

PACIFIC VIEW CCSPP

Implementation Plan

OVERVIEW

A community school is a “whole-child” improvement strategy where the local educational agency and schools work closely with teachers, students, and families. Community Schools partner with community agencies and local government to align community resources to improve student outcomes. Pacific View Charter (PVCS) partnered with its Charter Sponsor, Eureka City Schools (ECS), to receive an Implementation Grant aligning with ECS’s vision and goals.

VISION

PVCS Community Schools support schools as hubs of health and learning that promote the interconnected relationships of children, families, and community partners. These relationships are honored by building partnerships and culturally responsive supports that:

- Care for each student’s social and emotional well-being
- Physical and mental health
- Academic achievement

Building awareness and responsiveness to the cultural richness of our PVCS community, child and family-centered partnerships are formed to honor the strength of families, schools, and the greater Eureka community.

This is achieved by providing culturally responsive, evidence-based teaching practices and support for all students and staff, with value placed on social-emotional learning and restorative practices, meeting the whole-child needs of every PVCS student.

GOALS

1. Improve student attendance to increase student academic achievement. Per the CA school Dashboard 22/23 data, 34.1% of Eureka City School students struggle with chronic absenteeism and the barriers that prohibit students from attending school. As a small school, chronic absenteeism would be detrimental to PVCS (5.6%). To maintain low absenteeism, PVCS actions include:
 - We are hiring and training a community school liaison. Community school liaisons will partner with site employees to address 4 Pillars of Community Schools.
 - The Community Schools Liaison role will include:
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- Attend weekly site MTSS meetings to identify and alleviate barriers to student success utilizing actions, including:
 - Parent contact, home visits, and establishing community partnerships provide family support.
 - Increase Family Engagement for core decisions (Calendar, Curriculum, Behavior Policy, Events).
 - Utilize the *Check and Connect* student engagement model to support identified McKinney Vento students at each school site and submit weekly attendance reports to the LEA McKinney Vento youth coordinator.
 - Coordinate with Community Partners to increase student health and well-being outcomes.
2. Increase students' and families' sense of belonging to increase social and emotional well-being and health outcomes. Using the data from the 22/23 LCAP, the following measures will be utilized to measure connectedness and belonging:
- A) Local Indicator Survey reported that students who feel connected to at least one caring adult at their School
- I. 2021-2022 Local Indicator Survey results:
- i. 75.8% of students stated they feel cared for most or all the time.
- II. LCAP Student Survey Participation
- I. 2021-2022 LCAP Student Survey result:
- I. 27% participation baseline.

These Actions Include:

- Writing and distributing a monthly Community Schools Newsletter in English and Spanish (If needed) focusing on the 4 Pillars of Community Schools.
- Coordinate with site principals to increase family engagement attendance through quarterly site events that are student and family-generated, monthly PTA, ELAC, and Site Council meetings.
- Develop site Community School Advisory Council teams governed through the School Site Council.
- Implement district-wide Empathy Interviews.
- Develop student-led student leadership opportunities by developing student-generated and led clubs and activities that center community partnership and participation.
- Adoption of district-wide Universal SEL Screeners for K-12th grade students. Social Workers/MTSS teams at each site will analyze data to determine individual/group needs and implement support.
- Development of a Well Space at each school site.
- The Community School Liaison will coordinate Community Partnerships with local county, city, and non-profit agencies to coordinate district and site partnerships to align with LCCAP and CCSPPI Initiatives.

3. Improve academic outcomes for student groups, as ECS is eligible for Differentiated Assistance (DA) Comprehensive Support and Improvement (CSI) - the same student groups are in the lowest performance category in at least two different LCFF priority areas. To prevent DA and CSI, Pacific View Community School Liaison will provide culturally responsive, evidence-based practices and support for all students and staff, with value placed on social-emotional learning (SEL) and restorative practices.

