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Addressing Selection Criteria

1) Need for Project

United Way California Capital Region (UWCCR) has partnered with Washington Unified School District (WUSD) and an array of supportive services providers, including, YMCA, Improve Your Tomorrow, CommuniCare, Empower Yolo, Victor Community Support Services, Yolo County Children’s Alliance, and Yolo Family Service Agency, to implement a Full Services Community Schools Program (FSCS) at two schools within WUSD—Riverbank Elementary and River City High School. The Full-Service Community Schools Program will address **Absolute Priority 1, Absolute Priority 3, and Competitive Preference Priorities 1 and 2.**

Application Requirement: A description of the eligible entity: The eligible entity is a partnership of one lead community-based organization – United Way California Capital Region, and one Local Educational Agency (LEA) – Washington Unified School District. Importantly, community-serving organizations have begun committing to partner with UWCCR and WUSD to provide students and the community with resources with an integrated focus on academics, health, social services, leadership, and community engagement. This broad-based coalition, which forms the early foundation of an even larger consortium of members, will be engaged in project planning and implementation. The coalition includes Improve Your Tomorrow, Yolo County Office of Education, Victor Community Support Services, Yolo Family Service Agency, YMCA, Yolo County Libraries, CommuniCare, Yolo County Children’s Alliance, Empower Yolo, the Health Education Council, Community Housing Opportunities Corporation, California State Senator, Dr. Richard Pan, and more. United Way California Capital Region will serve as the lead applicant.

The project will serve two schools within WUSD in Yolo County: Riverbank Elementary and River City High School. Both schools are Title I Schoolwide Eligible.

United Way California Capital Region has been serving the greater Sacramento region for nearly 100 years, bringing local people together to make community change happen. United Way California Capital Region serves Amador, El Dorado, Placer, Sacramento, and Yolo counties, and is committed to building stronger, healthier, more compassionate communities by ending poverty for families in the region. To fight poverty, UWCCR starts at Square One – in school, helping every child succeed so they can graduate from high school prepared for a successful adulthood. The Square One Approach has three pillars 1) help kids excel in school, 2) invest in families, and 3) strengthen our schools. These pillars are aligned with the pillars of full-service community **schools, and** will strengthen implementation of full-service community schools within WUSD. Specifically, UWCCR’s programs include:

- **Helping Kids Excel in School:** UWCCR administers several programs to help kids excel in school, including KinderCamp (a four-week school readiness program for incoming kindergartners who did not have the opportunity to attend preschool), STARS (a tutoring program that pairs volunteers with children needing Tier 2 literacy support), Woodland Kids Read (an annual early childhood program), and Dolly Parton Imagination Library (provides children ages 0-5 with a new book each month until their child’s 5th birthday at no cost to the family). The Digital Equity Program also helps students.
- **Investing in Families:** The Digital Equity Program addresses the digital divide by offering free internet, computer equipment, and digital literacy training for low-income households. UWCCR has an established track record of providing direct financial empowerment to local households through programs including Free Tax Preparation for

filers earning less than \$66,000/year, holiday cash distributions, and COVID-19 relief.

Programs and services include the Direct Investment Program (DIP), the first guaranteed basic income program in the region. DIP provides unconditional cash payments to low- and moderate- income households to help meet their basic needs, help start a business, go back to school, or become homeowners. Also, the Foster Youth IDA Program, which provides case management, life skills training, and financial support through Individual Development Accounts. Additionally, UWCCR administers a Kindergarten to College savings program, which aims to make higher education more accessible by opening college seed accounts for kindergartners.

- **Strengthening Schools:** UWCCR provides support and leadership for coalitions seeking to improve student mental health, develop pipelines to increase mental health providers in schools, and address health, education, employment and justice system disparities for young men of color. UWCCR is also providing support to local education agencies seeking to understand, plan, and implement community schools.

Washington Unified School District (WUSD)’s mission is to challenge and support each student to develop effective critical thinking, problem-solving, and communication skills as a life-long learner acting in an ethical manner to serve a broader community through a community of learners characterized by: engaging learning experiences in safe, positive environments; highly-qualified, reflective and adaptive educators; a culture of innovation responsive to student needs and aspirations; and a community promoting family involvement, strong partnerships, and school pride. WUSD serves 7,541 students across seven K-8 schools and three high schools. WUSD offers a variety of innovative opportunities for students and their families, including Free College Savings Accounts for kindergartners, Spanish Dual Language Immersion, Visual & Performing

Arts, Career Technical Education, AVID, MESA, and Before and After School Care. WUSD currently has three main district-wide goals:

- College and Career Readiness: WUSD will provide equitable access to educational opportunities for all students by supporting high-quality teaching and learning, multiple pathways for success, and professional learning that is aligned to ensure college and career readiness.
- Culture and Climate: WUSD will provide an equitable and positive educational environment at all schools to ensure students and staff will have a safe and supportive culture and climate.
- Parent and Community Engagement: WUSD will provide opportunities for engagement of all stakeholders, including parents and community partners, by strengthening reciprocal communication and developing additional avenues for involvement to support student learning.

