staff completed and/or reviewed the Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment findings, the Desired Results Developmental Profile – 2015 (DRDP-2015), Parent Surveys, and the Program Instrument and developed an action plan to address areas in need of improvement*
- ☐ *The contractor identified areas that required modification in response to guidance released from CDE, and developed an action plan to respond to any changes in guidance (examples include newly issued Management Bulletins, EED webinars, and email communications)*
- ☐ *A summary of the PSE process and findings was presented to the board and gathered input from board members*
- ☐ *Other staff and board member involvement in the PSE process not listed above*

Provide an assessment, in a narrative format, summarizing the Staff and Board Member participation in the PSE process: (*?/500 characters*)

EESD preschool staff has been trained on and reviewed the Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment. Additionally, Shasta County is planning on evaluating EESD preschool environments during April/May 2025. Additionally, all EESD Preschools have completed the Desired Results Developmental Profile – 2015 (DRDP-2015). After reviewing Parent Surveys it showed that EESD preschool parents were complimentary towards their child's teachers, curriculum and the preschool classrooms. Some parents requested more resources to support parenting through online classes or in person workshops. Utilizing the Program Instrument EESD preschools developed an action plan to address two areas that need improvement. The first area of improvement is sharing resources with parents at the beginning of the year that will allow them to participate in parenting support classes. The second area of improvement is increasing parental involvement on the Parent Advisory Committee (PAC), by sharing the scheduled meeting PAC dates with parents at the beginning of the year preschool orientation with parents, as well as informing them about the topics covered and supported by the PAC.

I. Family Files

The I. Family Files section will include the following parts: EED 01: Family Selection, EED 02: Family Eligibility Requirements, EED 03: Child Need Requirement Verification (Full-Day CSPP Only), EED 04: Correct Fee Assessed (Full-Day CSPP Only), EED 05: Compliance with Due Process, and EED 06: Recording and Reporting Attendance.

EED 01: Family Selection

Families with children enrolled in the California State Preschool Program (CSPP) are selected according to the priorities for that program, whether full-day or part-day: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Family files are prepared and kept in compliance with CSPP requirements. Program director met with our clerk to review files and all met standard.

EED 02: Family Eligibility Requirements

Families with children enrolled in the program have met eligibility requirements, and the required documentation is complete. A family data file has been established for each family, including a completed application for services, supporting documentation, and a completed family language interest survey: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Families are required to demonstrate a need for all day services. Families provide proof of income, employment hours and employment verification forms during eligibility appointments Parents who are full time students provide current class schedules and transcripts. The certified hours of childcare are verified to correspond to the need of the families during eligibility appointments.

EED 03: Child Need Requirement Verification for Full-day CSPP

Families with children enrolled in full-day services have met the need requirements if applicable. Certified hours of childcare must correspond to the need of the parent/caretaker, as documented by the contractor at the initial certification and recertification or at the voluntary request of the family to increase or decrease the hours of need for service or hours must be within the parameters as otherwise provided by law: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Our program clerk keeps a checklist for all requirements for family files and files are chosen at random and reviewed throughout the year.

EED 04: Correct Fee Assessed

Families with children enrolled are assessed the correct monthly fee according to the current Family Fee Schedule issued by the CDE with the exception of families/children certified in a part-day/part-year CSPP program, families receiving CalWORKs cash aid, and CPS/At-risk families with referrals for up to 24 months. Additional payments, in cash or in kind, as a condition of participation shall not be required or collected, with the exception of field trips and/or diapers if the program's board and/or parents have approved: (*May select both if applicable*)

- [ ] *Meets Requirements*
- [x] *Needs Improvement to meet requirements*

Technical Assistance/Modifications Needed to meet requirements: (*Select all that apply*)

- [x] *Maintaining records of each family's fee assessment*
- [x] *Calculating the correct fee*
- [ ] *Issuing families receipts for payment of family fees*
- [ ] *Other technical assistance/modifications needed*

Describe the tasks needed to modify the program to address all areas identified through the PSE process as needing improvement in the EED 04: Correct Fee Assessed section, including how those will be addressed in a timely and effective manner: (*?/500 characters*)

A family fee was not assessed due to a transitional period in upper management during which the updated guidance regarding family fee collection was not fully implemented. As family fees had been waived during the COVID-19 pandemic, operations continued under the prior assumption until the new directive was fully integrated. Moving forward we will use the provided Fee Calculator to assess family fees and will implement an appropriate protocol for issuing receipts for payments of family fees.

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Our program clerk keeps a checklist for all requirements for family fees and files reviewed throughout the year.

EED 05: Compliance with Due Process

Note: EED 03 and EED 04 are only asked to agencies that selected Full-Day or Part-Day/Full-Day in the Agency Information section.

The contractor complies with the program's due process requirements, including: (1) providing parents with written information regarding their responsibility to comply with program rules; (2) issuing a Notice of Action (NOA) where appropriate; (3) establishing procedures for parental appeal of any contractor's decision contained in the Notice of Action; and (4) establishing procedures for suspension, expulsion, and unenrolling a child due to behavior: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Families are provided with a preschool handbook at the beginning of the year, which outlines our programs due process requirements. Notice of Action forms are filled out correctly and initialed by parents.

EED 06: Recording and Reporting Attendance

The program has adopted policies and procedures that are consistent with statutes and regulations on excused absences including best interest days and abandonment of care. Documentation of recording and reporting attendance records are consistent with certified hours of enrollment that are established for the child/parent/guardian: (*May select both if applicable)*

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

The program has an established absence policy outlined in the parent handbook. The absence policy provides examples of excused absences, other absences and best interest days. In addition the handbook provides a description of our abandonment of care policy.Preschool teachers maintain sign in/ sign out records for each child enrolled in the program.

II. Family Engagement and Strengthening

The II. Family Engagement and Strengthening section will include the following parts: EED 07: Parent Engagement and Strengthening, EED 08: Health and Social Services, and EED 09: Community Involvement.

EED 07: Parent Engagement and Strengthening

There is a parent engagement and strengthening component that the programs ensure that there is effective, two-way, comprehensive communication between staff and parents is conducted on a regular basis throughout the program year including the sharing of information of the child's progress: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

We use a variety of methods to ensure effective, two-way communication between parents and staff including face-to-face interactions at drop off and pick up, through the Learning Genie app for sending out and receiving messages to and from families, regular newsletters keeping families informed of curricular focus, classroom activities and family engagement events scheduled throughout the school year such as family game nights, and holiday performances. . In addition, teachers hold parent teacher conferences twice per year, a before school year meet and greet, a back to school night orientation in the fall and an open house each spring.

EED 08: Health and Social Services

The program includes identification of the child or family health, and social service needs and makes referrals to appropriate agencies for services. The program does follow-up to ensure that identified needs have been met: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Each facility has access to a Community Connect Coordinator, who is responsible for connecting families to appropriate services or agencies throughout the county. The preschool clerk and program director follow up with families to ensure that their needs are being met.

EED 09: Community Involvement

The program includes a community involvement component that promotes the solicitation, collaboration and facilitation of services and goods to the families being served while providing information about the services offered to the community: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

The program holds Parent Advisory Committee meetings each trimester where a parenting or early childhood educational topic is discussed. An open question and answer session for parents is planned at the end of each meeting. In addition, the Shasta County office of education provides information to our LEA regarding parent involvement, child activities and other learning opportunities for families. Our program director or clerk shares this information with families through email, Learning Genie messages and on the classroom announcement board when appropriate.

III. Program Quality

The III. Program Quality section will include the following parts: EED 10: Site Licensure, EED 11: Local Educational Agencies (LEA) Operating CSPPs Exempt from Licensing Regulations , EED 12: Staff-Child Ratios, EED 13: Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment. EED 13a: Requirements Specific to LEAs with License-Exempt Classrooms (LEAs identified as having license-exempt classrooms only), and Additional Requirements for CSPP, EED 14: Nutrition, EED 15: Developmental Profile, EED 16: Parent Survey, EED 17: Staff Qualifications, EED 18: Staff Professional Development Program, and EED 19: Prohibition Against Religious Instruction or Worship.

EED 10: Site Licensure

Each site has a current license issued by the authorized licensing agency: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

State licensing fees are paid yearly and receipts are kept filed as proof. State licensing conducts random site visits and reports any citations. Those citations are posted in a conspicuous place and corrections made if citations require corrections. Monitoring and inspection reports are posted in each classroom. Each site was inspected in the 24/25 school year and no citations were issued.

EED 11: Local Educational Agencies (LEA) Operating CSPPs Exempt from Licensing Regulations

Is your agency a Local Educational Agency (LEA)?

- (●) *Yes*
- ( ) *No*

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LEAs operating part-day or full-day CSPP classrooms that are exempt shall continue to meet all legal and contractual requirements of the CSPP, which includes adequate standards of Program Quality: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Our CSPPs are licensed facilities that follow all state guidelines, protocols and requirements. By keeping up with and following state preschool laws, we ensure that our program continues to meet standard.

EED 12: Staff-Child Ratios

The applicable staff-child ratios are met for each age group: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Applicable staff-child ratios are met for each age group and outlined in our handbook. By law, our staff to child ratio is 1 teacher for every 8 students. Currently we are operating with a ratio of 1 teacher per 7 students.

EED 13: Classroom Assessment Scoring System (CLASS) Second Edition and CLASS Environment

Contractors are required to use the CLASS Second Edition Pre-K–3rd and CLASS Environment tools to observe CSPP classrooms. CLASS shall be implemented with a graduated phase-in approach beginning in 2024–25. CSPP contractors must provide data and information requested by the Regional and Statewide CLASS Leads funded through the Achieving Success in Positive Interactions, Relationships, and Environments (ASPIRE) Grant. Is your program achieving the goal of observing 15 percent of CSPP classrooms using the CLASS and CLASS Environment Tool as outlined in your agency's contract? (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Yes. Our program is achieving the goal of observing at least 15% of the CSPP classrooms. To date we have 20% of our programs scheduled to have CLASS observations of the classrooms.

Contractors are required to complete the additional requirements listed in MB 23-10 preserved from the Environmental Rating Scale (ERS) tool, which are not included in CLASS, CLASS Environment, or current license or license-exempt regulations, but are essential for quality improvement in CSPP.

Does your agency have any license-exempt classrooms?

- ○ *Yes*
- ◉ *No*

Additional Requirements for CSPP

Provide children enrolled in Full-Day CSPP for over 4 hours with regularly scheduled time to nap or rest. Furthermore, with regards to napping:

Cots or mats must be at least 18" apart:

- ◉ *Meets Requirements*
- ○ *Technical Assistance/Modifications Needed to meet requirements*

Napping and rest activities must be provided in a clean and sanitary manner:

- ◉ *Meets Requirements*
- ○ *Technical Assistance/Modifications Needed to meet requirements*

Space must be conducive to resting:

- ◉ *Meets Requirements*
- ○ *Technical Assistance/Modifications Needed to meet requirements*

Ensure schedules provide a balance of structure and flexibility. The schedule must include the following each day:

A variety of play activities:

- ◉ *Meets Requirements*
- ○ *Technical Assistance/Modifications Needed to meet requirements*

Both gross motor and less active play:

- (●) *Meets Requirements*
- ( ) *Technical Assistance/Modifications Needed to meet requirements*

At least one indoor and one outdoor play period (weather permitting):

- (●) *Meets Requirements*
- ( ) *Technical Assistance/Modifications Needed to meet requirements*

Post written handwashing procedures in a place that is visible to children and adults. Handwashing procedures must be followed by children and adults:

- (●) *Meets Requirements*
- ( ) *Technical Assistance/Modifications Needed to meet requirements*

Provide storage spaces with security provisions where staff can store their personal belongings:

- (●) *Meets Requirements*
- ( ) *Technical Assistance/Modifications Needed to meet requirements*

Have space and/or policies in place to support staff for work-related tasks such as conferences and meetings and to support staff for personal breaks:

- (●) *Meets Requirements*
- ( ) *Technical Assistance/Modifications Needed to meet requirements*

EED 14: Nutrition

The program provides meals that are nutritious and are culturally and developmentally appropriate for the children in attendance and shall meet the nutritional requirements specified by the federal Child and Adult Care Food Program or the USDA Child Nutrition Programs: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Yes. The program provides nutritious and culturally and developmentally appropriate meals for children. We take great care that children with food allergies are accommodated by providing healthy and nutritious alternative options. Additionally meals are served in a way that supports gross motor development (family style), fostering both health and physical growth.

EED 15: Developmental Profile

Top

The program maintains age-appropriate Desired Results Developmental Profiles 2015 (DRDP 2015) to monitor the progress of the child's learning. The program uses DRDP data to plan and conduct age and developmentally appropriate activities: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

The program conducts the DRDP (2015) assessment twice per year to monitor each child's developmental progress. The first DRDP assessment is completed for each child in the program within 60 days of enrollment and again every six months thereafter. The data is used to guide planning and ensure activities remain age appropriate and aligned with developmental needs.

EED 16: Parent Survey

The program annually distributes a parent survey to parents and analyzes the results to plan and conduct activities to help parents support their child's learning and development and to meet the family's needs. The survey is utilized as part of the annual self-evaluation process: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

The program distributes a parent survey annually and uses the results to inform continuous improvement. Results are analyzed during our self evaluation process to maintain high standards and guide activities that support family needs and child development. This year, 81% of families reported being Very Satisfied and 19% satisfied; 100% felt their child is safe in the program. Feedback highlighted strong curriculum and teacher support. Surveys are provided and analyzed using the Learning Genie App for parents who wish to use it. Paper copies of the survey are available, provided and analyzed so all parents can participate.

EED 17: Staff Qualifications

Program staff are qualified for the position held. Each program operating two or more sites or a Family Childcare Home Education Network (FCCHEN) has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Our program ensures all staff are qualified by following Community Care Licensing guidelines for each position. Our LEA's HR department screens candidates to confirm they meet required qualifications for teachers and aides. Each site is staffed with a qualified site supervisor, and a program director oversees all locations to ensure compliance, consistency and high quality standards across all program sites.

EED 18: Staff Professional Development Program

The program has developed and implemented a staff development component: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

We ensure staff are appropriately trained through two required staff development days each year. During these sessions, staff receive training on key areas including child development, professional relationships, program compliance, workplace safety, mandated reporter responsibilities and CPR. These trainings support continuous improvement and ensure that staff remain knowledgeable and effective in their roles.

EED 19: Prohibition Against Religious Instruction or Worship

The program refrains from religious instruction and worship: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Our program does not engage in religious instruction or worship. We maintain a secular environment that respects the diverse beliefs of all families. If religious topics arise in classroom discussions, staff are trained to approach them with neutrality and redirect the conversation in a way that is inclusive and appropriate for a public early learning center.

IV. Administrative

The IV. Administrative section will include the following parts: EED 20: Inventory Records, EED 21: Program Self-Evaluation Process, and EED 22: Written Information.

EED 20: Inventory Records

Inventory records are maintained by the contractor for all equipment and all non-disposable items with an estimated useful life of more than one year, such as computing devices and electronics, purchased in whole or in part with contract funds: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Inventory records are kept in each classroom which record the details of non-disposable items with an estimated useful life of greater than one year purchased with contract funds. Inventory records are reviewed at the conclusion of the school year. This list is used to verify that the items are still present in the classroom, still in working condition, and disposed of if they are no longer useful or in good condition.

EED 21: Program Self-Evaluation Process

The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

To address areas identified for improvement through the Program Self-Evaluation (PSE) process, Management bulletins will be reviewed by the program director and clerk as they are released to stay current with policy changes. When clarification or support is needed, we will consult with our Program Quality Implementation (PQI) representative to ensure accurate interpretation and implementation of requirements. To ensure areas of the program that are currently satisfactory continue to meet standards, we will implement regular family file checks to ensure documentation and compliance standards are consistently met. We will also review past editions of the Program Instrument to guide ongoing monitoring efforts and identify key focus areas. Monthly team meetings will be held to assess staff needs, share updates, and ensure alignment with current guidance. We will maintain these ongoing monitoring practices and use them to proactively address issues, support continuous improvement, and uphold program quality.

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EED 22: Written Information

The Program has developed written policies and procedures. Written information shall be provided to families and providers. The written policies and procedures may not conflict with the law, regulations, and terms of the contract: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

We will revise our registration process to include a clear protocol for assessing family fees. In addition, we will update our parent handbook to include detailed information about how family fees are determined and communicated. These changes will be implemented promptly to ensure transparency and compliance, and to better inform families during the enrollment process.

V. Fiscal/Audits

The V. Fiscal/Audits section will include the following parts: EED 23: Fiscal Reporting and EED 24: Annual Fiscal Audit.

EED 23: Fiscal Reporting

The program has submitted fiscal attendance and accounting reports to the CDE consistent with the laws for state or federal fiscal reporting and accounting, including the set-aside for enrollment of children with disabilities: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

Attendance and accounting reports have been submitted to the CDE during the 24/25 school year per laws for reporting and accounting. The set aside for children with disabilities was met.