Data will be collected from the Dashboard for PVCS Student Outlier Groups, while preventive actions include:

- Establishment of Multi-Tiered Systems of Support Training
- Creation and execution of an MTSS School-wide Policy Manual
 - Tier 2 classroom support for individual students.
 - Therapeutic Support for all students.
 - Defined Tier 3 Services for individual students.
 - Increase Tier 1 Support for all students.
 - Establish Access to Learning and Student Study Team Procedures.
- Launch Positive Behavior Interventions and Support Training and future implementation
 - Creation of an updated behavior Matrix.
 - Creation of universal behavior expectations in specific environments.
 - Creation of a PBIS School-wide Policy Manual for execution for the 2024-2025 school year.
- Identify and engage with Community Partners to increase culturally responsive, evidenced-based practices, including opportunities emphasizing extended learning time and opportunities.
- Maintain Trauma-Responsive practices:
 - Recovery Space is available in every classroom for students to self-select and take a break in another space.
 - Well-Space/Calm Room breaks are available to every student or teacher-requested Tier 2 Interventions.
 - Schoolwide Cohort Model for one-on-one staff to student coaching and relationship building.
 - Schoolwide Collaboration focuses on a “Whole Student” approach.

5 YEAR WORK PLAN

2023 - 2024 School Year 1 of 5

1. Implement CCSP at school sites through effective strategies and action plans and ensure timely submission of all CDE reports to the state. Examples of actions:

- Belonging Circle Trainings
- Empathy Interviews with
- Empathy Staff Training.
- Needs Assessments: From Families, Students and Staff.
- Deeper Coaching Dives training with HCOE.
- New LCAP has been written with 3 year goals that are aligned to our WASC, Community School, MTSS, and SPSA.
- Elementary and high schools transitioned to IXL. (Data from elementary Moby Max and Exact Path)
- Hired community school Liaison
- PBIS Training
- Partnerships Food for People
- Blue Lake Rancheria (CTIE)
- CR Trio/Upward Bound
- CalPoly Trio/Upward Bound
- Community School Kick-Off: Tay, CR, HESI, TESI, Teen Court

2024 - 2025 School Year 2 of 5

- Maintain Empathy Conference Participation at 100%
- After School Events increase to 45% participation for both sites
- Execute a Universal Screener that includes Mental Health.(MTSS)
- Swiss Execution
- ILP Execution
- IXL Execution
- Continually Innovate during school-wide collaboration: Maintain 30 or more meetings.Blue Lake Rancheria:
- CTIE partnership for career and internship mentoring and readiness.
- Big Brothers and Big Sisters

- Leadership Conference
- Expanded Trio/Upward Bound to CALPOLY. Will be maintained with CR.
- Expand CTE: Health Pathway, Technology Pathway
- Develop a community school evaluation plan
- Obtain a Transportation Van that:
 - Food for people
 - McKinney-Vento,
 - CTE courses,
 - Field trips, and
 - After-school programs.
- CEI COHORT V: Community Engagement Initiative Team.

2025 - 2026 School Year 3 of 5

1. Implement CCSPP at school sites through effective strategies and action plans and ensure timely submission of all CDE reports to the state.
 - Provide progress monitoring in each goal area.
 - Gather feedback from educational partners (parents, staff, students), analyze data, and make necessary updates to enhance the implantation process.
 - Regularly communicate with school and district steering committees and provide updates to educational partners to keep them informed about the progress and developments of the work.
 - Execute community school transformational change project utilizing transformational plan and evaluation.

2026 - 2027 School Year 4 of 5

1. Implement CCSPP at school sites through effective strategies and action plans and ensure timely submission of all CDE reports to the state.
 - Provide progress monitoring in each goal area.
 - Gather feedback from educational partners (parents, staff, students), analyze data, and make necessary updates to enhance the implantation process.
 - Regularly communicate with school and district steering committees and provide updates to educational partners to keep them informed about the progress and developments of the work.
 - Execute community school transformational change project utilizing transformational plan and evaluation.

2027 - 2028 School Year 5 of 5

1. Implement CCSPP at school sites through effective strategies and action plans and ensure timely submission of all CDE reports to the state.
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