Like UWCCR, WUSD's overarching district goals are closely aligned with the pillars of Full-Service Community Schools, and WUSD is well-positioned to implement the necessary pipeline services and collaborative efforts to establish the target schools as high-quality Full-Service Community Schools.

Additional service partners who have engaged in initial planning efforts, provided letters of support, and/or committed to participating in the needs assessment and implementation for the Full-Service Community Schools project include:

- Family Meal Sacramento: Since the program's inception in March 2020, Family Meal has provided over 500,000 meals to people in need while preserving nearly 100 full-time jobs across twenty Sacramento area restaurants. Family Meal, a consortium of 24 local

restaurants who strive to reduce food insecurity while also saving restaurants and community jobs, has expressed an interest in providing restaurant-quality meals for the benefit of at least one full-service community school.

- The California Wheat Commission: Through its commissioners and in partnership with industry stakeholders and the University of California at Davis, supports research to improve California Wheat quality and marketability. The Commission provides enriched learning opportunities for one classroom at River City High through its Wheat2School program
- YMCA: The YMCA of Superior California, which serves Yolo County, provides an array of services that will be available to students and their families. YMCA currently partners with WUSD to provide after-school care and enrichment programming through the ASES program. ASES provides academic support, enrichment experiences (such as fine arts, character development through curriculum and play, nutrition education), and recreation opportunities (arts & crafts, games, sports, clubs, and other special recreation activities). YMCA also provides Kindercamp, a 4-week summer program for incoming kindergartners to support kindergarten readiness.
- Improve Your Tomorrow: Founded in 2013, Improve Your Tomorrow (IYT)'s mission is to increase the number of young men of color who attend and graduate from colleges and universities. Improve Your Tomorrow provides mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7th grade through college graduation.
- CommuniCare: CommuniCare Health Centers is a Federally Qualified Health Center providing health care to those in need since 1972. Using the patient-centered medical

home model of care, CCHC puts patients first by providing comprehensive quality health care services delivered by a dedicated team of providers and support staff. Services that will be available to eligible WUSD students and families include primary medical and dental health care, behavioral health services, substance use treatment, health education and support services.

- **Empower Yolo:** Empower Yolo provides twenty-four-hour crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual assault, stalking, human trafficking, and child abuse. Empower Yolo also provides resource centers for community services to improve the health, social, educational and economic outcomes of Yolo County residents, along with community outreach and educational programs about available resources to promote health, stability, and self-sufficiency for individuals and families.
- **Victor Community Support Services:** Founded in 1965, Victor Community Support Services provides a continuum of community and school-based behavioral health services that meet families where their need is to provide the support and education they deserve to help them thrive. Victor's school-based services are rooted in an understanding that succeeding at school is key for youth and their families. Offering services in the school setting helps us provide support directly where support is needed. In schools, Victor provides individual, group, and family counseling, as well as behavior management consultations. Victor also offers early intervention programs designed to create safe, positive, and enriching climate and culture for all students.

- Yolo County Children’s Alliance: Established in 2002, the Yolo County Children’s Alliance coordinates needed family support services, convenes child and family advocates to solve community problems, and gathers and disseminates local information about the needs and the wellbeing of Yolo County families. YCCA helps families, particularly non-English speaking families, access services, learn valuable parenting skills, and find support. YCCA operates family strengthening programs which focus on: 1) family support, 2) parent education, and 3) community collaboration and advocacy.
- Yolo Family Service Agency: Founded in 1959, Yolo Family Services Agency provides preventative and therapeutic mental health care to individuals and families in Yolo County. Their core services include professional counseling in both English and Spanish for children, families, couples, and individuals coping with issues such as marital difficulties, parent/child conflict, depression, anxiety, the effects of trauma and abuse, custody and divorce, and grief and loss. Play, art, sand tray, board games and physical activities are employed in children’s therapy as a part of the therapeutic process. The therapist provides a safe environment in which the child is encouraged, through art or play, to talk or otherwise express feelings about their worries and concerns.