Percentage of Contractor's Funded Enrollment

In accordance with *California Education Code* (*EC*) Sections 8208(c)(1) and (d)(2)(A), a percentage of the contractor's funded enrollment will be set aside specifically to allow children with exceptional needs, including children with severe disabilities, to be enrolled until the set aside is filled.

Indicate the total percentage of children with exceptional needs (including severe disabilities) that are currently being served under your CSPP enrollment:

20

Indicate whether the total percentage of children with exceptional needs (including severe disabilities) provided above is meeting the requirement of 5 percent of funded enrollment set aside to serve children with disabilities:

- (●) *Meets Requirements*
- ( ) *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

We partner with our special education department, who refer children with IEPs for enrollment. For SY2024/25, children with disabilities comprise 20% of our student population.

EED 24: Annual Fiscal Audit

The program has submitted to CDE's Office of External Audits an acceptable financial and compliance audit: (*May select both if applicable*)

- [x] *Meets Requirements*
- [ ] *Needs Improvement to meet requirements*

Describe the procedures for the ongoing monitoring of the program to ensure that areas of the program that are satisfactory continue to meet standards: (*?/500 characters*)

EESD is audited annually by the State Controller's office. Preschool children, including children with exceptional needs, are reported monthly in the California Preschool Data Collection (CAPSDAC) system and quarterly in the ADA report. To date there have been no negative findings or corrective actions needed to be implemented.

Additional Questions for Data Collection Only

Additional Nutrition Question: Does your program provide healthy fruits and vegetables, including organic and/or locally sourced foods for meals and snacks?

- (●) *Yes*
- ( ) *No*

Additional Curriculum Question: Please select the curriculum you use in your CSPP program. (*Select all that apply*)

NOTE: The CDE does not endorse any one curriculum.

- [ ] *Al's Pals: Kids Making Healthy Choices*
- [ ] *Amplify CKLA PreK*
- [ ] *Benchmark Ready to Advance*
- [ ] *Building Blocks Pre-K Math*
- [ ] *Connect4Learning Preschool*
- [ ] *Core Knowledge Preschool*
- [ ] *Curiosity Corner*
- [ ] *DLM Early Childhood Express*
- [ ] *Doors to Discovery*
- [ ] *Eureka Math PreK*
- [ ] *Everyday Mathematics PreK Care*
- [ ] *Focus on PreK*
- [x] *Frog Street Pre-K*
- [ ] *Get Set for School (Learning Without Tears)*
- [x] *Heggerty Phonemic Awareness PreK*
- [ ] *High-Scope Preschool*
- [ ] *Kimochis*
- [ ] *Math Shelf*
- [ ] *MyMath PreK*
- [ ] *Numbers Plus Preschool Curriculum*
- [ ] *Opening the World of Learning*
- [ ] *PreK On My Way*
- [x] *Second Step Early Learning Program*
- [ ] *The Creative Curriculum for Preschool*
- [ ] *The Creative Curriculum for Family Child*
- [ ] *Three Cheers for PreK*
- [ ] *World of Wonders*
- [x] *Zoo-phonics*
- [ ] *Teacher or program created curriculum*
- [x] *Other published curriculum or resource not listed above*

Describe the other published curriculum or resource not listed above: (?/500 characters)

Scholastic

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Additional CLASS Question: Please review the following questions regarding your program's ability to meet the required goals for observing CSPP classrooms using the CLASS and CLASS Environment Tools in the upcoming program year

Will your program be able to meet the goal of observing 30 percent of CSPP classrooms using the CLASS Tool as outlined in your agency's contract next program year:

- (●) *Yes*
- ( ) *No*

Will your program be able to meet the goal of observing 30% of CSPP classrooms using the CLASS Environment Tool as outlined in your agency's contract for next program year:

- (●) *Yes*
- ( ) *No*

Statement of Completion

By providing an electronic signature, I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), the Desired Results Parent Survey, the Desired Results Development Profile and CLASS and CLASS Environment, and the Health and Safety Checklist (LEA license-exempt only) for all applicable contract types, per *California Code of Regulations*, Title 5 (*5 CCR*), Section 17709.

I also certify that all documents required as part of the PSE and the three additional data questions have been completed and are available for review and/or for submittal upon request, and:

The Program Instrument Fiscal Year 2024-25 EED Program Instrument - Contractor Information (CA Dept of Education) including Items 1 through 24 and additional data questions, as applicable, was used to complete the PSE; and

Staff and board members were involved in the PSE process.

REMINDER: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and **shall not be included** with the submission of the PSE.

Respondent Electronic Signature: Adam Grooms

Submission Date: (*MM/DD/YYYY*) 5/1/2025

Print and Submit

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10.3.3 ADOPT REVISED INTERSESSION CALENDAR FOR 2024-2025

The revised intersession calendar for the 2024-2025 school year is presented for board approval.

It is recommended that the proposed calendar be adopted.

PROPOSED ACTION: ADOPT.

MOTION BY: _____
SECONDED BY: _____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

2024/2025 INTERSESSION CALENDAR

JULY (8)				
M	**T**	**W**	**T**	**F**
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST				
M	**T**	**W**	**T**	**F**
			1	2
5	6	7	8	9
12	13	14	15	16
19+	20	21	22	23
26+	27	28	29	30

SEPTEMBER				
M	**T**	**W**	**T**	**F**
2	3	4	5	6
9+	10	11	12	13
16+	17	18	19	20
23+	24	25	26	27
30+				

OCTOBER				
M	**T**	**W**	**T**	**F**
	1	2	3	4
7+	9	10	11	12
14+	16	17	18	19
21+	23	24	25	26
28+	29	30	31	

NOVEMBER				
M	**T**	**W**	**T**	**F**
				1
4+	5	6	7	8
11	12	13	14	15
18+	19+	20+	21+	22+
25	26	27	28	29

DECEMBER				
M	**T**	**W**	**T**	**F**
2+	3	4	5	6
9+	10	11	12	13
16+	17	18	19	20
23	24	25	26	27
30	31			

JANUARY (1)				
M	**T**	**W**	**T**	**F**
		1	2	3
6	7	8	9	10
13+	14	15	16	17
20	21	22	23	24
27+	28	29	30	31

FEBRUARY				
M	**T**	**W**	**T**	**F**
3+	4	5	6	7
10+	11	12	13	14
17	18	19	20	21
24+	25	26	27	28

MARCH				
M	**T**	**W**	**T**	**F**
3+	4	5	6	7
10+	11	12	13	14
17+	18+	19+	20+	21+
24+	25	26	27	28
31+				

APRIL (5)				
M	**T**	**W**	**T**	**F**
	1	2	3	4
7+	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28+	29	30		

MAY				
M	**T**	**W**	**T**	**F**
			1	2
5+	6	7	8	9
12+	13	14	15	16
19+	20	21	22	23
26	27	28	29	30

JUNE (16)				
M	**T**	**W**	**T**	**F**
2+	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Key	
185	Teacher Work Days (8/13)
	Certificated Staff Development Days 8/12,11/01,01/06,4/21
	Classified Staff Development Days 8/12,11/01,01/06
	Instructional Recesses
	Emergency Day if needed (Snow) 06/09**
	Certificated Staff Development Days 06/10
	Legal Holidays
	Minimum Days

Dates	
	Trimester Dates
11/07	1st
03/06	2nd
06/07	3rd
06/06	Last Day for Students
	Parent Conference Dates
11/18 - 11/22	K-8 Parent/Teacher Conference
03/17 - 03/21	K-8 Parent/Teacher Conference

Holidays/Instructional Recess Dates

09/02	Labor Day	**02/17**	Presidents' Day
11/11	Veterans Day	**02/18**	Lincoln's Birthday (Observed)
11/25 - 11/29	Thanksgiving Recess	**04/14 - 04/21**	Spring Recess
12/20 - 1/06	Christmas Recess	**05/26**	Memorial Day
01/20	Martin Luther Kind Day	**06/19**	Juneteenth
02/17 - 02/21	February Recess	Classified ELOP Staff Development Days	

Board Approved: February 5, 2025

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10.3.4 RENEWAL OF DASHBOARD ALTERNATIVE SCHOOL STATUS FOR PACE ACADEMY

Renewal of dashboard alternative school status (DASS) for PACE Academy is presented for approval.

Any discussion or questions before we vote?

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

Enterprise Elementary School District

INTEROFFICE MEMO

Date: May 28, 2025

To: Heather Armelino, Superintendent

From: Tiffany Rodrigues, Coordinator of Instructional Services

RE: Intent to Renew Dashboard Alternative School Status for PACE Academy

The California School Dashboard contains state indicators and standards to help identify a school's strengths, weaknesses, and areas in need of improvement. These state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) and stakeholders raised concerns that the state indicators and standards did not fairly evaluate the success or progress of alternative schools that serve high-risk students. The high-risk groups include the following:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) for more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (WIC Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)

- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days do not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high-level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth

We believe that PACE Academy should renew their DASS eligibility due to them serving an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups which is eligible for DASS.

10.3.5 PROP 28 ARTS AND MUSIC PLANS

Prop 28 Arts and Music plans for each school site and preschool will be shared.

It is recommended that the Board approve the Prop 28 Arts and Music plans.

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	PRESCHOOL
Allocation:	23423

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	
2xxx	Classified Salaries	13117
3xxx	Benefits	5622
4xxx	Materials & Supplies	4684
5xxx	Services & Other Operating Expenses	
	Total:	$23423

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

All three preschools plan to have guest teachers provide art and music lessons to preschool students. Materials and supplies will be purchased.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Alta Mesa Elementary School
Allocation:	44279

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	24796
2xxx	Classified Salaries	0
3xxx	Benefits	10627
4xxx	Materials & Supplies	8856
5xxx	Services & Other Operating Expenses	
	Total:	$44279

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Alta Mesa will hire a roving art teacher and music teacher to serve students. Materials, supplies, and instruments needed for these new art and music lessons will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Boulder Creek Elementary School
Allocation:	114658

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	64208
2xxx	Classified Salaries	
3xxx	Benefits	27518
4xxx	Materials & Supplies	22932
5xxx	Services & Other Operating Expenses	
	Total:	**$**114658

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, Boulder Creek will hire a roving art teacher to serve Boulder Creek 2nd-5th grade students. Materials and supplies will also be purchased for these new art lessons. Music for jr. high will increase by an additional period and supplies and instruments will be purchased. Guest choreographer stipends will be provided for dance performance groups. Art will be provided as an elective option for jr. high. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Lassen View Elementary School
Allocation:	67773

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	37953
2xxx	Classified Salaries	0
3xxx	Benefits	16266
4xxx	Materials & Supplies	13554
5xxx	Services & Other Operating Expenses	0
	Total:	**$**67773

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other EESD schools, Lassen View will hire a roving art teacher and music teacher to serve students. Materials, supplies, and instruments needed for these new art and music lessons will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Mistletoe Elementary School
Allocation:	96109

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	53821
2xxx	Classified Salaries	0
3xxx	Benefits	23066
4xxx	Materials & Supplies	19222
5xxx	Services & Other Operating Expenses	0
	Total:	**$**96109

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, we will hire a roving art teacher to serve Mistletoe 2nd-5th grade students. Music teacher will provide music to TK-8 grade students. Materials and supplies will also be purchased for these new art lessons. Jr. high will add an Art elective and Drama Club. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	PACE Academy
Allocation:	6037

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	3381
2xxx	Classified Salaries	0
3xxx	Benefits	1449
4xxx	Materials & Supplies	1207
5xxx	Services & Other Operating Expenses	0
	Total:	**$**6037

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other other EESD schools, we will hire a roving art teacher to serve PACE students. Materials and supplies will also be purchased for these new art lessons. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Parsons Junior High School
Allocation:	79292

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	44404
2xxx	Classified Salaries	0
3xxx	Benefits	19030
4xxx	Materials & Supplies	15858
5xxx	Services & Other Operating Expenses	0
	Total:	$79292

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Parsons will provide art electives. Art Supplies will be purchased for these classes.Guest choreographer stipends will be provided for dance performance groups. Art curriculum (The Art of Education) will be purchased. Instruments and funds will be given to music teachers to purchase sheet music.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Redding Collegiate Academy
Allocation:	32083

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	17966
2xxx	Classified Salaries	
3xxx	Benefits	7700
4xxx	Materials & Supplies	6417
5xxx	Services & Other Operating Expenses	
	Total:	$32083

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Redding Collegiate Academy plans to provide an extra art electives for high school. RCA plans to purchase a kiln and supplies for art, as well as pay for music, dance, and art lessons from outside contractors.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Rother Elementary School
Allocation:	44230

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	24769
2xxx	Classified Salaries	0
3xxx	Benefits	10615
4xxx	Materials & Supplies	8846
5xxx	Services & Other Operating Expenses	0
	Total:	$44230

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other EESD schools, Rother will hire a roving art teacher and music teacher to serve students. Materials, supplies, and instruments needed for these new art and music lessons will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms.

Prop 28 Arts and Music 2025-26 Budget

Prop 28 FAQ

School Site:	Shasta Meadows Elementary School
Allocation:	50825

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	28462
2xxx	Classified Salaries	0
3xxx	Benefits	12198
4xxx	Materials & Supplies	10165
5xxx	Services & Other Operating Expenses	0
	Total:	**$**50825

		Requirements
Salary budget:	80%	80% Minimum
Non-salary budget:	20%	20% or less
Total Budgeted:	100%	100%

Plans for Spending

Along with other EESD schools, Shasta Meadows will hire a roving art teacher and music teacher to serve students. Materials, supplies, and instruments needed for these new art and music lessons will be purchased. Art Curriculum (The Art of Education) will be purchased for the art teacher. Art Supplies will be purchased for classrooms.

10.3.6 APPROVE ADOPTION OF K-12 READING DIFFICULTIES RISK SCREENERS

The K-2 Reading Difficulties Risk Screeners are presented for adoption.

It is recommended that the Board approve the adoption of Amira and ROAR as the K-2 reading difficulties risk screeners.

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

Enterprise Elementary School District
K-2 Reading Difficulty Risk Screener Overview

Background

On July 10, 2023, Governor Newsom signed Senate Bill 114 into law, taking effect on January 1, 2024. This bill adds Education Code Section 53008, titled “Screening for Risk of Reading Difficulties,” which mandates local educational agencies (LEAs) to screen students in kindergarten through 2nd grade for reading difficulties, including dyslexia.

The intent and purpose of this law is to identify students who have or are at-risk of having reading difficulties in order to provide them with support and intervention as soon as possible to accelerate a students’ ability to decode words quickly and accurately and to ensure that if a student is not able to read as expected for their grade level, that their specific needs are addressed in order to accelerate their learning and prevent them from falling further behind.

At EESD, staff and parents work collaboratively to ensure students with reading difficulties are supported effectively. All staff members are committed to identifying, assessing, and providing research-based reading curriculum and instruction for students with reading difficulties.

Adoption of Screening Instruments

Beginning with the 2025-26 school year, EESD will annually assess all students in kindergarten through 2nd grade using one of these two state-approved tools:

Amira: Kindergarten and/or non-English speaking students (published by Houghton Mifflin Harcourt)

ROAR (Rapid Online Assessment of Reading): 1st and 2nd graders who are English-speaking (developed by Stanford University)

Parental Notification and Opt-Out Policy

Parents will be notified of their child's eligibility (all students grades K-2) for screening. Parents or guardians may opt out of the screening in writing at least 15 days before it is administered. This opt out must be forwarded to the Instructional Services Department before the end of the assessment window. However, they may not opt out of other district assessments.

Newly Enrolled Students

If a student enrolls after the initial screening window, EESD will administer the screening within 20 school days of enrollment, and no more than 45 days as required by law, if unable to obtain results from a previously attended school.

English Learners

If the screener is not available in a Newcomer’s language, careful team consideration will be given to level of English proficiency, timing of assessment, and interpretation of results. The team should make a determination as to whether the student has received sufficient instruction in foundational reading skills to support a valid assessment.

Communication of Results

Parents will be informed of screening results within 45 calendar days via a letter from the school. The letter will include explanations on how to interpret the data and guidelines for next steps, such as available supports for students identified as “At-Risk” for reading difficulties.

Results shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, pupil grade promotion or retention, identification for gifted or talented education, reclassification or English Learners, or identification as an individual with exceptional needs (EC 53008m).

Services for At-Risk Students

If students are identified as “At-Risk,” EESD will provide research-based support tailored to their needs, such as:

- Evidence-based literacy instruction targeting specific needs
- Progress monitoring
- Early interventions within the general education program
- One-on-one or small group tutoring
- Further evaluation or diagnostic assessment if necessary

Goals

The District aims to:

- Promote a whole-school approach to supporting students with reading difficulties. This means that addressing reading challenges is not just the responsibility of literacy teachers or special education staff—it's a collaborative, school-wide effort involving all staff members as a shared responsibility.
- Ensure early identification of reading difficulties
- Provide equitable access to targeted interventions
- Implement tailored intervention strategies
- Track and profile students’ literacy development
- Offer professional development for staff on evidence-based reading instruction
- Encourage sharing of best practices among staff
- Foster resilience and empowerment in students
- Accelerate literacy development and improve decoding, fluency and reading comprehension
- Ensure all students are receiving high-quality Tier 1 instruction, with additional support as needed

Screening and Intervention Process

Stage 1: Initial Screening

All students in grades K-2 will be screened using a District adopted screening tool following the District assessment calendar. Note: Parents who opt their student out of the screening will not have their student’s risk for reading difficulties evaluated.

