

Placer County

Caring School Community

Three school sites will fully implement the Caring School Community Program which will result in a measurable increase in the protective factors of caring school climate, parent involvement in school, commitment to learning, positive values, social competencies, positive identity and academic achievement. These factors in turn will result in the long-term impact of decreasing youth ATOD use, violence and dropout rates. Outcomes will be measured using pre /post changes and comparison school data of the California Healthy Kids Survey Resiliency Modules as well as focus groups, observational data, and school and community indicators such as attendance records, grade records, test scores, school crime incidents, truancy rate and police records.

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Program Component 1

Implementation of Caring School Community (CSC) project at schools in three school districts (Foresthill Union School District, Auburn Union School District, and Western Placer Unified School District).

- The curriculum has four components: class meetings to build students' commitment to learning and to responsibility and kindness; cross-age buddy programs that pair classrooms and students within them so that every younger student has an older "buddy" for the year; Homeside Activities (parent-involvement activities)—short conversational activities (in English and Spanish) that students do at home with their parent or caregiver; and school-wide events and activities that strengthen a school-wide ethos of caring .
- The curriculum is being implemented as written with no modifications.
- Parents are involved in program through a school newsletter, the Parent Teacher Club, and a variety of school events.
- Initial and ongoing training has occurred with curriculum developers for school staff.

Population(s) Served

- All students from 3 school sites (approximately 700 students total).
- The following 3 schools are being targeted: Sheridan (K-8), Foresthill (K-4), and Rock Creek (K-5).

Program Component 2

Implementation of Kidz Lit and Kidz Math after school programs.

- Kidz Lit and Kidz Math complement what happens throughout the day in class with the Caring School Community program.

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Population(s) Served

- A subset of students from 3 school sites.
- The following 3 schools are being targeted: Sheridan (K-8), Foresthill (K-4), and Rock Creek (K-5).

Science-Based Criteria

- *Caring School Community* program (featured as a Science-Based Program in Appendix C (p.71) of the California Local Education Agency Plan)

Program Settings

- School-based, during school (Primary)
- School-based, after school (Secondary)
- Community-based (Minimal)

Program Strategies

- Youth Development (Primary)
- Violence Prevention
- School Bonding

Risk Characteristics of Target Population

- Risk is identified at three levels, the community, school, and individual level.
- At the community level, the three targeted service communities have high levels of population growth, lack of educational achievement, and high rates of unemployment and poverty.
- At the school level, risk was identified by students eligible for free and reduced lunch, Healthy Kids Survey data, child abuse & neglect data, and discipline/attendance issues.

Planning and Collaboration

- Planning meetings included school administrators, principals, prevention specialists, district personnel, and after-school personnel at the school sites where the CSC program would be implemented.
- A strong collaboration has been established between program staff and the CSC Site Coordinators from the participating schools in the project.

Evaluation

- The program evaluation will be done internally by the Health and Human Services epidemiologist (team) with AOD staff.
- Baseline data was collected at one school site (Rock Creek).
- A post CSC survey (from developers) was administered. A proctor read the questions to the youth.
- CSC School Coordinators will be collecting implementation data including numbers as well as teacher perceptions, problem areas, successes, etc. They will assist teachers in assessing the changes in their classrooms and reporting this data.
- District Data Collectors will collect school data on absenteeism, referral, suspensions, academics, truancy, HKS results, etc.

Sample Performance Indicators

- Long-Term:
 - Decrease youth ATOD use
 - Decrease youth violence
 - Decrease youth dropout rates