With these and other community organizations, UWCCR and WUSD have brought together an early community collaborative with more than 300 years of combined experience meeting the needs of students and families in Yolo County, and who provide an array of services needed by families in our community. With specific experience conducting comprehensive needs assessments and implementing many of the services contemplated by the pillars of full-service community schools, this collaborative is uniquely qualified to implement programming to

develop strong, effective full-service community schools at Riverbank Elementary and River City High School within the Washington Unified School District in Yolo County, California.

Application Requirement: An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA. (4625(a)(5)): United Way California Capital Region provides assurance that United Way California Capital Region, Washington Unified School District, and the consortium will focus services on schools eligible for a schoolwide program under section 1114(b) of the ESEA. The schools to be served are Riverbank Elementary and River City High School, both of which are eligible for schoolwide programs under section 1114(b) of the ESEA.

Need for the Project: WUSD serves 7,541 students across seven K-8 schools and three high schools. WUSD as a whole, and the target schools to be served in particular, have significant needs related to socioeconomic status, disabilities, and English language proficiency:

Metric	Riverbank Elementary	River City High School	WUSD
Number of Students	792	2,303	8,194
Socioeconomically disadvantaged	89.3%	65.1%	67.3%
English Learners	36.3%	7.1%	16.8%
Students with disabilities	14.6%	10.4%	11%
Foster Youth	0.6%	1%	2%
Ethnic Diversity Index ¹	42	54	55

¹ The [Ethnic Diversity Index](#) reflects how evenly distributed these students are among the [race/ethnicity](#) categories. The more evenly distributed the student body, the higher the number. A school where all of the students are the same ethnicity would have an index of 0. T

Ethnicity	62% Hispanic 17% White 11% Asian 5% Black 1% two or more races	45% Hispanic 31% White 11% Asian 5% Black 3% two or more races	44% Hispanic 28% White 14% Asian 5% Black 4% two or more races
<p><i>Data from:</i></p> <p><i>State of California Education Data Partnership (EdData) District Summary. http://www.ed-data.org/district/Yolo/Washington-Unified.</i></p> <p><i>School Accountability Report Cards (SARC) for 2020-2021 for River City High School and Riverbank Elementary. https://sarconline.org</i></p>			

WUSD serves the City of West Sacramento, a working-class community in Yolo County, across the Sacramento River from the City/County of Sacramento, the state capital of California. West Sacramento has higher rates of poverty than nearby Sacramento County, and lower rates of high school graduation and college completion than Yolo County as a whole and neighboring Sacramento County:

Metric	West Sacramento	Yolo County	Sacramento County
Households Below Poverty Line	16.4%	19.6%	15.8%
Adults Who Graduated High School	83.5%	86.3%	87.4%

Adults with a Bachelor's Degree or Higher	29.9%	41.6%	30.4%
Households Speak a Language Other Than English At Home	41.5%	37.9%	32.4%

Data from US Census Bureau, 2020 American Community Survey 5-Year Estimates.

According to the Real Cost Measure (RCM),² data that estimates the amount of income required to meet basic needs for a given household in a specific community, in Yolo County, 35% of the households have an income below the RCM standard. Households of color struggle disproportionately with 47.2% of Latino families with income under RCM. Families with children face a larger barrier to economic security—60% of households with children under six struggle at a rate much greater than the rest of the county and the State.

According to data received from Yolo County 211, it is clear that there are a variety of services needed within the West Sacramento communities that surround our two targeted schools. As we move forward into our planning phase we will continue to refer to data from 211 that also can be another identifier for needed services in the community. The data currently shows a significant increase in calls from West Sacramento households regarding housing assistance, a 408% increase in requests for service from 149 in 2019 to 609 in 2021. Other examples to indicate the need are seen in the number of calls regarding healthcare needs increased by 337% from 2020 to 2021; utility assistance requests increased by 407% and very notable, calls in general for all types of assistance increased by over 540% over these 3 years.