Stage 2: Results

Based on the results of the screener, students will be categorized as “At Risk,” “At Some Risk,” or having “No Observable Risk.”.

Stage 3: Needs Assessment and Intervention for “At Risk” Students

These students will undergo a needs assessment to determine if their current curriculum and instruction are sufficient and what additional support may be appropriate. This may include:

- Regular progress monitoring
- Tier 2 instruction in a research-based reading program, such as UFLI, for at least 20 minutes, 3 days a week.

Stage 4: Student Study Team Meeting (SST)
At-Risk students who do not respond to Tier 2 literacy interventions, despite receiving appropriate support, may be referred to the Student Study Team. The SST is intended to ensure that all students receive the individualized support they need to progress. The SST will conduct a comprehensive review which may include:

- Further diagnostic assessments
- Review of student progress and intervention history
- Development of a personalized learning plan, if necessary
- Where needed, consideration for evaluation and identification for a Section 504 plan or an individualized education program (IEP) as supported by or otherwise required by law.

Implementation and Training
The District will ensure that staff have access to all necessary instructional materials. They will also be trained to administer the screener and implement the District's structured literacy program with fidelity.

10.4.1 WARRANT LISTINGS

Payment of commercial warrants from the General, Special Reserve, and Capital Projects funds are presented to the Board for ratification.

Due to the length of the Warrant Listings document, it is not printed into the agenda. Should anyone wish to view the entire document, it is available at the District Office during regular business hours.

PROPOSED ACTION: APPROVAL BY CONSENT.

MOTION MADE BY:_____
SECONDED BY:_____

10.4.2 APPROVE SURPLUS PROPERTY

The District seeks approval to declare the following lists of items as surplus and to dispose of the property, which is no longer needed.

Proposed Action: Consent approval.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL**

RE: **APPROVE SURPLUS PROPERTY**

When district-owned books, equipment and supplies become unusable, obsolete, or longer needed, the Superintendent or designee shall identify these items to the Governing Board, together with their estimated value and a recommendation of elimination (BP 3270). If the Board finds that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated or disposed of (Education Code 17546).

In order to start building permanent buildings, the District presently needs to dispose of following portables:

Boulder Creek 06-88-DH-919 1A/1B (room 28)
Lassen View 11-86-DH-652 A/B (room 15)
Lassen View 06-88-DH-919 4A/4B (room 16)
Mistletoe DSA 22894 (room 204)
Mistletoe 4-87-DH-829.3 A/B (room 105)
Mistletoe 4-87-DH-829.4 A/B (room 106)
Mistletoe 10-97 DK 156 (room 104)
Shasta Meadows 12-82-DH-182 A/B (room 18)
Shasta Meadows 7-98-DH9880.2 A/B (room 20)
Shasta Meadows 12-96-DH-9694 (room 19)

The District has determined that these portables have no value.

The District seeks approval to declare the items as surplus and to dispose of the property, which is no longer needed.

10.4.3 DEVELOPER FEES AGREEMENT WITH SHASTA COUNTY OFFICE OF EDUCATION

The developer fees agreement with Shasta County Office of Education is presented to the board for approval.

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

Interoffice Memo

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CHIEF BUSINESS OFFICIAL**

RE: **APPROVE DEVELOPER FEES AGREEMENT WITH SHASTA COUNTY OFFICE OF EDUCATION**

On October 11, 2023, Governor Newsom signed Assembly Bill 516 (AB516) into law. AB 516 updates and expands AB 1600, which governs Development Impact Fees that municipalities can collect to fund infrastructure needed to mitigate the impacts of new development. AB 516 updates and expands on a few aspects of AB 1600, including additional reporting requirements, additional information agencies must provide to an applicant paying Development Impact Fees and new grounds on which an applicant may request an audit on Development Impact Fee expenditures.

Shasta County Office of Education (SCOE) has always collected, on behalf of all Districts in the county, fees levied by the districts on development projects proposed for construction within their boundaries. In light of the new changes to the law and the authorization that this District has given SCOE to collect developer fees on our behalf, we are presenting an MOU that lines out our agreement with SCOE.

The District asks the Board to approve the attached agreement with SCOE for Collection of Developer Fees.

AGREEMENT BETWEEN THE ENTERPRISE ELEMENTARY SCHOOL DISTRICT AND THE SHASTA COUNTY OFFICE OF EDUCATION FOR COLLECTION OF DEVELOPER FEES

This Agreement for Collection of Developer Fees (hereinafter "Agreement") is made and entered into by and between the Enterprise Elementary School District (hereinafter "District") and the Shasta County Office of Education (hereinafter "SCOE").

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, District and SCOE desire to enter into an Agreement whereby SCOE agrees to collect, on behalf of District, certain charges or fees levied by District on development projects proposed for construction within the limits of SCOE; and

WHEREAS, District and SCOE intend for SCOE to collect such fees upon the building permit in the manner provided for in Education Code section 17620(b).

Therefore, the parties agree to the following terms and conditions:

1. **Collection of Fees**. SCOE shall calculate, charge, and collect, as agent for District, the developer fees levied by District and shall deposit such funds in the County Treasury, and transfer the funds to the district via journal entry. Said fees shall be at the rate specified by the District's Board of Education. SCOE will calculate fees in accordance with all provisions of law applicable to the collection of developer fees all of which are incorporated herein by reference. SCOE shall collect these fees as a precondition to Shasta County or other local planning agency where the development is located issuing a building permit for that development. This Agreement shall not be applicable to alternative amounts imposed by the District pursuant to Government Code sections 65995.5 or 65995.7 ("Level 2" or "Level 3" fees). In the event that the District adopts Level 2 or Level 3 fees, the parties shall agree on how fees will be collected thereafter.

2. **Payment of Collected Developer Fees and Report**. SCOE shall forward to District, on or before the fifteenth day of each month, all developer fees collected during the previous month, less any adjustments as provided herein. In addition, the SCOE shall submit an itemized list of each such fee collected and adjustment thereto, if any, on or before the fifteenth day of each month. Such monthly reports must include the development address, the assessed floor area, and the fee collected for all projects during the monthly payment period.

3. **Processing Fee.** SCOE shall retain a processing fee of $60 per transaction. Processing fees will be deducted from the developer fees collected on behalf of the district prior to SCOE issuing developer fee payment.

4. **Refunds or Returns of Developer Fees**. In the event of any refunds or other returns of

developer fees for reasons including but not limited to building permit cancellations, and a property being deemed exempt following a developer's protest within 90 days, SCOE will send a letter to the District requesting the issuance of the refund. The District will be responsible for determining eligibility and processing any refunds or returns in accordance with applicable regulations.

5. **Special Arrangements.** District shall notify SCOE about the collection of fees involving any special or modified fee arrangements agreed to by or otherwise enforceable upon a developer, including, but not limited to, letters of credit for floor area removed, structure demolition, and any and all other unique circumstances that warrant fee amounts not otherwise determined in the manner specified in paragraph 1 above.

6. **Adjustments to Developer Fees**. Pursuant to Government Code section 65995, the State Allocation Board may increase the maximum fee during the term of this Agreement. If the maximum fee is increased and the District takes action to increase fees, the District shall notify SCOE of such action within thirty (30) days of adoption of the adjusted rates.

7. **Documentation**. SCOE shall retain legible copies of collection and disbursement records prepared pursuant to this Agreement. Said records shall be maintained for a period of five (5) calendar years from the date on the documents and shall be made available to District and/or District's auditors for review during normal business hours.

8. **Term of Agreement**. The term of this agreement shall commence as of the date of full execution and shall terminate on June 30, 2028. This Agreement shall have no force of effect until approved and ratified by the Enterprise Elementary School District Board of Trustees.

9. **Termination**. This Agreement may be terminated by either party upon giving sixty (60) days notice in writing to the other party. In such event, SCOE shall within fifteen (15) days after the effective date of termination remit all developer fees already collected by SCOE pursuant to the terms of this Agreement that have not yet as of that date already been remitted to District.

10. **District Representation**. District represents that it is authorized to levy a developer fee upon new residential, commercial and industrial development projects within its boundaries in order to obtain funds for the construction of new facilities. District further represents that it is authorized by California law to appoint SCOE to act as District's agent for the collection of said developer fees, as provided herein. SCOE agrees to perform the services described in this Agreement as agent for District in accordance with the terms of this Agreement.

11. **Indemnification**. Each District and SCOE shall indemnify and otherwise hold harmless the other and the other's officers, employees and agents from and against any and all claims, demands and causes of action, liability, judgments, damages, costs, and expenses, including attorneys' fees, arising out of or in connection with the other's performance pursuant to this Agreement. District shall indemnify and otherwise hold harmless SCOE and its officers, employees and agents from and against any and all claims, demands and

causes of action, liability, judgments, damages, costs, and expenses, including attorneys' fees, arising out of SCOE's collection of developer fees in the manner provided for in this agreement.

12. **Applicable Law**. Each party's performance hereunder shall comply with all applicable laws of the United States and the State of California. This Agreement shall be enforced and interpreted under the laws of the State of California.

13. **Severability**. If any part, term or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any law of a federal, state or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions shall not be affected thereby.

14. **Entire Agreement**. This Agreement sets forth all of the rights and duties of the parties with respect to the subject matter hereof, and replaces any and all previous Agreements or understandings, whether written or oral, relating thereto.

15. **Amendment**. All amendments hereto shall be in writing and signed by the persons authorized to bind the parties thereon.

16. **Captions**. Any captions in this Agreement are included as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision.

17. **Signature in Counterparts**. This Agreement may be executed in any number of counterparts all of which, taken together, shall constitute the same instrument.

18. **Warranty of Authority**. Each person warrants and guarantees that s/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT	SHASTA COUNTY OFFICE OF EDUCATION
Print: Heather Armelino	Print: Mike Freeman
Title: Superintendent	Title: Superintendent of Schools
_____ Signature	_____ Signature
_____ Date	_____ Date

10.4.4 PROPOSITION 28: ARTS AND MUSIC IN SCHOOL FUNDING ANNUAL REPORT FOR THE DISTRICT

Prop 28 arts and music in school funding annual report for the district is presented to the board for approval.

PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: May 28, 2025

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, CBO

RE: Proposition 28: Arts and Music in School Funding Annual Report, EESD

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023-24.

In accordance with this grant, materials, supplies, and instruments were purchased for art and music lessons. The District purchased Art Curriculum (The Art of Education). Art Supplies were purchased for classrooms. Art and music electives were offered at Jr. High Schools. The District employed art and music teachers, offered Theatre as an elective option at one site and provided guest choreographer stipends. These funds were used at nine school sites to serve 3,492 students and provide 4 FTE certificated teachers. No funds were spent on classified staff or teaching aides.

It is recommended the Board approve this Proposition 28: Arts and Music in School Funding Annual Report for Enterprise Elementary School District for the allocation year 2024-25.

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2024–25

Name: Enterprise Elementary School District

County-District-School (CDS) Code: 45-69971-0000000

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   In accordance with this grant, materials, supplies, and instruments were purchased for art and music lessons. The District purchased Art Curriculum (The Art of Education). Art Supplies were purchased for classrooms. Art and music electives were offered at Jr. High Schools. The District employed art and music teachers, offered Theatre as an elective option at one site and provided guest choreographer stipends.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 4

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0.0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0.0

5. Number of students served with AMS funds: 3492

6. Number of school sites providing arts education programs with AMS funds: 9

Date of Approval by Governing Board/Body:

Annual Report Data URL (direct PDF link to document on local educational agency website)

https://www.eesd.net/district/lcap

California Department of Education, January 2025

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10.4.5 PROPOSITION 28: ARTS AND MUSIC IN SCHOOL FUNDING ANNUAL REPORT FOR REDDING COLLEGIATE ACADEMY

Prop 28 arts and music in school funding annual report for RCA is presented to the board for approval.

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PROPOSED ACTION: APPROVAL

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: May 28, 2025

TO: Heather Armelino, Superintendent

FROM: Deborah Williams, CBO

RE: Proposition 28: Arts and Music in School Funding Annual Report, RCA

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023-24.

In accordance with this grant, RCA purchased a kiln and supplies for art. RCA also intends to pay for music, dance, and art lessons from outside contractors. These funds were used at one school site to serve 219 students. No funds were spent on salaries or benefits.

It is recommended the Board approve this Proposition 28: Arts and Music in School Funding Annual Report for RCA for the allocation year 2024-25.

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2024–25

Name: Enterprise Elementary School District

County-District-School (CDS) Code: 45-69971-0000000

Allocation Year: 2023–24, 2024–25

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   In accordance with this grant, materials, supplies, and instruments were purchased for art and music lessons. The District purchased Art Curriculum (The Art of Education). Art Supplies were purchased for classrooms. Art and music electives were offered at Jr. High Schools. The District employed art and music teachers, offered Theatre as an elective option at one site and provided guest choreographer stipends.

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 4

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 0.0

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0.0

5. Number of students served with AMS funds: 3492

6. Number of school sites providing arts education programs with AMS funds: 9

Date of Approval by Governing Board/Body

Annual Report Data URL (direct PDF link to document on local educational agency website)

California Department of Education, January 2025

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10.4.6 RESOLUTION #2508 PROJECT AND DESIGN AUTHORIZATION FOR MISTLETOE TK CLASSROOMS

Resolution #2508, authorizing the Superintendent or Chief Business Official to proceed with project and design authorization for Mistletoe TK classrooms is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **PROJECT AND DESIGN AUTHORIZATION FOR MISTLETOE TK CLASSROOMS**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out the construction process. This authority includes procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process, we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

With the addition of the TK program, the District is in need of additional classrooms to meet the needs of TK aged students. The state requires additional square footage for classrooms in this program. After lengthy discussion, it was determined that replacing existing portable classrooms with permanent is the best alternative for this classroom expansion. This project represents the necessary steps to remove four portable classrooms, design and construct three TK classrooms, and an appropriately aged (2-5) play area that will provide activity and safety for all students using the equipment. The project will include:

1. Removal of 4 portable classrooms
2. Construction of 3 TK classrooms
3. Installing an age appropriate playground
4. Modifications to existing facilities to accommodate the new construction

A conceptual drawing of the classrooms and playground is attached for your review.

The preliminary budget allocation for this project is $3,125,000, with funding to be provided by either Developer Fees, Board reserved funds for Capital Improvements, or any other appropriate project funding available. Due to our estimated project cost, we will formally bid this project under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design process. The contract for professional services is attached for your review. The proposal includes pre-design conceptual drawings; prepare construction documents, and bid/construction administration.

Attached to this memo is Resolution #2508 which will provide delegated authorization for this project. Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the attached resolution.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002

Resolution # 2508

AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN, ADVERTISING, AWARDING OF LOWEST RESPONSIBLE BID, AND COMPLETION OF THE MISTELTOE TRANSITIONAL KINDERGARTEN CLASSROOMS PROJECT

WHEREAS, the District wishes to proceed with TK Classrooms at Mistletoe,

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Bond Measure A Bond Funds, Developer Fee Funds, Board Reserved for Capital Improvements and/or State Matching funds, if available,

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent and CBO are hereby authorized to design, advertise this project through the bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-eight day of May, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 28, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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SEMINGSON
ARCHITECTURE
&
ENGINEERING

AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES **SEMINGSON ARCHITECTURE & ENGINEERING, INC.** TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: **Mistletoe Elementary School**
PROJECT SCOPE: **Construction of Three (3) TK/K Classrooms (Cerami & Browning PC)**

SCOPE OF WORK:

1. Assist District with the final site design for three new TK/K classrooms to be located in the NE quadrant of the Mistletoe ES campus.
2. Submit project to DSA. This project is anticipated to qualify for an OTC review.
3. Respond to all DSA comments to ensure approval from DSA.
4. Assist with bidding the project.
5. Provide construction administration throughout construction to ensure the successful completion of the project.

FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: $185,000

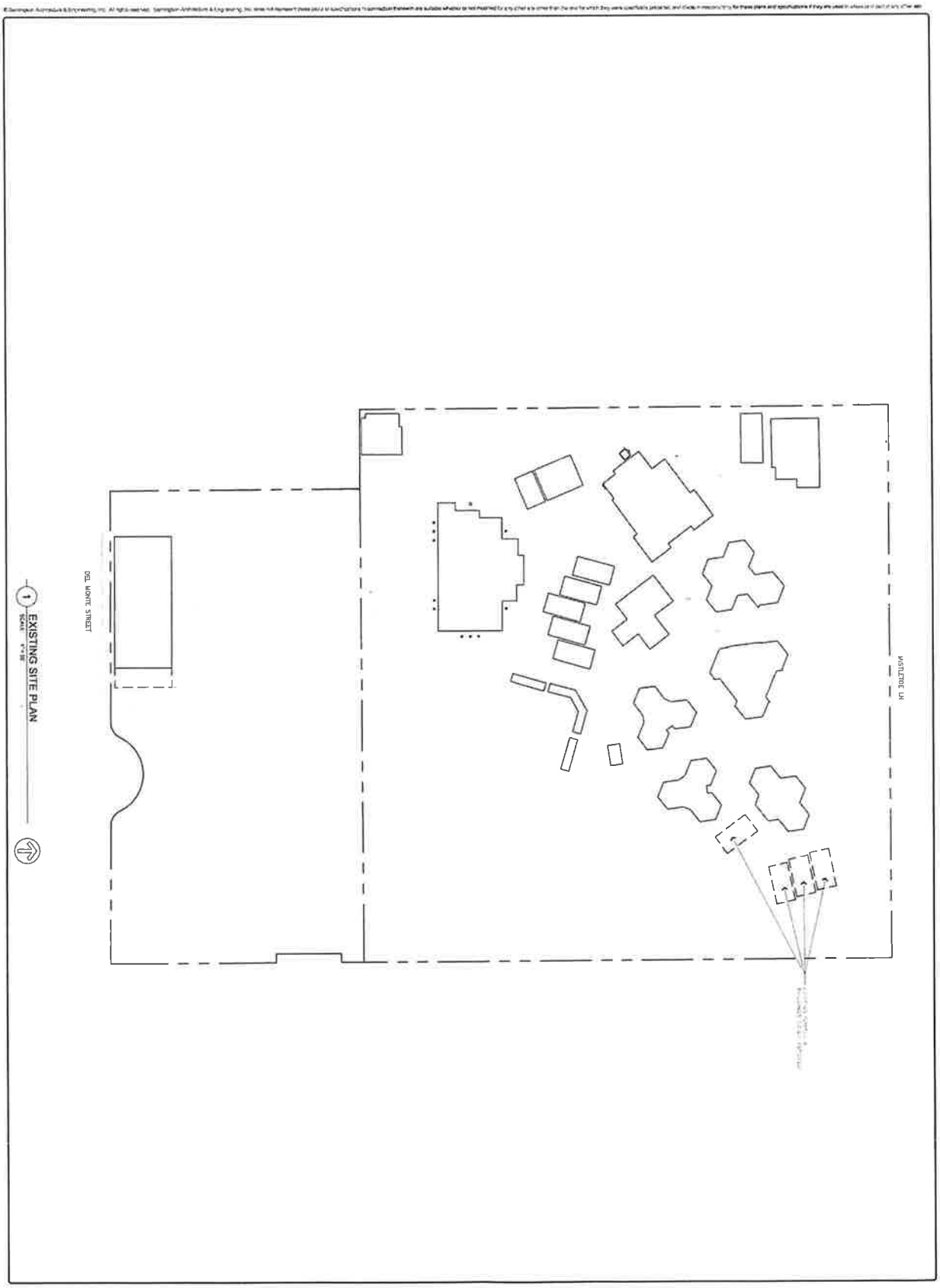
CLIENT'S RESPONSIBILITY:

Client shall provide all necessary information regarding existing site conditions and structures for the Mistletoe Elementary School site.

Accepted:

Ron Cushman — 5/2/25
Client — Date

Judy Semingson — Date
Semingson Architecture & Engineering, Inc.



NEW TK/K CLASSROOMS for:

MISTLETOE SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1225 MISTLETOE LANE
REDDING, CA 96002

SEMINGSON ARCHITECTURE ENGINEERING

B-1.0
EXISTING SITE PLAN

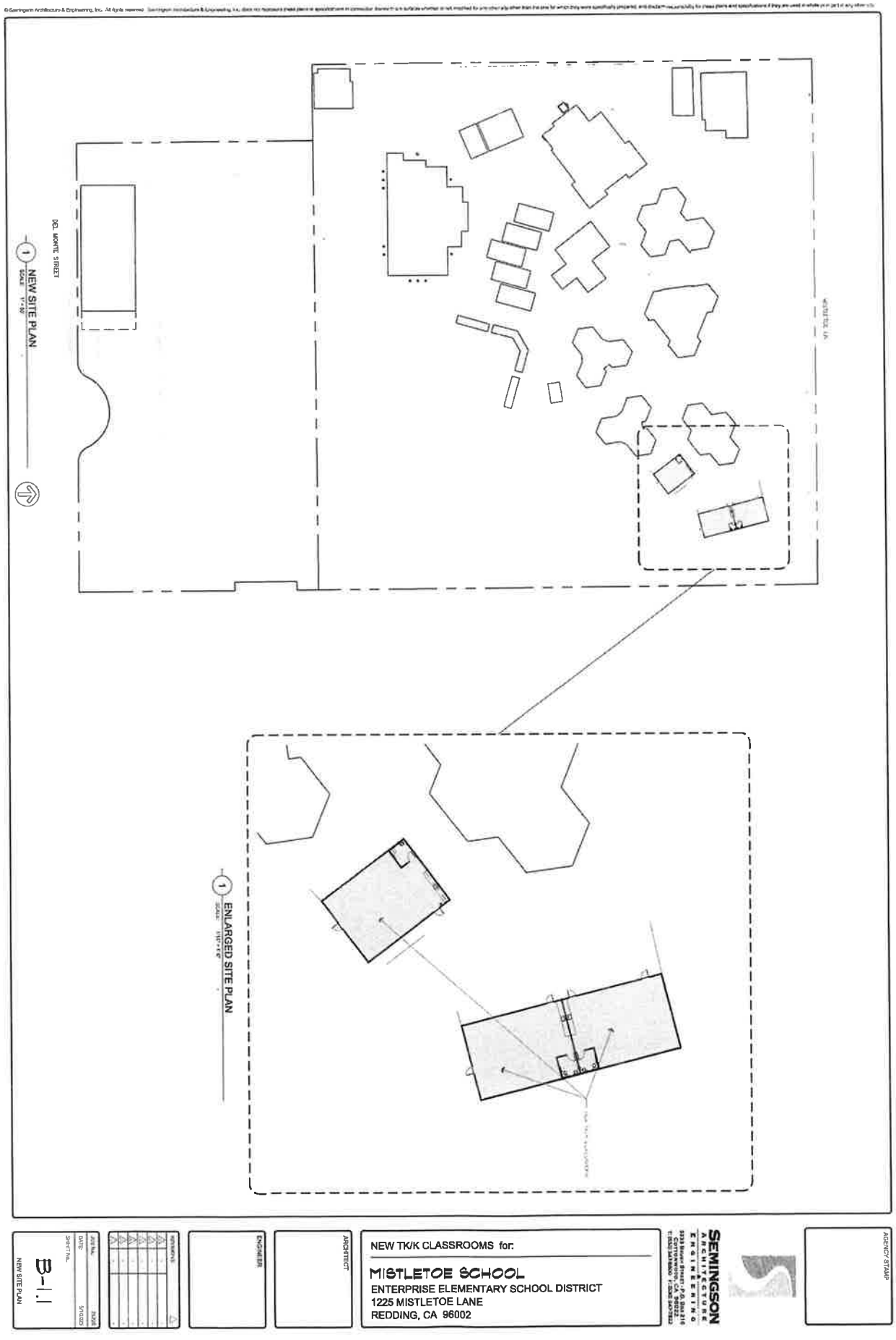
REVISIONS

ENGINEER

ARCHITECT

AGENCY STAMP

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DEL MONTE STREET
1 NEW SITE PLAN
1 ENLARGED SITE PLAN
NEW TK/K CLASSROOMS for:
MISTLETOE SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1225 MISTLETOE LANE
REDDING, CA 96002
SEMINGSON
ARCHITECTURE
ENGINEERING
ENGINEER
ARCHITECT
AGENCY STAMP
NEW SITE PLAN

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10.4.7 RESOLUTION #2509 PROJECT AND DESIGN AUTHORIZATION FOR SHASTA MEADOWS TK CLASSROOMS

Resolution #2509, authorizing the Superintendent or Chief Business Official to proceed with project and design authorization for Shasta Meadows TK classrooms is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **PROJECT AND DESIGN AUTHORIZATION FOR SHASTA MEADOWS TK CLASSROOMS**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out the construction process. This authority includes procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process, we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

With the addition of the TK program, the District is in need of additional classrooms to meet the needs of TK aged students. The state requires additional square footage for classrooms in this program. After lengthy discussion, it was determined that replacing existing portable classrooms with permanent is the best alternative for this classroom expansion. This project represents the necessary steps to remove three portable classrooms, design and construct two TK classrooms, and an appropriately aged (2-5) play area that will provide activity and safety for all students using the equipment. The project will include:

1. Removal of 3 portable classrooms
2. Construction of 2 TK classrooms
3. Installing an age appropriate playground
4. Modifications to existing facilities to accommodate the new construction

A conceptual drawing of the classrooms and playground is attached for your review.

The preliminary budget allocation for this project is $2,210,000, with funding to be provided by either Measure A Bond Funds, Board reserved funds for Capital Improvements, or any other appropriate project funding available. Due to our estimated project cost, we will formally bid this project under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design process. The contract for professional services is attached for your review. The proposal includes pre-design conceptual drawings; prepare construction documents, and bid/construction administration.

Attached to this memo is Resolution #2509 which will provide delegated authorization for this project. Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the attached resolution.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002

Resolution # 2509

AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN, ADVERTISING, AWARDING OF LOWEST RESPONSIBLE BID, AND COMPLETION OF THE SHASTA MEADOWS TRANSITIONAL KINDERGARTEN CLASSROOMS PROJECT

WHEREAS, the District wishes to proceed with TK Classrooms at Shasta Meadows,

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Bond Measure A Bond Funds, Developer Fee Funds, Board Reserved for Capital Improvements and/or State Matching funds, if available,

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent and CBO are hereby authorized to design, advertise this project through the bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-eight day of May, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 28, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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SEMINGSON
ARCHITECTURE
&
ENGINEERING

AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES **SEMINGSON ARCHITECTURE & ENGINEERING, INC.** TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: **Shasta Meadows Elementary School**
PROJECT SCOPE: **Construction of Two (2) TK/K Classrooms (Cerami & Browning PC)**

SCOPE OF WORK:

1. Assist District with the final site design for two new TK/K classrooms which replace three existing portable classrooms being removed from the northern side of the Shasta Meadows campus.
2. Submit project to DSA. This project is anticipated to qualify for an OTC review.
3. Respond to all DSA comments to ensure approval from DSA.
4. Assist with bidding the project.
5. Provide construction administration throughout construction to ensure the successful completion of the project.

FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: $135,000

CLIENT'S RESPONSIBILITY:

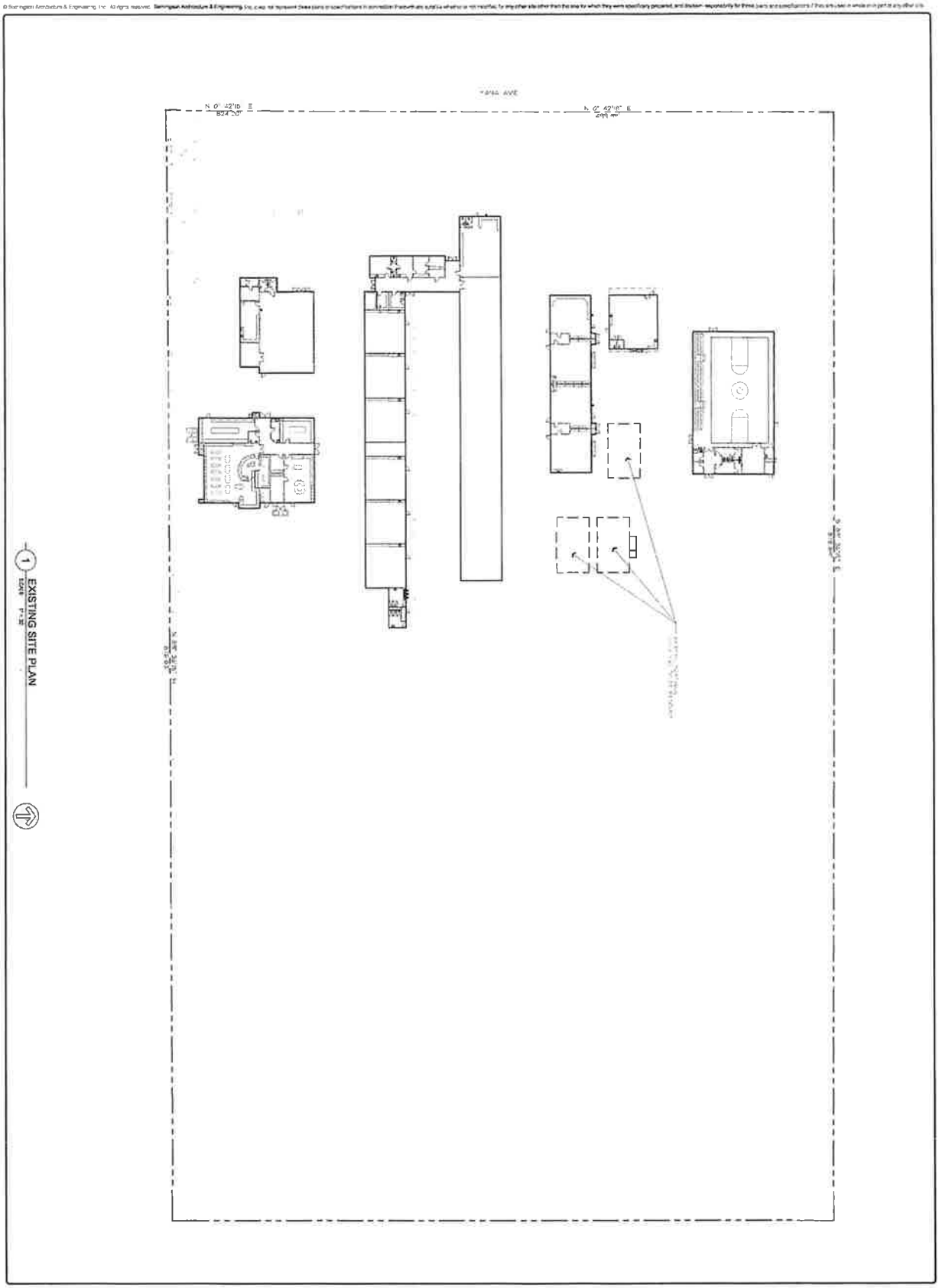
Client shall provide all necessary information regarding existing site conditions and structures for the Shasta Meadows Elementary School site.

Accepted:

Ron Cushman — 5/2/25
Client — Date

Judy Semingson — Date
Semingson Architecture & Engineering, Inc.