² “Unlike the official poverty measure which primarily accounts for the cost of food, the Real Cost Measure factors the costs of housing, health care, child care, transportation and other basic needs to reveal what it really costs to live in California.” Manzo, Peter, et al. Struggling to Move Up, The Real Cost Measure in California 2021

Students attending WUSD schools often perform below established standards on state standardized tests of math and English/Language Arts. Overall, 42.6% of WUSD students scored below the state standard in English/Language Arts and 69.65% scored below standard in Math. Subgroups of students, including traditionally underserved students, performed significantly worse than the school average:

Student Subgroup	Percent of Students Scoring Below Standard ELA	Percent of Students Scoring Below Standard Math
Students with Disabilities	87.5%	96.55%
English Learners	95.83%	100%
Economically Disadvantaged	57.42%	76.59%
African American	69.56%	95.23%
Hispanic	55.21%	79.88%
<i>California Assessment of Student Performance and Progress (CAASP) Standardized Assessments of ELA and Math, 2020–21 Detailed Test Results. https://caaspp-elpac.cde.ca.gov/caaspp/ViewReportSB?ps=true&lstTestYear=2021&lstTestType=B&lstGroup=4&lstGrade=13&lstSchoolType=A&lstCounty=57&lstDistrict=72694-000&lstSchool=0000000&lstSubject=m&lstFocus=a</i>		

While WUSD had a relatively high graduation rate of 91.7%, several subgroups graduated at much lower rates; students with disabilities had a graduation rate of 71%, English Language Learners had a graduation rate of 76.9%, homeless students had a graduation rate of 84.6%, and

Hispanic students had a graduation rate of 84.6%. WUSD also struggles with a high chronic absentee rate of 13.2%, with higher rates among foster youth (22.8%) and students who were homeless (15.3%)³.

In addition to this demographic data, in April 2021 WUSD partnered with an outside consulting firm to conduct a comprehensive needs assessment related to school re-opening following COVID-19 distance learning. This needs assessment identified several key needs within the district, including needs for increased communication, improved/increased social emotional learning opportunities, and needs for improved academic acceleration programming. When asked to rank programs that were needed within their schools, parents and community members identified a need for extended instructional learning times and differentiated learning formats, improved academic services and assessments of student progress, and training for school staff in trauma-informed practices, social-emotional health, and academic needs. Teachers and certificated staff further identified a need for integrated systems of support for students and families. Lastly, students surveyed identified needs for regular access to technology and high-speed Internet, access to extra help on schoolwork, and help coping with feelings, emotions, and problems.

How the Project Will Address Identified Needs: The FSCS program to be implemented at Riverbank Elementary and River City High School by the community coalition led by United Way California Capital Region and Washington Unified School District will address many of the challenges identified by students and families served by WUSD through prior needs assessments completed in 2021, as well as needs identified by WUSD administration and teachers. The project will leverage the strength of UWCCR's experience leading coalitions to implement high-

³ State of California Education Data Partnership (EdData) District Summary. <http://www.ed-data.org/district/Yolo/Washington-Unified>.

quality educational and enrichment programming in local schools, alongside the robust supportive service offerings of the partner community-based organizations who will participate as part of the FSCS project. The project will expand upon WUSD's current efforts to engage with families and community-based organizations to develop and refine an effective coalition representing a diverse cross-section of the community to drive successful student supports within full-service community schools, and refine existing pipeline services and create new pipeline services to meet identified student needs, both of which will work to establish the targeted schools as high-quality full-service community schools.

UWCCR and WUSD will expand and improve existing pipeline services (including high-quality school and out-of-school-time programs, family and community engagement and supports, and support for student transition from high school to postsecondary education) and, based on the results of the comprehensive needs assessment, will implement new pipeline services to meet identified needs. Based on discussions of current perceived needs, potential new pipeline services to be implemented may include: social, health, nutrition, and mental health services and supports; high-quality early childhood education programs; additional high-quality in-school and out-of-school-time programs and strategies; community-based supports for students who have attended WUSD schools to facilitate their continued connection to the community and success in postsecondary education and the workforce; and juvenile crime prevention and rehabilitation programs. For example, proposed pipeline services include high quality early childhood programs such as Playschool Experience and KinderCamp in partnership with the YMCA, afterschool literacy tutoring and mentoring from UWCCR and Improve Your Tomorrow in partnership with Yolo County Libraries; expanded health services through the Wellness Clinics and Family Resource Centers in partnership with Yolo County Children's Alliance, and

CommuniCare; and violence prevention programming in partnership with Victor Community Support Services.

The specific services to be implemented, and the pipeline services to be provided, may change based on feedback provided through the comprehensive needs assessment process to be conducted during Year 1 of the project. As detailed above, UWCCR and WUSD have already brought together a broad-based collaborative of service providers that will facilitate collaborative leadership and practices, support ongoing efforts to engage with families and community members, and ensure diverse representation from the community in both the needs assessment and implementation of program services. UWCCR and WUSD will continue to invite and secure partnerships and based upon the Needs Assessment and other credible data, will reach out to establish new community partnerships.