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B-1.0
EXISTING SITE PLAN

NEW TK/K CLASSROOMS for:

SHASTA MEADOW ELEM. SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
2825 YANA AVENUE
REDDING, CA 96002

SEMINGSON
ARCHITECTURE
ENGINEERING

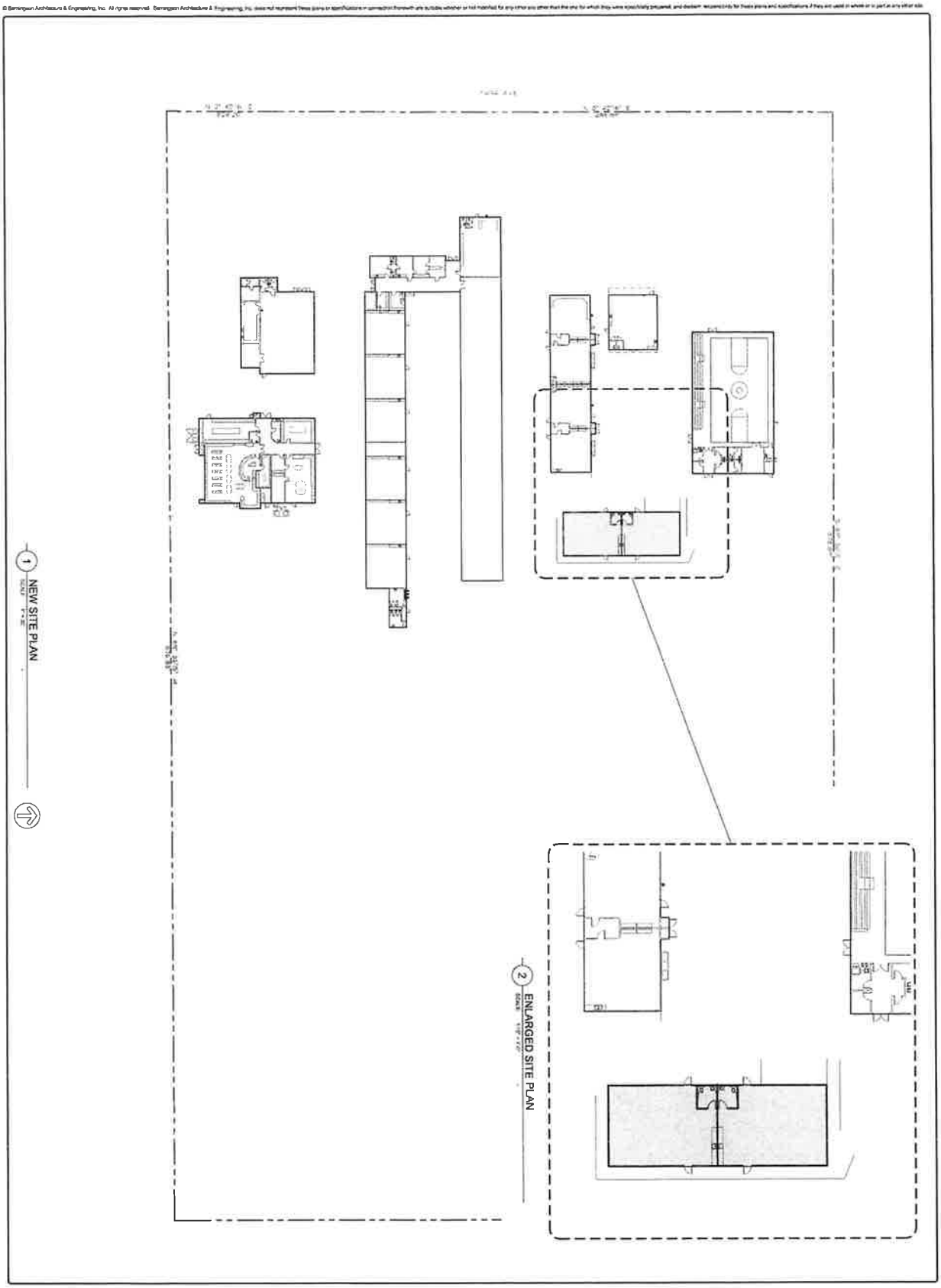
ENGINEER

ARCHITECT

AGENCY STAMP

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B-1.1
NEW SITE PLAN

NEW TK/K CLASSROOMS for:

SHASTA MEADOW ELEM. SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
2825 YANA AVENUE
REDDING, CA 96002

SEMINGSON ARCHITECTURE ENGINEERING

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10.4.8 RESOLUTION #2510 PROJECT AND DESIGN AUTHORIZATION FOR LASSEN VIEW GYMNASIUM/CLASSROOMS

Resolution #2510, authorizing the Superintendent or Chief Business Official to proceed with project and design authorization for Lassen View gymnasium/classrooms is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **PROJECT AND DESIGN AUTHORIZATION FOR LASSEN VIEW GYMNASIUM/CLASSROOMS**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out the construction process. This authority includes procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process, we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

Lassen View presently has fourteen portable buildings on the site, twelve of which are being used as classrooms. The oldest portable was acquired in 1977. Several portables were purchased from Columbia School District and relocated to Lassen View. The age of these portables is roughly forty years old. The site also uses the cafeteria/gym for all of its indoor athletic and assembly events. This project represents the necessary steps to design and construct a gymnasium and eight classrooms. The classroom space will be two story. The project will include:

1. Temporary relocation of two portable classrooms
2. Demolition of 3 classrooms/rest rooms
3. Modifications to existing facilities to accommodate the new construction
4. Construction of a gymnasium and an 8 classroom building
5. Removal of four existing portable classrooms
6. Demolition of existing garage
7. Additions to the parking lot

A conceptual drawing of the gymnasium and classrooms location is attached for your review.

The preliminary budget allocation for this project is $8,725,000, with funding to be provided by either ELOP Funds, Board reserved funds for Capital Improvements, or any other appropriate project funding available. Due to our estimated project cost, we will formally bid this project under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design process. The contract for professional services is attached for your review. The proposal includes pre-design conceptual drawings; prepare construction documents, and bid/construction administration.

Attached to this memo is Resolution #2510 which will provide delegated authorization for this project. Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the attached resolution.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002

Resolution # 2510

AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN, ADVERTISING, AWARDING OF LOWEST RESPONSIBLE BID, AND COMPLETION OF THE LASSEN VIEW GYMNASIUM / CLASSROOMS PROJECT

WHEREAS, the District wishes to proceed with a new gymnasium and classrooms at Lassen View.

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Expanded Learning Opportunities Program Funds, if available,

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent and CBO are hereby authorized to design, advertise this project through the bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-eight day of May, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 28, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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SEMINGSON
ARCHITECTURE
&
ENGINEERING

AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES **SEMINGSON ARCHITECTURE & ENGINEERING, INC.** TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: **Lassen View Elementary School**
PROJECT SCOPE: **Construction of a Gymnasium and 8-Classrooms (2-story)**

SCOPE OF WORK:

1. Work with District to finalize site and building design for a new gymnasium facility including a two-story classroom component consisting of eight total classrooms.
2. Prepare construction documents as needed for submittal to DSA and bidding.
3. Submit project to DSA. This project requires a full submittal to DSA.
4. Respond to all DSA comments to ensure approval from DSA.
5. Assist with bidding the project.
6. Provide construction administration throughout construction to ensure the successful completion of the project.

FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: $820,000

CLIENT'S RESPONSIBILITY:

Client shall provide all necessary information regarding existing site conditions and structures for the Lassen View Elementary School site.

Accepted:

Ron Cushman Date
Client

Judy Semingson Date
Semingson Architecture & Engineering, Inc.

SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
STANDARD TERMS AND CONDITIONS

1. **Authorization to Proceed**
Signing this form shall be construed as authorization by CLIENT to proceed with the work, unless otherwise provided for in the Authorization.

2. **Direct Expenses**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. Direct Expenses shall be those costs incurred on or directly for the CLIENT'S Project, including but not limited to tests and analyses, computer services, and printing services. Expenses shall be on the basis of actual charges when furnished by commercial sources, and on the basis of usual commercial charges when furnished by SEMINGSON ARCHITECTURE & ENGINEERING, INC.

3. **Professional Standards**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. shall be responsible, to the level of competency presently maintained by other practicing professional architects in the same type of work in CLIENT'S community, for the accuracy, and adequacy of designs, drawings, specifications, and other work and materials furnished under this Authorization. SEMINGSON ARCHITECTURE & ENGINEERING, INC. makes no other warranty, express or implied.

4. **Limitation of Liability**
The CLIENT agrees to limit the liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to the CLIENT, the project Owner, due to SEMINGSON ARCHITECTURE & ENGINEERING, INC., or its consultants negligent acts, errors, or omissions, such that the total aggregate liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to all those named shall not exceed the final fee of this Authorization.

5. **Cost Estimates**
Any cost estimates provided by SEMINGSON ARCHITECTURE & ENGINEERING, INC. will be on a basis of experience and judgment, but since it has no control over market conditions or bidding procedures, SEMINGSON ARCHITECTURE & ENGINEERING, INC. cannot warrant that bids or ultimate construction costs will not vary from these cost estimates.

6. **Termination**
Either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may terminate this Authorization by giving 30 days written notice to the other party. In such event, CLIENT shall forthwith pay SEMINGSON ARCHITECTURE & ENGINEERING, INC. in full for all work previously authorized and performed prior to effective date of termination. If no notice of termination is given, relationships and obligations created by this Authorization shall be terminated upon completion of all applicable requirements of the Authorization.

7. **Arbitration**
All claims, disputes, and other matters in question, other than disputes over payment of fees for work performed, arising out of, or relating to, this Authorization, or the breach thereof, shall first be submitted to mediation in a form as agreed by parties prior to any other form if dispute resolution, unless delay in initiating arbitration or litigation would irrevocably prejudice one of the parties. If mediation is unsuccessful, either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may initiate a request for arbitration in accordance with the rules of the American Arbitration Association then obtaining, but consent of the other party to such a procedure is mandatory. No arbitration arising out of, or relating to, this Authorization may include consolidation, joinder, or in any other manner, any additional party, not a party to this Authorization.

8. **Legal Expenses**
In the event legal action is brought by CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. against the other to enforce any of the obligations hereunder or arising out of any dispute concerning the terms and conditions hereby created, the losing party shall pay the prevailing party such reasonable amounts for fees, costs and expenses as may be set by the court, mediation or arbitration, or on appeal.

9. **Payment to SEMINGSON ARCHITECTURE AND ENGINEERING, INC.**
Unless payment terms are described otherwise under FEE FOR SERVICES, monthly invoices will be issued by SEMINGSON ARCHITECTURE & ENGINEERING, INC. for all work performed under the terms of this Authorization. Invoices are due and payable 30 days from receipt. Interest at the rate of 1-1/2% per month will be charges on all past due amounts.

10. **Enforceability**
In case any one or more of the provisions contained in this Agreement shall be held illegal, the enforceability of the remaining provisions contained herein shall not be impaired thereby.

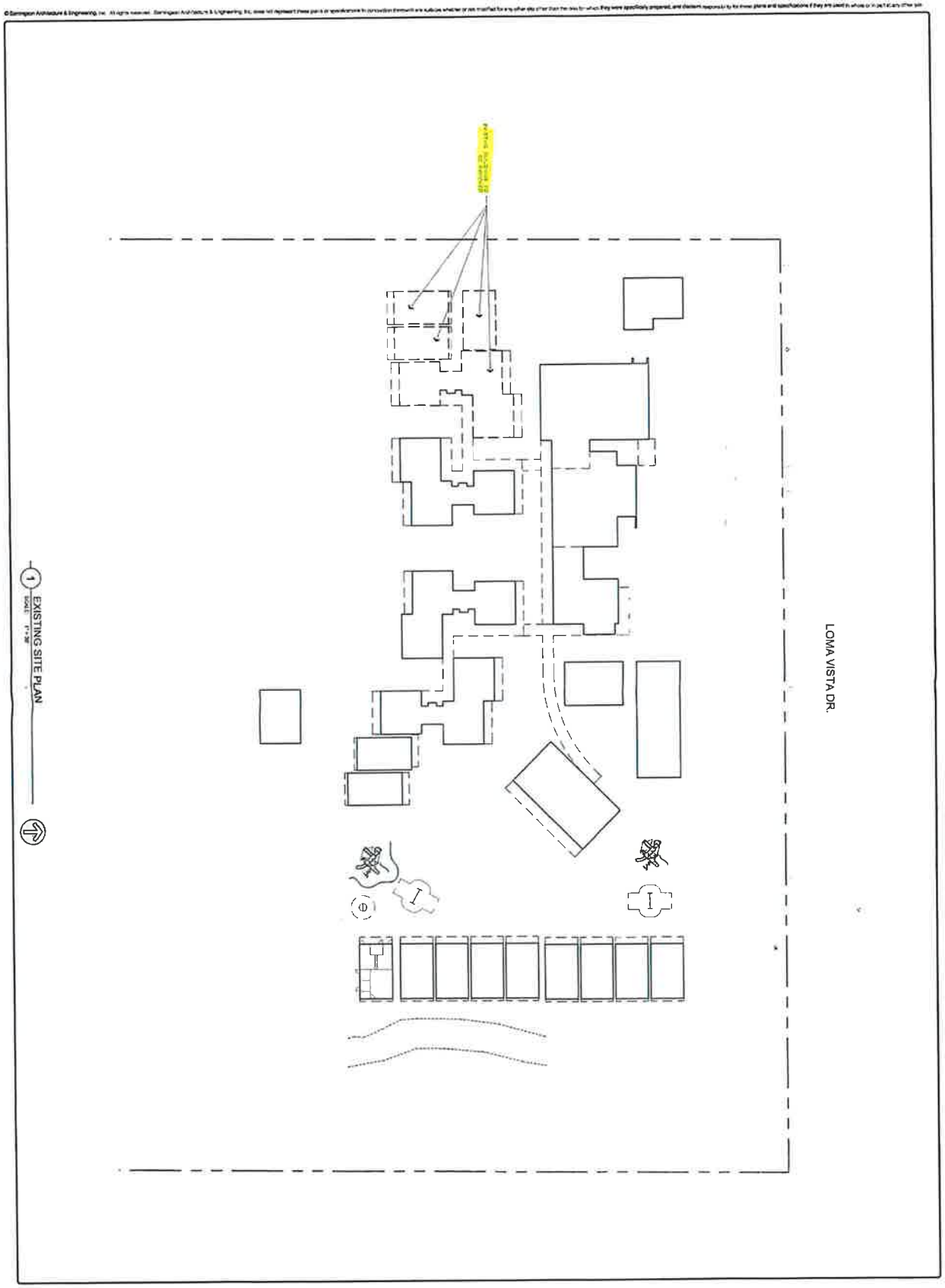
SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
HOURLY RATES AND REIMBURSABLE CHARGES

Principal Architect:	$185
Project Architect:	$135
AutoCAD Production	$110
Clerical Support:	$ 80
24"x36" bond copies:	$2.50/sheet
8.5" x 11" copies:	$0.20/sheet
Mileage:	$0.65/mile
Consultants:	Cost + 10%
Per Diem Rate:	$60/day/person

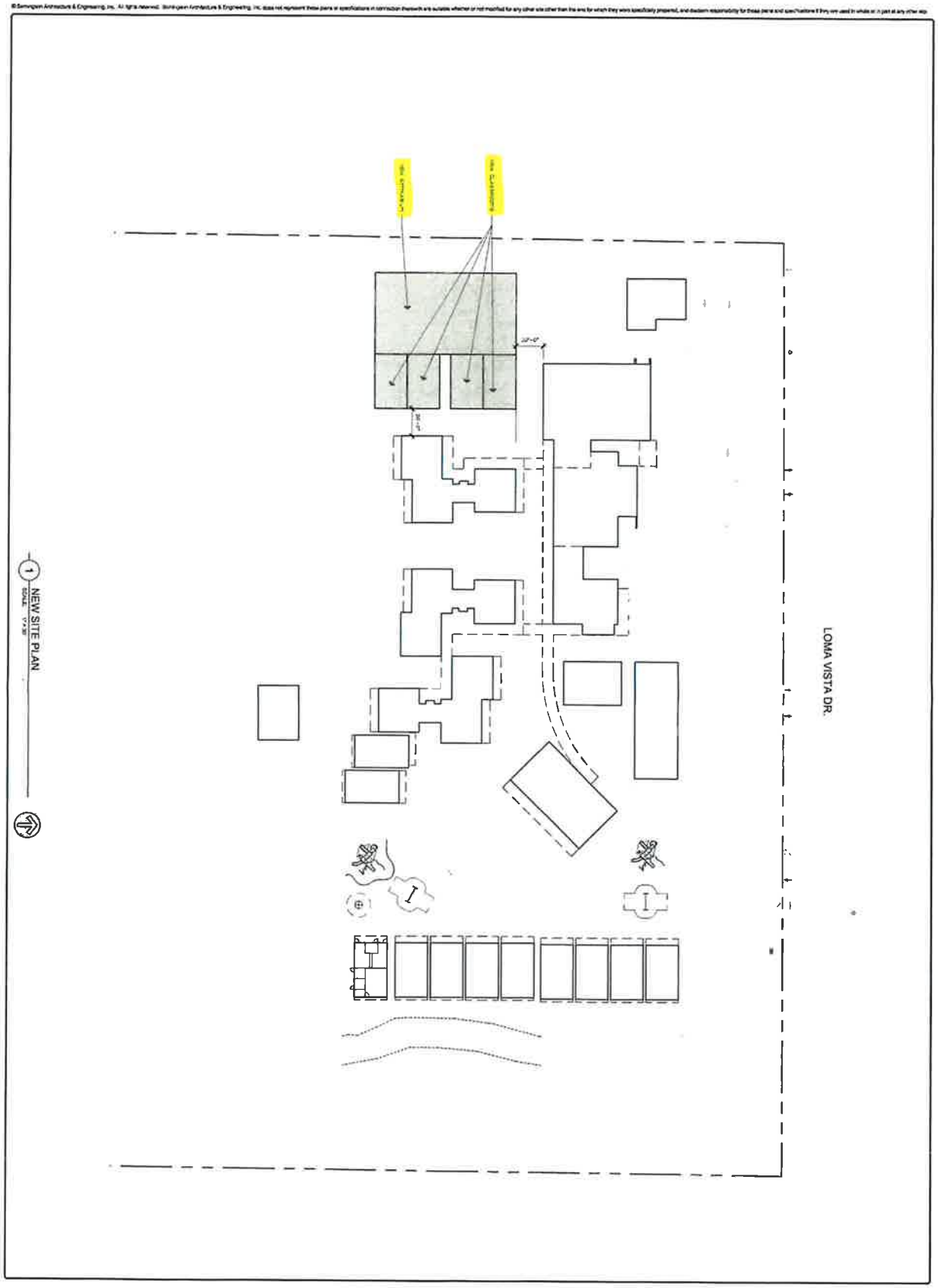
Interest on unpaid balances over 30 days shall be 1.5% per month (18% annually)

CALIFORNIA PROFESSIONAL LICENSES

ARCHITECT	THOMAS R. SEMINGSON	C13296
ARCHITECT	JUDY P. SEMINGSON	C24582


LOMA VISTA DR.
1
EXISTING SITE PLAN
SCALE: 1" = 30'
NEW GYMNASIUM & CLASSROOMS for:
LASSEN VIEW ELEMENTARY SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
705 LOMA VISTA DR.
REDDING, CA 96002
SEMINGSON
ARCHITECTURE
ENGINEERING
ARCHITECT
ENGINEER
AGENCY STAMP
EXISTING SITE PLAN
B-1.0
JOB No.:
DATE:
SHEET No.:
REVISIONS:

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LOMA VISTA DR.
1 NEW SITE PLAN
SCALE: 1" = 30'
NEW GYMNASIUM & CLASSROOMS for:
LASSEN VIEW ELEMENTARY SCHOOL
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
705 LOMA VISTA DR.
REDDING, CA 96002
SEMINGSON
ARCHITECTURE
ENGINEERING
ENGINEER
ARCHITECT
AGENCY STAMP
NEW SITE PLAN

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10.4.9 RESOLUTION #2511 PROJECT AND DESIGN AUTHORIZATION FOR BOULDER CREEK MUSIC ROOM

Resolution #2511, authorizing the Superintendent or Chief Business Official to proceed with project and design authorization for Boulder Creek music room is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **PROJECT AND DESIGN AUTHORIZATION FOR BOULDER CREEK MUSIC CLASSROOM**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out the construction process. This authority includes procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process, we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

The music program at Boulder Creek is being taught in a 960 square foot portable classroom building. The portable was purchased from Columbia School District and relocated to Boulder Creek. The age of the portable is roughly forty years old. Because of the ceiling height, it is impossible for the choir to practice on risers. This project represents the necessary steps to design and construct a music classroom, similar to size as the existing music building at Parsons. The exact location on the site is still to be determined. The project will include:

1. Modifications to existing facilities to accommodate the new construction
2. Construction of a music classroom
3. Removal of existing portable classroom

Conceptual drawings of two potential locations for the building is attached for your review.

The preliminary budget allocation for this project is $2,200,000, with funding to be provided by either Measure A Bond Funds, Board reserve funds for Capital Improvements, or any other appropriate project funding available. Due to our estimated project cost, we will formally bid this project under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design process. The contract for professional services is attached for your review. The proposal includes pre-design conceptual drawings; prepare construction documents, and bid/construction administration.

Attached to this memo is Resolution # 2511which will provide delegated authorization for this project. Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the attached resolution.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002

Resolution # 2511

AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN, ADVERTISING, AWARDING OF LOWEST RESPONSIBLE BID, AND COMPLETION OF THE BOULER CREEK MUSIC ROOM PROJECT

WHEREAS, the District wishes to proceed with Music Room at Boulder Creek,

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Bond Measure A Bond Funds, Developer Fee Funds, Board Reserved for Capital Improvements and/or State Matching funds, if available,

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent and CBO are hereby authorized to design, advertise this project through the bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-eight day of May, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 28, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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SEMINGSON
ARCHITECTURE
&
ENGINEERING

AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES **SEMINGSON ARCHITECTURE & ENGINEERING, INC.** TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: **Boulder Creek Elementary School**
PROJECT SCOPE: **Construction of One (1) Music Room (Cerami & Browning PC)**

SCOPE OF WORK:

1. Assist District with final site and building design for the new music room facility.
2. Prepare construction documents as needed for submittal to DSA and bidding.
3. Submit project to DSA. This project is anticipated to qualify for an OTC review.
4. Respond to all DSA comments to ensure approval from DSA.
5. Assist with bidding the project.
6. Provide construction administration throughout construction to ensure the successful completion of the project.

FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: $210,000

CLIENT'S RESPONSIBILITY:

Client shall provide all necessary information regarding existing site conditions and structures for the Boulder Creek Elementary School site.

Accepted:

Ron Cushman Date
Client

Judy Semingson Date
Semingson Architecture & Engineering, Inc.

SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
STANDARD TERMS AND CONDITIONS

1. **Authorization to Proceed**
Signing this form shall be construed as authorization by CLIENT to proceed with the work, unless otherwise provided for in the Authorization.

2. **Direct Expenses**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. Direct Expenses shall be those costs incurred on or directly for the CLIENT'S Project, including but not limited to tests and analyses, computer services, and printing services. Expenses shall be on the basis of actual charges when furnished by commercial sources, and on the basis of usual commercial charges when furnished by SEMINGSON ARCHITECTURE & ENGINEERING, INC.

3. **Professional Standards**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. shall be responsible, to the level of competency presently maintained by other practicing professional architects in the same type of work in CLIENT'S community, for the accuracy, and adequacy of designs, drawings, specifications, and other work and materials furnished under this Authorization. SEMINGSON ARCHITECTURE & ENGINEERING, INC. makes no other warranty, express or implied.

4. **Limitation of Liability**
The CLIENT agrees to limit the liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to the CLIENT, the project Owner, due to SEMINGSON ARCHITECTURE & ENGINEERING, INC., or its consultants negligent acts, errors, or omissions, such that the total aggregate liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to all those named shall not exceed the final fee of this Authorization.

5. **Cost Estimates**
Any cost estimates provided by SEMINGSON ARCHITECTURE & ENGINEERING, INC. will be on a basis of experience and judgment, but since it has no control over market conditions or bidding procedures, SEMINGSON ARCHITECTURE & ENGINEERING, INC. cannot warrant that bids or ultimate construction costs will not vary from these cost estimates.

6. **Termination**
Either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may terminate this Authorization by giving 30 days written notice to the other party. In such event, CLIENT shall forthwith pay SEMINGSON ARCHITECTURE & ENGINEERING, INC. in full for all work previously authorized and performed prior to effective date of termination. If no notice of termination is given, relationships and obligations created by this Authorization shall be terminated upon completion of all applicable requirements of the Authorization.

7. **Arbitration**
All claims, disputes, and other matters in question, other than disputes over payment of fees for work performed, arising out of, or relating to, this Authorization, or the breach thereof, shall first be submitted to mediation in a form as agreed by parties prior to any other form if dispute resolution, unless delay in initiating arbitration or litigation would irrevocably prejudice one of the parties. If mediation is unsuccessful, either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may initiate a request for arbitration in accordance with the rules of the American Arbitration Association then obtaining, but consent of the other party to such a procedure is mandatory. No arbitration arising out of, or relating to, this Authorization may include consolidation, joinder, or in any other manner, any additional party, not a party to this Authorization.

8. **Legal Expenses**
In the event legal action is brought by CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. against the other to enforce any of the obligations hereunder or arising out of any dispute concerning the terms and conditions hereby created, the losing party shall pay the prevailing party such reasonable amounts for fees, costs and expenses as may be set by the court, mediation or arbitration, or on appeal.

9. **Payment to SEMINGSON ARCHITECTURE AND ENGINEERING, INC.**
Unless payment terms are described otherwise under FEE FOR SERVICES, monthly invoices will be issued by SEMINGSON ARCHITECTURE & ENGINEERING, INC. for all work performed under the terms of this Authorization. Invoices are due and payable 30 days from receipt. Interest at the rate of 1-1/2% per month will be charges on all past due amounts.

10. **Enforceability**
In case any one or more of the provisions contained in this Agreement shall be held illegal, the enforceability of the remaining provisions contained herein shall not be impaired thereby.

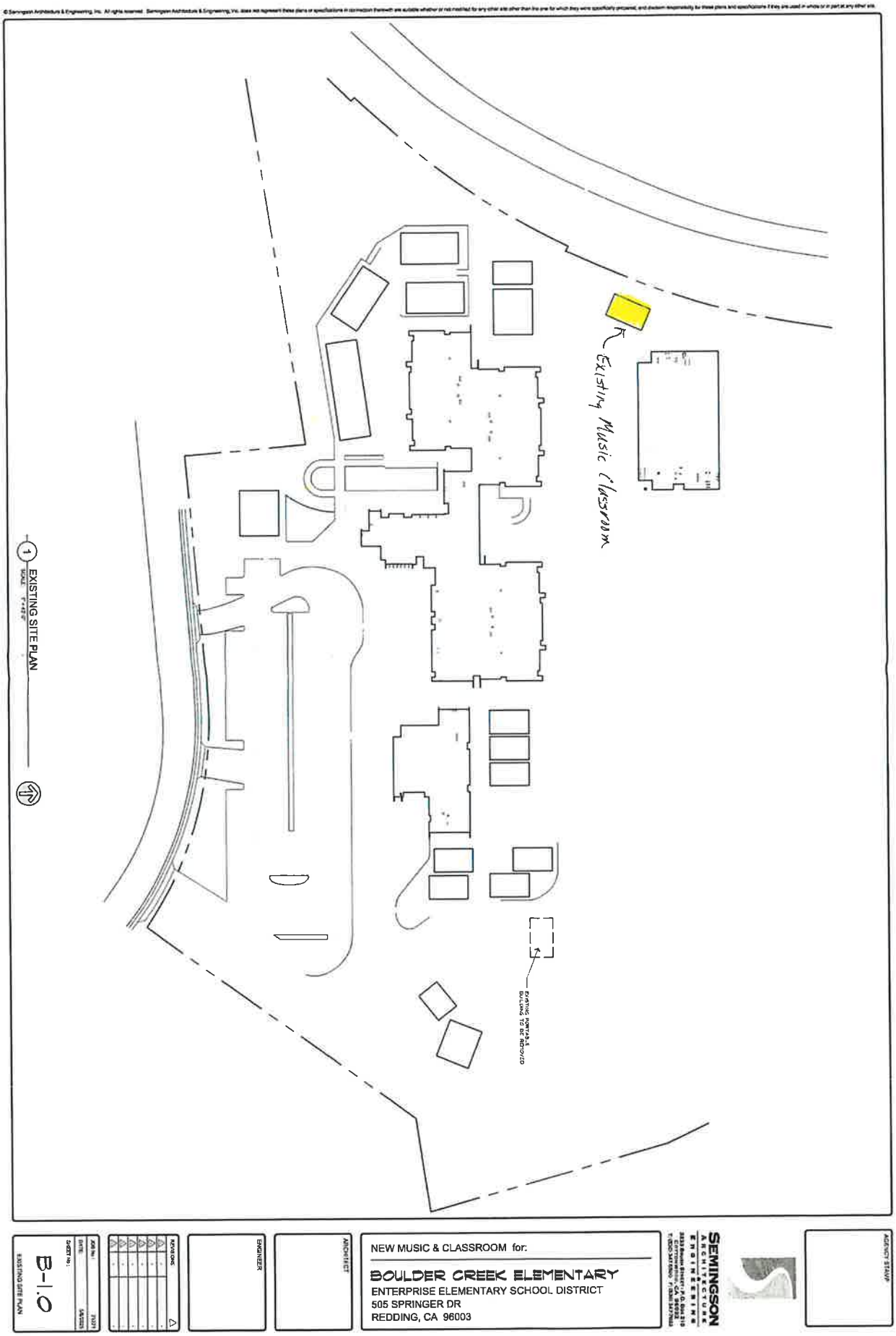
SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
HOURLY RATES AND REIMBURSABLE CHARGES

Principal Architect:	$185
Project Architect:	$135
AutoCAD Production	$110
Clerical Support:	$ 80
24"x36" bond copies:	$2.50/sheet
8.5" x 11" copies:	$0.20/sheet
Mileage:	$0.65/mile
Consultants:	Cost + 10%
Per Diem Rate:	$60/day/person

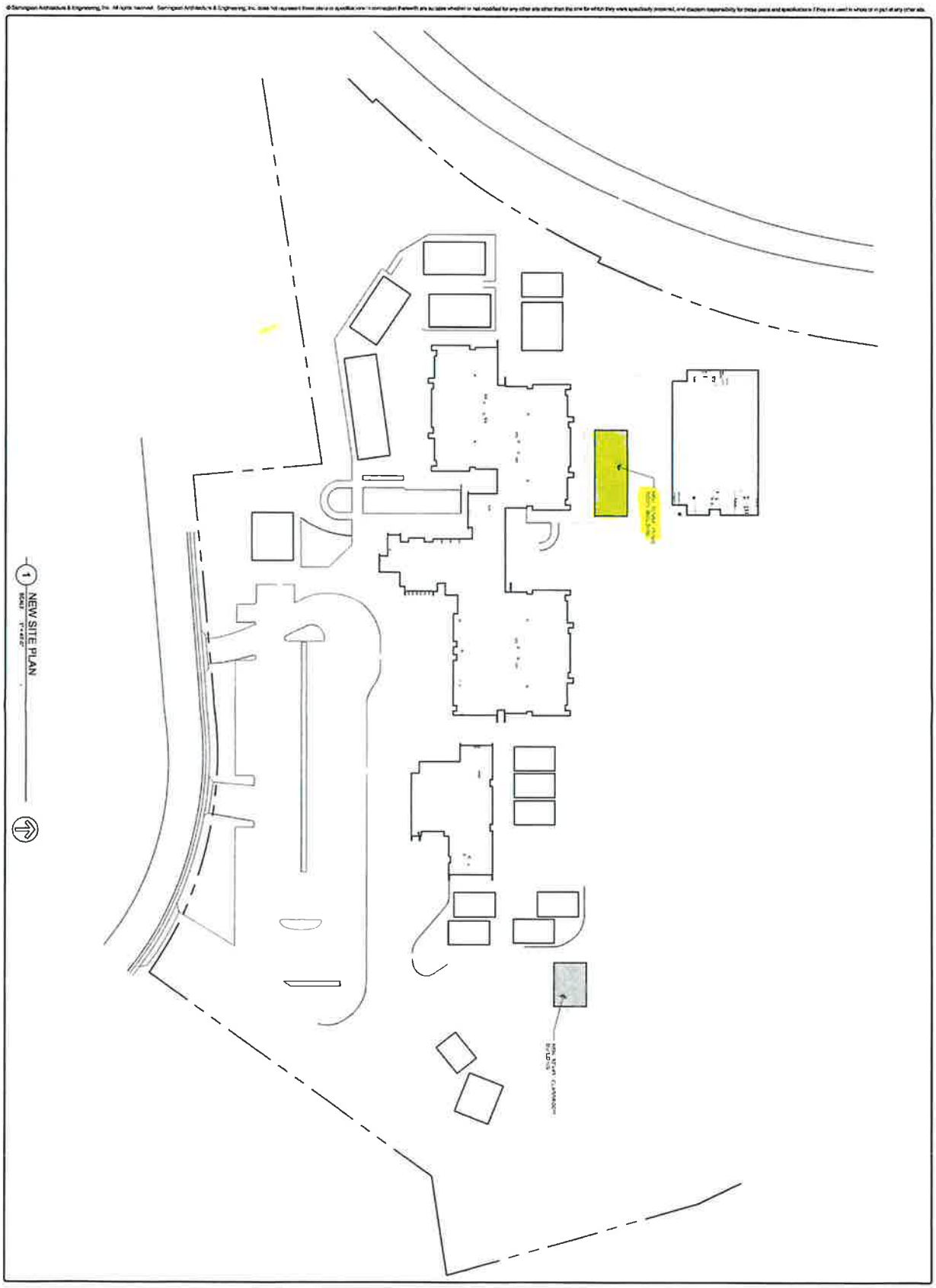
Interest on unpaid balances over 30 days shall be 1.5% per month (18% annually)

CALIFORNIA PROFESSIONAL LICENSES

ARCHITECT	THOMAS R. SEMINGSON	C13296
ARCHITECT	JUDY P. SEMINGSON	C24582


Existing Music Classroom
EXISTING SITE PLAN
NEW MUSIC & CLASSROOM for:
BOULDER CREEK ELEMENTARY
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003
SEMINGSON
ARCHITECTURE
ENGINEER
ARCHITECT
AGENCY STAMP
REVISIONS
B-1.0
EXISTING SITE PLAN

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NEW MUSIC & CLASSROOM for:

BOULDER CREEK ELEMENTARY

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003

SEMINGSON ARCHITECTURE ENGINEERING
2333 BRUSH STREET · P.O. BOX 210
COTTONWOOD, CA 96022
T: (530) 347-5800 F: (530) 347-5802