Addressing the Needs of Underserved Populations: WUSD and UWCCR are both strongly committed to ensuring that all programs and services provided through the FSCS project meet the needs of all students in an equitable manner, recognizing institutional bias and specifically seeking to address the needs of underserved populations. The comprehensive Needs Assessment will help identify which populations are underserved and for which services. WUSD and UWCCR will work affirmatively to ensure that members of underserved populations are invited, informed, and empowered to serve as leaders within the Core Team, especially as we develop the goals, values, outcomes, and desired services.

Often language and/or access barriers are what result in populations being underserved. UWCCR and WUSD intend to provide community engagement forums that meet the community where they are in terms of ADA accessible locations that can be safely accessed via public transportation after school and work, in addition to offering transportation support. Additionally,

engagement events will be held in multiple languages and at different times throughout the calendar week, including virtually. Further, we hope to offer childcare for community engagement events.

Often times members of underserved populations do not feel welcome and may not even receive invitations to learn about services. UWCCR and WUSD will target outreach to underserved populations, including by using trusted messengers in the community and credible organizations, including faith-based organizations.

WUSD believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes. In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, WUSD will proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students. The WUSD school board has a policy to make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the school board considers whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and

segregation. WUSD's approach to equity and meeting the needs of underserved populations includes the following actions:

- Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions.
- Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district.
- Building a positive school climate that promotes student engagement, safety, and academic and other supports for students
- Adopting curriculum and instructional materials that accurately reflect the diversity among student groups
- Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need
- Promoting the employment and retention of a diverse staff that reflects the student demographics of the community
- Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
- Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

UWCCR believes that a commitment to diversity, equity and inclusion is fundamental to reducing poverty, educational and economic disparities. To activate our commitment to providing relevant, equitable, and affirming services across populations, UWCCR is currently

working with a DEI expert with more than 20 years of experience. The Equity and Wellness Institute examines all our work, from programming to contracts and promotion to budget, through an equity lens. In addition to training our entire board and staff, together we are developing an action plan to guide our equity efforts over the next several years. UWCCR believes that inclusion is where every individual feels welcomed, respected, supported, valued, and can fully participate. Inclusion embraces and celebrates differences and offers respect in words and actions for all people, and fosters a diversity of thought, ideas, perspectives, and values. UWCCR will use an inclusive lens when working with the students and families at schools within WUSD through the FSCS project. We will approach academic support in a variety of ways including the use of videos and gamified digital activities, as well as by making lessons relevant to students' experiences, including historical events, social justice movements, and culturally significant symbolism.

At UWCCR, we recognize that we have all been influenced by our respective cultures' construction of gender, and further, that gender is not binary, there is a gender spectrum. We know that gender should not be confused with sex or sexual orientation. We will create gender inclusive environments that resist assigning roles, expectations, and limitations, including around clothing, toys, hairstyles, and other forms of gender expression. We will use gender-sensitive language in our verbal and written communications, including using preferred pronouns, and avoiding gendered-nouns whenever possible. We will avoid stereotypes and approach each student with an open mind, suspending judgment so that we can truly understand what each child is experiencing. We will demonstrate that we are open to students of all races, ethnicities, religions, abilities, and gender expressions by providing support, compassion and encouragement to all students, by

teaching them that they matter, by sticking up for them, and by actively opposing all forms of discrimination.

As part of the needs assessment process, WUSD and UWCCR will conduct targeted outreach to students and families who typically are not engaged with their school to ensure the full diversity of perspectives among students and their families is included in the needs assessment.

2) Quality of the Project Design.

United Way California Capital Region is partnering with Washington Unified School District and a diverse coalition of community-based service providers (including, YMCA, Improve Your Tomorrow, CommuniCare, Empower Yolo, Victor Community Support Services, Yolo County Children’s Alliance, Yolo County Libraries, and Yolo Family Service Agency) to implement a FSCS project within Riverbank Elementary and River City High School in Yolo County, California. The first phase of the project, to be completed in Year 1, will be a comprehensive Needs Assessment to identify student, family, school, and community needs. The Needs Assessment will be supported by an independent evaluator, build upon existing resource maps and assessments, and be driven by robust community engagement efforts. We will target traditionally underserved populations and ensure the needs assessment represents the full community. Early in the Needs Assessment process, a Core Leadership Team (“Core Team”) will be established. The Core Team will have broad-based representation from school district personnel affiliated with academic and student support departments, students, labor union representatives, university partners, parents and caregivers, business owners, policymakers, and representatives from community-based partners. The Core Team will oversee the engagement of as many stakeholders as possible, including students, families, staff, faculty, community partners, and neighbors. Additionally, the Core Team will oversee the development of an Action

Plan that will lay out a clear local vision for support of the full-service community schools, including detailed definitions of shared terminology and desired outcomes, and specifying next steps for implementation. The Core Team will also oversee implementation of the Action Plan and a transparent process for sharing findings and recommendations with the public. The Action Plan will include strategies for implementing the pillars of full-service community schools.