B-1.1
NEW SITE PLAN

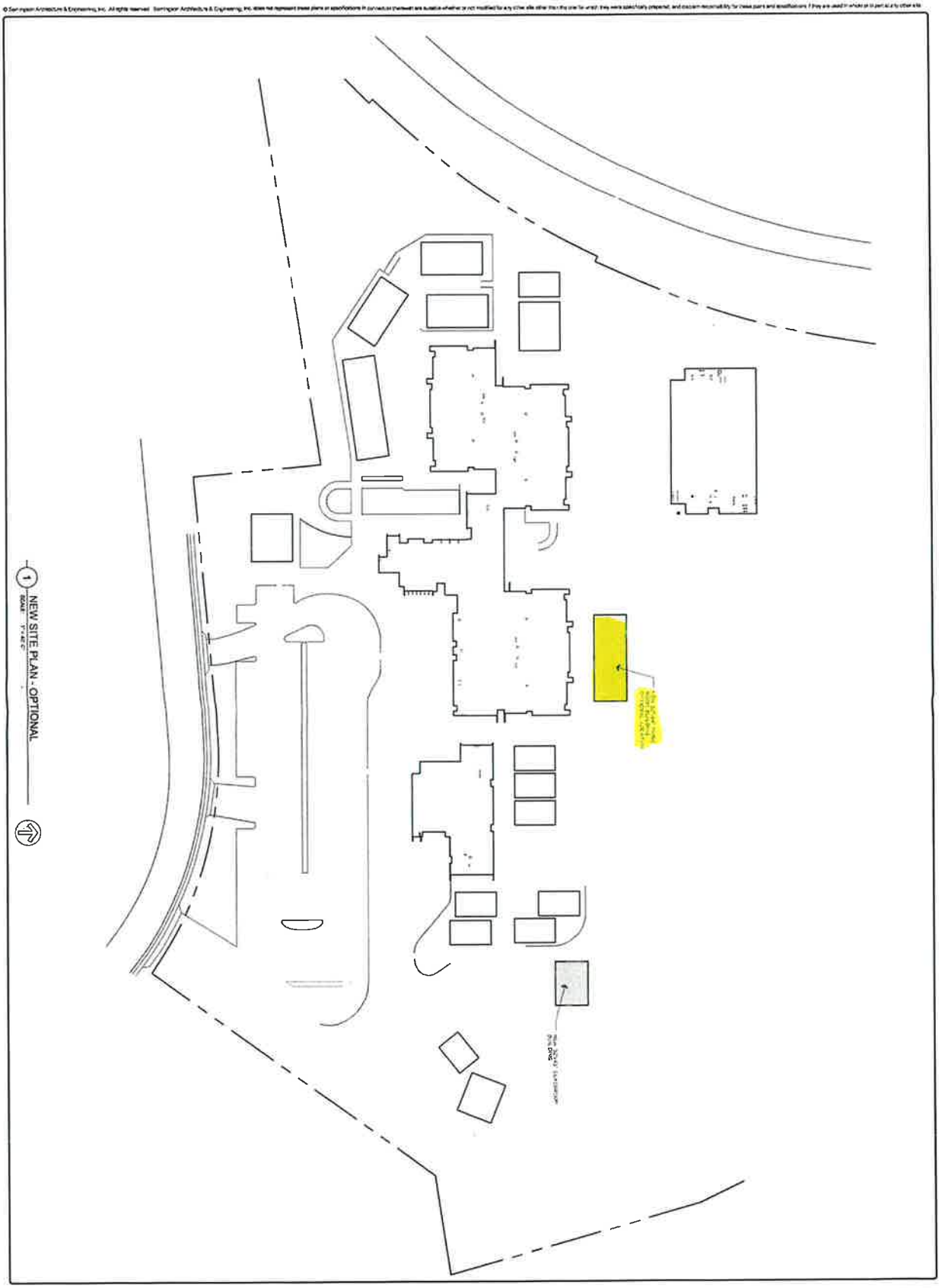
REVISIONS

ENGINEER

ARCHITECT

AGENCY STAMP

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1
NEW SITE PLAN - OPTIONAL
NEW MUSIC & CLASSROOM for:
BOULDER CREEK ELEMENTARY
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003
SEMINGSON
ARCHITECTURE
ENGINEERING
B-1.2
NEW SITE PLAN - OPTIONAL
ENGINEER
ARCHITECT
AGENCY STAMP

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10.4.10 RESOLUTION #2512 PROJECT AND DESIGN AUTHORIZATION FOR BOULDER CREEK AFTER SCHOOL OFFICE

Resolution #2512, authorizing the Superintendent or Chief Business Official to proceed with project and design authorization for Boulder Creek after school office is presented to the Board for adoption.

Proposed Action: Adoption.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **PROJECT AND DESIGN AUTHORIZATION FOR BOULDER CREEK AFTER SCHOOL OFFICE**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out the construction process. This authority includes procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process, we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

The existing After School Office at Boulder Creek is located in a portable classroom building that was acquired by the district in 1988. The district is endeavoring to replace old portable buildings, this being one of them. This project represents the necessary steps to remove this existing portable building, design, and construct a permanent structure with rest room facilities.

A conceptual drawing showing the location of the building is attached for your review.

The preliminary budget allocation for this project is $1,730,000, with funding to be provided by either ELOP Funds, Board reserved funds for Capital Improvements, or any other appropriate project funding available. Due to our estimated project cost, we will formally bid this project under the authority granted by this resolution.

For this project, we propose to retain the architectural services of Semingson Architecture to complete the design process. The contract for professional services is attached for your review. The proposal includes pre-design conceptual drawings; prepare construction documents, and bid/construction administration.

Attached to this memo is Resolution # 2512 which will provide delegated authorization for this project. Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the attached resolution.

ENTERPRISE ELEMENTARY SCHOOL DISTRICT
1155 Mistletoe Lane, Redding, CA 96002

Resolution # 2512

AUTHORIZING THE SUPERINTENDENT OR CBO TO PROCEED WITH DESIGN, ADVERTISING, AWARDING OF LOWEST RESPONSIBLE BID, AND COMPLETION OF THE BOULDER CREEK AFTER SCHOOL OFFICE PROJECT

WHEREAS, the District wishes to proceed with After School Office at Boulder Creek,

WHEREAS, this project qualifies as an eligible expenditure under the recently approved Enterprise Elementary School District Expanded Learning Opportunities Program Funds, Board reserved funds for Capital Improvements, or any other appropriate project funding available,

WHEREAS, the Enterprise Elementary School District Board of Trustees desires to proceed with this project without delay,

NOW THEREFORE BE IT RESOLVED that Heather Armelino, Superintendent and CBO are hereby authorized to design, advertise this project through the bidding process, accept the lowest responsible bid, and any other activities necessary for completion of this project.

PASSED, APPROVED, AND ADOPTED by the Enterprise Board of Education, county of Shasta, California, this twenty-eight day of May, 2025.

_____
Robin Littau, Clerk
Enterprise Board of Education

I hereby certify the foregoing to be a full, true, and correct copy of the resolution duly adopted by the Enterprise Board of Education at a regular meeting held on May 28, 2025.

_____
Heather Armelino
Secretary to the Board of Education

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SEMINGSON
ARCHITECTURE
&
ENGINEERING

AUTHORIZATION FOR PROFESSIONAL SERVICES

Enterprise Elementary School District
ATTN: Ron Cushman
1155 Mistletoe Lane
Redding, CA 96002

HEREBY REQUESTS AND AUTHORIZES **SEMINGSON ARCHITECTURE & ENGINEERING, INC.** TO PERFORM THE FOLLOWING SERVICES:

PROJECT LOCATION: **Boulder Creek Elementary School**
PROJECT SCOPE: **Construction of One (1) ACE Classroom (Cerami & Browning PC)**

SCOPE OF WORK:

1. Assist District with the final site design for the new music room facility. Project involves the removal of an existing portable classroom and construction of a PC classroom building in the same location.
2. Prepare construction documents as needed for submittal to DSA and bidding.
3. Submit project to DSA. This project is anticipated to qualify for an OTC review.
4. Respond to all DSA comments to ensure approval from DSA.
5. Assist with bidding the project.
6. Provide construction administration throughout construction to ensure the successful completion of the project.

FEE:

Services shall be provided on an hourly basis per the attached hourly rate schedule with a Not-to-Exceed cap of: $160,000

CLIENT'S RESPONSIBILITY:

Client shall provide all necessary information regarding existing site conditions and structures for the Boulder Creek Elementary School site.

Accepted:

Ron Cushman Date
Client

Judy Semingson Date
Semingson Architecture & Engineering, Inc.

SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
STANDARD TERMS AND CONDITIONS

1. **Authorization to Proceed**
Signing this form shall be construed as authorization by CLIENT to proceed with the work, unless otherwise provided for in the Authorization.

2. **Direct Expenses**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. Direct Expenses shall be those costs incurred on or directly for the CLIENT'S Project, including but not limited to tests and analyses, computer services, and printing services. Expenses shall be on the basis of actual charges when furnished by commercial sources, and on the basis of usual commercial charges when furnished by SEMINGSON ARCHITECTURE & ENGINEERING, INC.

3. **Professional Standards**
SEMINGSON ARCHITECTURE & ENGINEERING, INC. shall be responsible, to the level of competency presently maintained by other practicing professional architects in the same type of work in CLIENT'S community, for the accuracy, and adequacy of designs, drawings, specifications, and other work and materials furnished under this Authorization. SEMINGSON ARCHITECTURE & ENGINEERING, INC. makes no other warranty, express or implied.

4. **Limitation of Liability**
The CLIENT agrees to limit the liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to the CLIENT, the project Owner, due to SEMINGSON ARCHITECTURE & ENGINEERING, INC., or its consultants negligent acts, errors, or omissions, such that the total aggregate liability of SEMINGSON ARCHITECTURE & ENGINEERING, INC. to all those named shall not exceed the final fee of this Authorization.

5. **Cost Estimates**
Any cost estimates provided by SEMINGSON ARCHITECTURE & ENGINEERING, INC. will be on a basis of experience and judgment, but since it has no control over market conditions or bidding procedures, SEMINGSON ARCHITECTURE & ENGINEERING, INC. cannot warrant that bids or ultimate construction costs will not vary from these cost estimates.

6. **Termination**
Either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may terminate this Authorization by giving 30 days written notice to the other party. In such event, CLIENT shall forthwith pay SEMINGSON ARCHITECTURE & ENGINEERING, INC. in full for all work previously authorized and performed prior to effective date of termination. If no notice of termination is given, relationships and obligations created by this Authorization shall be terminated upon completion of all applicable requirements of the Authorization.

7. **Arbitration**
All claims, disputes, and other matters in question, other than disputes over payment of fees for work performed, arising out of, or relating to, this Authorization, or the breach thereof, shall first be submitted to mediation in a form as agreed by parties prior to any other form if dispute resolution, unless delay in initiating arbitration or litigation would irrevocably prejudice one of the parties. If mediation is unsuccessful, either CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. may initiate a request for arbitration in accordance with the rules of the American Arbitration Association then obtaining, but consent of the other party to such a procedure is mandatory. No arbitration arising out of, or relating to, this Authorization may include consolidation, joinder, or in any other manner, any additional party, not a party to this Authorization.

8. **Legal Expenses**
In the event legal action is brought by CLIENT or SEMINGSON ARCHITECTURE & ENGINEERING, INC. against the other to enforce any of the obligations hereunder or arising out of any dispute concerning the terms and conditions hereby created, the losing party shall pay the prevailing party such reasonable amounts for fees, costs and expenses as may be set by the court, mediation or arbitration, or on appeal.

9. **Payment to SEMINGSON ARCHITECTURE AND ENGINEERING, INC.**
Unless payment terms are described otherwise under FEE FOR SERVICES, monthly invoices will be issued by SEMINGSON ARCHITECTURE & ENGINEERING, INC. for all work performed under the terms of this Authorization. Invoices are due and payable 30 days from receipt. Interest at the rate of 1-1/2% per month will be charges on all past due amounts.

10. **Enforceability**
In case any one or more of the provisions contained in this Agreement shall be held illegal, the enforceability of the remaining provisions contained herein shall not be impaired thereby.

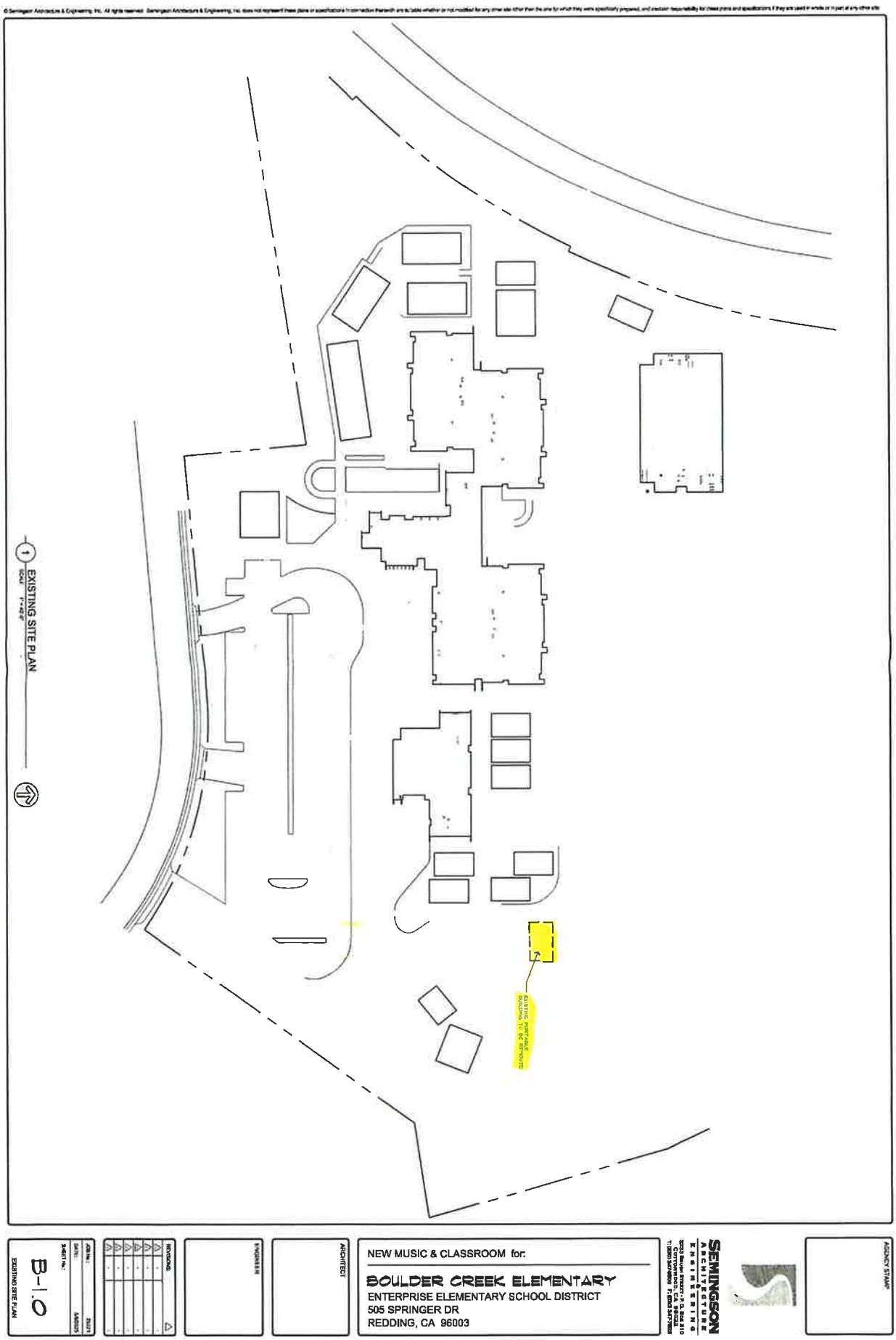
SEMINGSON ARCHITECTURE & ENGINEERING, Inc.
HOURLY RATES AND REIMBURSABLE CHARGES

Principal Architect:	$185
Project Architect:	$135
AutoCAD Production	$110
Clerical Support:	$ 80
24"x36" bond copies:	$2.50/sheet
8.5" x 11" copies:	$0.20/sheet
Mileage:	$0.65/mile
Consultants:	Cost + 10%
Per Diem Rate:	$60/day/person