Based on the Action Plan, UWCCR, WUSD, and our community-based partners will implement pipeline services (three existing pipeline services and up to 5 new pipeline services) during Years 2-5 of the FSCS project period. Additionally, beginning in Year 1 and throughout the project period, The Core Team (whose membership will be chosen by the coalition and be augmented at least annually) will facilitate an array of groups to support collaborative leadership and practices, ensure ongoing engagement of families and the broader community, and facilitate the structural changes needed to ensure the target schools are able to function as healthy full-service community schools. These groups will include representatives from a cross-section of the community to ensure diverse voices are heard. Groups will include a community-wide leadership team, school-based leadership teams at each school, and subject-matter and demographic focused groups.

Project reflects relevant and evidence-based findings from existing literature: The proposed project incorporates evidence-based practices and strategies supported by existing research. Specific strategies and the associated evidence base are as follows:

Program Component	Services Provided	Supporting Evidence
Pillars of Community Schools		

Program Component	Services Provided	Supporting Evidence
Integrated Student Supports	UWCCR and WUSD plan to improve use of multi-tiered systems of support (MTSS) and response to intervention (RtI) and trauma-sensitive practices through the FSCS project. Further, WUSD plans to add a Wellness Center to each school to provide direct support and trauma-informed care to students. WUSD takes a “whole-child” approach, making as many services as possible available to parents and caregivers.	<p>A meta-analysis of RtI research found large effects for both systemic (e.g., reductions in special education referrals) and student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005). The data provided within this meta-analysis suggest that RTI is an effective practice.</p> <p>The What Works Clearinghouse identifies several components of the RtI approach when implemented for reading and math as having moderate and strong evidence, and identifies them as promising practices⁴. A 2013</p>

⁴ Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. What Works Clearinghouse Practice Guide. <https://ies.ed.gov/ncee/wwc/practiceguide/3> and <https://ies.ed.gov/ncee/wwc/practiceguide/2>.

Program Component	Services Provided	Supporting Evidence
		<p>study found that students who use any Wellness Services report statistically significant increases in school assets—even those who visit just one or two times⁵. The National Education Policy Center published a report outlining the evidence base for the four pillars of community schools. One of the evidence bases in the report was a synthesis that examined 11 studies of ISS models that met rigorous standards, including four intent-to treat randomized controlled trials and seven quasi-experimental studies.⁶</p>

⁵ The Relationship Between Use of School-Based Health Centers and Student-Reported School Assets. Stone, Susan, MA, PhD., et.al. Journal of Adolescent Health. October 2013. <https://www.jahonline.org/article/S1054-139X%2813%2900311-X/fulltext#articleInformation>.

⁶ ITT is an approach to analyzing RCTs in which all randomized participants should be analyzed in their randomized group. See, Gravel, J., Opatrny, L. & Shapiro, S. (2007, February). The intention-to-treat approach in randomized controlled trials: Are authors saying what they do and doing what they say?. Clinical Trials, 4(4), 350-356.

Program Component	Services Provided	Supporting Evidence
		<p>These studies found ISS to have statistically significant positive effects on student progress in school, attendance, mathematics achievement, reading achievement and overall grade point average.</p>
Expanded and Enriched Learning Time and Opportunities	<p>WUSD currently offers the ASES after-school program at Riverbank Elementary in partnership with the City of West Sacramento. ASES provides academic support, enrichment activities, and recreation activities as part of an after-school program. WUSD also offers other after-school and out-of-school programs, including Summer Boost and the Expanded Learning Opportunities program. UWCCR and WUSD will add STARS literacy tutoring at Riverbank Elementary, and will provide opportunities</p>	<p>An evaluation of afterschool programs serving 3,000 low-income elementary and middle school students found that regular participation in afterschool programs resulted in significant gains in math test scores, where students who regularly attended programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized</p>

Program Component	Services Provided	Supporting Evidence
	for high school students at River City High to act as tutors for the STARS program.	math test scores respectively, compared to their peers who were routinely unsupervised after school ⁷ . A separate review of nearly 9,000 children in grades K-3 found that afterschool program participation is linked with improved reading proficiency. Youth who regularly attended afterschool programs were 26 percent more likely to finish the year at or on track for grade level reading compared to non-attending peers ⁸ . Statewide evaluations of 21st Century Community Learning Centers afterschool programs

⁷ Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Report to the Charles Stewart Mott Foundation.