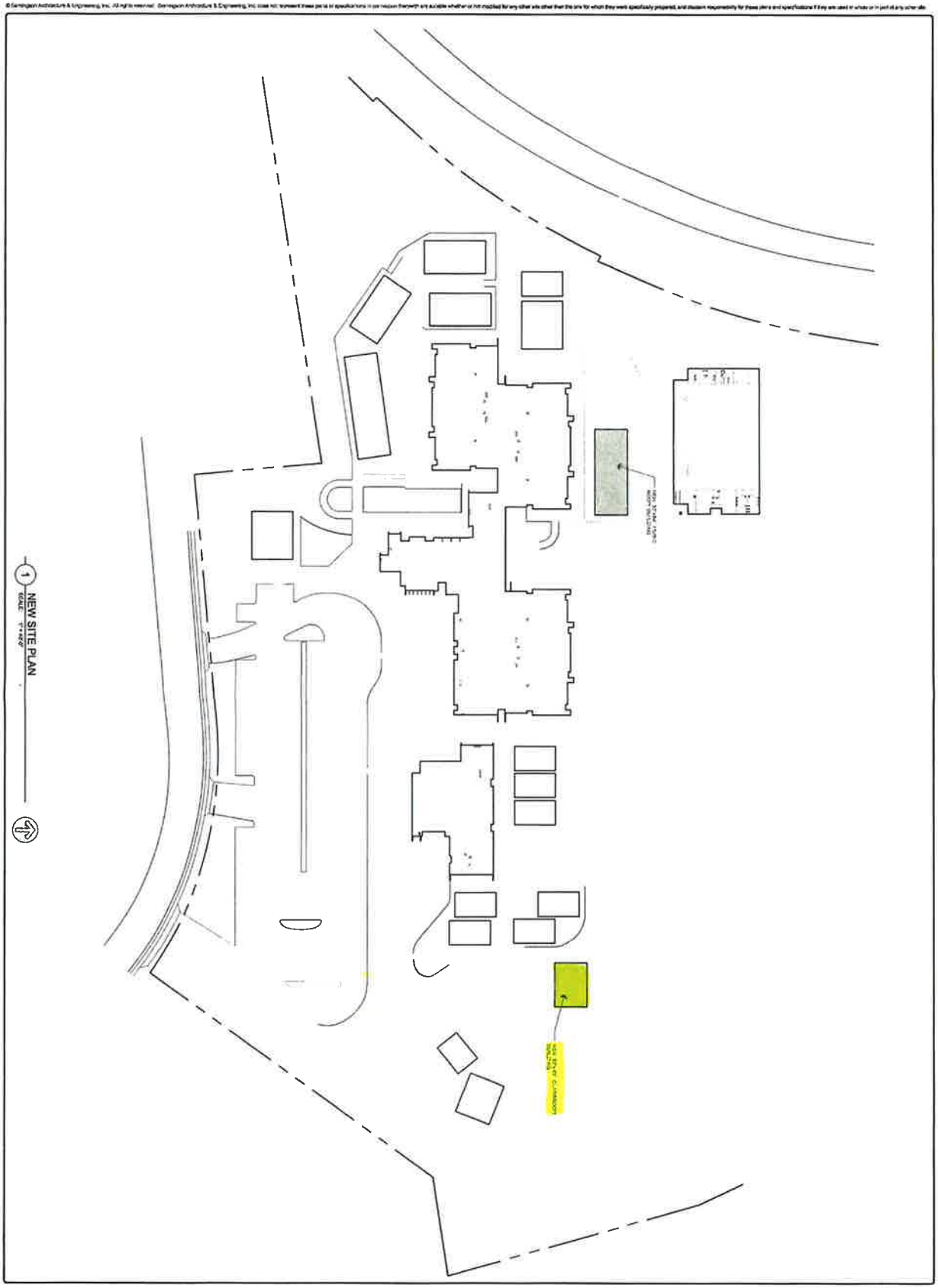
Interest on unpaid balances over 30 days shall be 1.5% per month (18% annually)

CALIFORNIA PROFESSIONAL LICENSES

ARCHITECT	THOMAS R. SEMINGSON	C13296
ARCHITECT	JUDY P. SEMINGSON	C24582


1 EXISTING SITE PLAN
SCALE: 1" = 40'-0"
EXISTING PORTABLE BUILDING TO BE REMOVED
B-1.0
EXISTING SITE PLAN
REVISIONS
ENGINEER
ARCHITECT
NEW MUSIC & CLASSROOM for:
BOULDER CREEK ELEMENTARY
ENTERPRISE ELEMENTARY SCHOOL DISTRICT
505 SPRINGER DR
REDDING, CA 96003
SEMINGSON
ARCHITECTURE
ENGINEERING
AGENCY STAMP

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1 NEW SITE PLAN
SCALE 1" = 40'-0"
NEW MUSIC & CLASSROOM for:
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ARCHITECTURE
ENGINEERING
B-1.1
NEW SITE PLAN
ARCHITECT
ENGINEERS
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10.4.11 CONSTRUCTION CONTRACT FOR LASSEN VIEW CAFE FLOOR REPLACEMENT

The construction contract for Lassen View Cafe floor replacement is presented to the Board for approval.

Proposed Action: Approval.

MOTION MADE BY:_____
SECONDED BY:_____

ENTERPRISE ELEMENTARY SCHOOL DISTRICT

INTEROFFICE MEMO

DATE: **MAY 21, 2025**

TO: **HEATHER ARMELINO, SUPERINTENDENT**

FROM: **DEBORAH WILLIAMS, CBO**

RE: **CONSTRUCTION CONTRACT FOR LASSEN VIEW CAFÉ FLOOR REPLACEMENT**

In order to expedite the planning, bidding, acceptance, and construction process on each of our past construction projects, the Board has granted us (the Superintendent and/or CBO) authority to carry out construction process. This authority includes: procuring architectural and/or engineering services and developing plans, advertising the project through the bidding process, accepting bids and selecting contractors, and managing the project, including approving change orders, through final acceptance. This has proven to be a very effective way of managing the projects while minimizing delays. Through the course of this process we will bring forward contracts for architectural services, inspectors, contractors and other professionals selected by the District for Board approval.

Project funding is provided thru the General Fund. The cafeteria/gym flooring has failed, causing cuts, cracking, and bubbling of the flooring material. This presents a safety issue for the students during basketball and volleyball games. The project consists of removing the old and installing new sub-floor and finish flooring, and painting of all lines and logo for the main new café/gym floor.

For this project we retained the architectural services of Semingson Architecture to provide the construction document package and assist in the informal bidding process for construction.

The construction bids have been received. We seek board approval of the construction contract with Hanes for this project. A portion of the contract and a plan view of the new floor is attached. Copies of the complete contract as well as other bids received are available at the district office.

Please place this on the May 28, 2025 Board Agenda as a Business Action Item requesting approval of the construction contract.

AGREEMENT BETWEEN OWNER AND CONTRACTOR

This Agreement between Owner and Contractor ("Agreement") is entered into effective as of _April 7, 2025_ between the Enterprise Elementary School District, Shasta County, California ("Owner") and _Hanes Flooring ("Contractor"), with Owner and Contractor each a "Party" and together the "Parties" to this Agreement.

Contractor and Owner agree as follows:

1. **SCOPE OF WORK**. Contractor agrees to furnish all labor, equipment and materials, including tools, implements, and appliances and to perform all the work in a good and workmanlike manner, free from any and all liens and claims from mechanics, material suppliers, subcontractors, artisans, machinists, teamsters, freight carriers, and laborers, all in strict compliance with the Contract Documents, required for construction of the Project (the "Project") described as:

Lassen View Café'/Gym floor replacement

Unless otherwise specifically noted, the Contractor shall provide and pay for all labor, materials, equipment, transportation, and other facilities and services necessary for the proper execution and completion of the Project. The Contractor shall at all times enforce strict discipline and good order among Contractor's employees and subcontractors and shall not employ on the Project anyone not skilled in the task assigned. Any employee of Contractor or employee of Contractor's subcontractors, suppliers or materialmen Owner deems not skilled for the task assigned shall, upon Owner's request, be dismissed from the site.

2. EXAMINATION OF SITE. Contractor has visited the site and investigated the conditions on, in, out and about the site, including any buildings, which might affect the progress of the Project and is satisfied as to those conditions. No claim for money or time will be allowed as to such matters.

3. CONTRACT DOCUMENTS. The Contractor and Owner agree that the Contract Documents are composed of this Agreement, required insurance certificates, additional insured endorsement and declarations page, Designation of Subcontractors, Noncollusion Declaration, Roof Project Certification (where applicable), Sufficient Funds Declaration (Labor Code section 2810), the Fingerprinting Notice and Acknowledgment, Independent Contractor Student Contact Form, any required bonds, and any specifications and plans. If there are specifications and plans, the specifications and plans are intended to cooperate, so that any work exhibited in the plans and not mentioned in the specifications, or vice versa, is to be executed the same as if both mentioned in the specifications and set forth in the plans to the true intent and meaning of the said plans and specifications, when taken together. The Contract Documents are complementary, and each obligation of the Contractor, subcontractors, and material or

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equipment suppliers in any one shall be binding as if specified in all. Where requirements of the Contract Documents exceed those of the applicable building codes and ordinances, the Contract Documents shall govern. Contractor shall comply with all applicable Federal, State and local laws. The work shall constitute a "work of improvement" under Civil Code section 8050 and Public Contract Code section 7107.

4. COMPLETION DATE. The work to be completed under this Agreement shall begin no later than June 9, 2025, and shall be completed on or before July 24, 2025 (the "Completion Date").

5. CONTRACT SUM. The Contract Sum is the total amount payable by Owner to Contractor for the performance of work under the Contract Documents. The Contract Sum is One hundred forty six thousand, three hundred and nineteen dollars and zero cents (146,319.00), unless modified in accordance with the Contract Documents.

6. CONTRACTOR'S LICENSE, REGISTRATION AND COMPLIANCE MONITORING. In accordance with section 3300 of the Public Contract Code, Contractor maintains appropriate licensing for the project which shall be maintained in good standing for the duration of Contractor's work on the Project. Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. The Owner shall not enter into any contract without proof of the Contractor's current registration to perform public work under Labor Code section 1725.5. The Contractor shall not enter into any subcontract without proof of the subcontractor's current registration to perform public work under Labor Code section 1725.5. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

7. LIQUIDATED DAMAGES. Failure to complete the Project within the time and in the manner provided for in this Agreement shall subject the Contractor to liquidated damages. For purposes of liquidated damages, the concept of substantial completion shall not constitute completion and is not part of the Contract Documents. The actual occurrence of damages and the actual amount of the damages which the Owner would suffer if the Project were not completed within the specified times set forth are dependent upon many circumstances and conditions which could prevail in various combinations and, from the nature of the case, it is impracticable and extremely difficult to fix the actual damages. Damages which the Owner would suffer in the event of delay include, but are not limited to, loss of the use of the Project, disruption of activities, costs of administration, supervision and the incalculable inconvenience and loss suffered by the public.

Accordingly, the Parties agree that the amount herein set forth shall be the amount of damages which the Owner shall directly incur upon failure of the Contractor to complete the Project within the time specified: $ waived, for each calendar day by which completion of the Project is delayed beyond the Completion Date, as adjusted by change

9201.

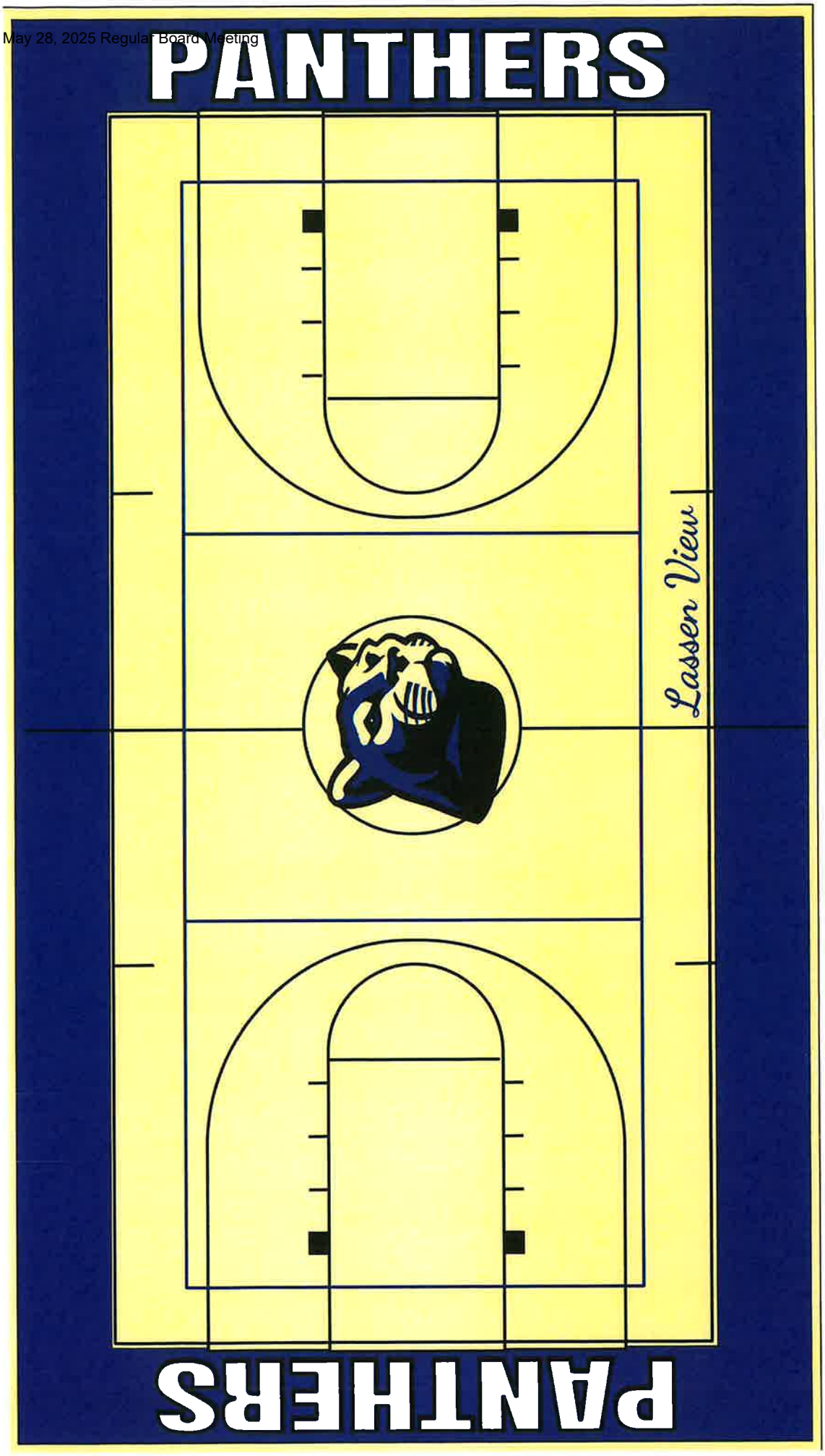
44.7. **Entire Agreement**. The Contract Documents constitute the entire agreement between the Parties relating to the Project, and supersedes any prior or contemporaneous agreement between the parties, oral or written, including the Owner's award of the Project to Contractor, unless such agreement is expressly incorporated herein. The Owner makes no representations or warranties, express or implied, not specified in the Contract. The Contract is intended as the complete and exclusive statement of the parties' agreement pursuant to Code of Civil Procedure section 1856. Contractor, by the execution of this Agreement, acknowledges that Contractor has read this Agreement, understands it, and agrees to be bound by its terms and conditions.

44.8. **Execution of Other Documents**. The Parties to this Agreement shall cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

44.9. **Execution in Counterparts**. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

(CONTRACTOR)	**(OWNER)**
_____	_____
By: _____	By: Deborah Williams
Its: _____	Its: CBO- Bus. Services
_____ CALIFORNIA CONTRACTOR'S LICENSE NO.	
_____ LICENSE EXPIRATION DATE	

NOTE: Contractor must give the full business address of the Contractor and sign with Contractor's usual signature. Partnerships must furnish the full name of all partners and the Agreement must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature. Corporations must sign with the legal name of the corporation, followed by the name of the state of



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11. PLANNING MATTERS

Board Policy #1180 dealing with building developments directs that the school district is to play a part in the orderly development of the area. This is to be accomplished by having the Superintendent review all notices of subdivisions or building development. In the event the development is considered to have significant impact on the Enterprise Elementary School District, the Superintendent will communicate the District's position to the appropriate governmental agency. Such communications are to be routinely reported to the Board.

The Superintendent will be further responsible for bringing major developments that may have impact upon the District to the attention of the Board of Education to consider whether the Board wishes to take an official position related to the development in question.

Due to notification and meeting schedules of other agencies, it is sometimes difficult to provide input in a timely manner. For this reason, the Board has directed that planning matters be placed on every agenda so they can be considered and acted upon.

Information on specific developments is not available at this time but may be presented at the time of the meeting.

Proposed Action: To Be Determined

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12. CLOSING

12.1 Items from the Floor

Any individual or group representative may address the Board at this time. The Board of Education reserves the right to limit the time allotted to each speaker to three minutes and the number of times an individual is allowed to address the Board on a given subject. This is a comment period only.

12.2 Future Meeting Dates

June 4, 2025, 4:00 p.m. (Open Session) - Regular Board Meeting

12.3 Other Important Dates:

Open House

May 29

- Parsons 5:30 pm

Graduation

June 3

- Boulder Creek 6 pm at Simpson
- Mistletoe 6 pm at Pathway

June 4

- PACE 10 am at PACE

June 5

- Parsons 6 pm at the Civic

June 6

- RCA at David Marr Theater
  - 8th Grade 9:30 am
  - 12th Grade 11:00 am

12.4 Adjournment to Closed Session

13. CLOSED SESSION

a. PUBLIC EMPLOYMENT: Teacher, Nurse, Clerk I, Clerk II, Cook, CIA Aide, SEPHA Aide. [GC § 54957]
b. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT: Assistant Superintendent. [GC § 54957]
c. CONFERENCE WITH LABOR NEGOTIATOR: Negotiator: Board President. Unrepresented Employee: Assistant Superintendent. [GC § 54957.6]
d. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE: Classified Probationary Release: Employee #492831 and Employee #492574. [GC § 54957]
e. LABOR NEGOTIATIONS: [GC § 54957.6]
f. LITIGATION: [GC § 54956.9]

14. RECONVENE OPEN SESSION; REPORT ACTION TAKEN IN CLOSED SESSION

14.1 APPROVAL/RATIFICATION OF EMPLOYMENT AGREEMENT WITH ASSISTANT SUPERINTENDENT [GC § 53262]

15. ADJOURNMENT