⁸ Reading Roadmap. (2018). Afterschool Attendance Correlates with Early Reading Proficiency. Retrieved from <https://static1.squarespace.com/static/5990cdcfdb29d643eb0e1f84/t/5d0113f530697000010bd6bf/1560351736048/Attendance+Matters+final+version+of+report.pdf>

Program Component	Services Provided	Supporting Evidence
		<p>found positive impacts of regular program participation on school day attendance. In New Jersey, 21st CCLC participants had lower unexcused school-day absences than non-attending peers⁹. Evaluations of the Texas' Afterschool Centers on Education (ACE) consistently found that students with high levels of attendance in the program saw particularly strong results, where students participating for 60 days or more had a lower school-day absence rate than students who did not participate in the program¹⁰.</p>

⁹ Vinson, M., Liu, F., & Lin, S. (2019). New Jersey 21st Century Community Learning Centers Year 5 Evaluation Report Impact Data for 2016-17. American Institutes for Research.

¹⁰ Naftzger, N., Shields, J., & Diehl, D. (2020). 21st Century Community Learning Centers: Texas Afterschool Centers on Education 2017-18 Evaluation Report. American Institutes for Research.

Program Component	Services Provided	Supporting Evidence
Active Family and Community Engagement	Existing WUSD family and community engagement efforts include WUSD's home visiting services, through which staff does a telephone welfare check for students who have missed a significant number of school days and, if staff cannot reach the student, mobilizes an outreach team and school admin (which may include an outreach specialist, social worker, school psychologist, counselor) to do a home visit and find out why the student has missed school. During the visit, the team works with the family to identify resources needed to facilitate the student's attendance at school. Another existing WUSD service includes social workers who support students who are struggling socially, emotionally, behaviorally, and/or academically, working directly with students and parents to address issues that	Over the past 30 years, numerous studies have examined home visiting programs. As of September 2017, 20 programs met the federal criteria to be considered evidence-based. Studies have found that children involved in home visiting are better prepared for school, and parents complete more education, and have higher employment rates. Another review of research found that home visits were related to reductions in chronic truancy ¹¹ . Restorative Justice is a proven evidence-based practice. Restorative Justice is

¹¹ Increasing School Attendance for K-8 Students. Gandy, Channele and Jennifer Lee Schultz. March 2007. https://www.wilder.org/sites/default/files/imports/TruancyInterventionLitReview_3-07.pdf

Program Component	Services Provided	Supporting Evidence
	<p>are of concern to them, and drawing on other resources for additional support.</p> <p>The project will include support of and growth of the established broad-based community collaborative to support needs assessment and project implementation.</p> <p>The project will also include the establishment of subject-matter and demographic-focused work groups that include family and community representation. Lastly, WUSD plans to hire a Restorative Justice and Equity Coordinator to reduce punitive actions and promote trust, respect, and a sense of safety between the school, students, and families.</p>	<p>recognized as a model in the Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide¹². A 2007 University of Wisconsin study found that 5 years after a restorative program began, overall juvenile arrests rates decreased almost 45%¹³. In New Zealand – where their juvenile justice system adopted a nation-wide restorative approach in 1989 – juvenile incarceration is virtually obsolete for crimes other than homicide, and 70% of youth participants have no further contacts with the justice system¹⁴.</p>

¹² Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide. <http://www.ojjdp.gov/mpg>

¹³ Barron County Restorative Justice Programs. <http://www.bcrjp.org>

¹⁴ New Zealand Ministry for Vulnerable Children. <https://www.mvcot.govt.nz>

Program Component	Services Provided	Supporting Evidence
Collaborative Leadership and Practices	<p>UWCCR and WUSD will work together to support the broad-based coalition that has been established, and will establish a community-wide FSCS leadership team alongside school-based FSCS leadership teams that include students, parents/family leaders, and community representatives to review and address issues of importance to each FSCS school. UWCCR and WUSD will also establish subject-matter or demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families.</p>	<p>The National Education Policy Center report outlining the evidence base for the four pillars of community schools noted several recent reviews of empirical literature that suggest that collaborative leadership impacts growth in student learning by increasing the capacity within a school for academic improvement¹⁵. One series of longitudinal panel time-series design studies found that collaborative leadership impacted the school's capacity for academic improvement significantly, and that, in turn, the capacity for</p>

¹⁵ Hallinger, P. (2011, March). Leadership for learning: lessons from 40 years of empirical research. Journal of Educational Administration, 49(2), 125-142;

Program Component	Services Provided	Supporting Evidence
		<p>improvement led to significant growth in student learning¹⁶.</p> <p>Similarly, a synthesis of peer-reviewed empirical research on school leadership found that collaborative school cultures are “central to school improvement, the development of professional learning communities and the improvement of student learning.^{17”}</p>
Pipeline Services		
High-Quality Early Childhood Education	WUSD proposes to add Empower Yolo’s Play School Experience to provide parents and caregivers the opportunity for meaningful play-based interaction with children ages 3 and 4. We do this by	Although learning takes place throughout life, in early childhood, learning is taking place at a speed that will never be equaled. The importance of

¹⁶ Hallinger, P., & Heck, R.H. (2010, April). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership and Management*, 30(2), 95-110;

¹⁷ Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006, November). Successful school leadership: What it is and how it influences pupil learning (Research Report RR800). Nottingham, UK: National College for School Leadership.

Program Component	Services Provided	Supporting Evidence
	<p>offering a 3-day-per week, four-week summer program in a classroom environment. WUSD has a California State Preschool Program providing early childhood education for students within the district. WUSD proposes to add UWCCR's KinderCamp program at Riverbank Elementary. KinderCamp is four-week summer program for incoming kindergartners who have not had the opportunity to go to preschool. The major goals are to increase school readiness, peer engagement, individual confidence.</p>	<p>school readiness is widely recognized, as children's early math and literacy skills are strong predictors of subsequent academic success (Duncan et al., 2007).¹⁸¹⁹</p>

¹⁹ Duncan GJ, Dowsett CJ, Claessens A, Magnuson K, Huston AC, Klebanov P, et al. School readiness and later achievement. *Developmental Psychology*. 2007;43(6):1428–1446.

Program Component	Services Provided	Supporting Evidence
High-quality in school and out-of-schooltime programs	WUSD currently offers the ASES after-school program at Riverbank Elementary in partnership with YMCA. ASES provides academic support, enrichment activities, and recreation activities as part of an after-school program. WUSD also offers other after-school and out-of-school programs, including Summer Boost and the Expanded Learning Opportunities program. UWCCR and WUSD propose to add STARS literacy tutoring at Riverbank Elementary, and will provide opportunities for high school students at River City High to act as tutors for the STARS program.	The evidence base for high quality afterschool programming is provided above under “Expanded and Enriched Learning Time and Opportunities.” In a study of a literacy tutoring program similar to STARS (Reading Partners) that meets WWC Standards Without Reservations, researchers found that the program led to statistically significant improvements in reading comprehension, reading fluency, and sight word efficiency for the full sample. ²⁰
Services to support the	WUSD collaborates with Sacramento City College to support student participation in	In a six-year longitudinal study, researchers at the

²⁰ Jacob, R. T., Armstrong, C., & Willard, J. A. (2015). Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program. New York: MDRC.
<http://files.eric.ed.gov/fulltext/ED558508.pdf>.

Program Component	Services Provided	Supporting Evidence
transition from elementary school to middle/high school and the transition from high-school to career and/or post-secondary education	RISE (Respect, Integrity, Self Determination, and Education), a program that provides wrap-around supports for students from high school to community college. The program provides college visits during high school, as well as counseling, tutoring, and a book loan program to support students during their time in community college at Sacramento City College. Further, UWCCR and WUSD have established a partnership with Improve Your Tomorrow, who will provide mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7 th grade through college graduation.	University of Southern California (USC) Rossier School of Education looked at the impacts of a comprehensive college transition program (CTP) similar to RISE. Among the findings were that proactive advising strengthens students' academic self-efficacy, and that being part of a comprehensive college transition program can increase students' feeling of mattering. A separate study found that 86% of student that participated in a customized belonging intervention designed to support the successful transition to college maintained continuous

Program Component	Services Provided	Supporting Evidence
		enrollment over 1 year, compared to 76% of socially disadvantaged students in a control group. The study found that the intervention boosted disadvantaged students' GPA in the semester immediately following treatment by 0.19 GPA points ²¹
Family and community engagement and supports	WUSD currently has supports in place to assist students who are struggling socially, emotionally, behaviorally and/or academically. At each school site support staff works closely with school staff to identify students in need of assistance. Once identified, social workers, youth outreach, and home school liaisons work directly with students and parents to address issues that are of concern to them,	Research to support family and community engagement and supports is detailed above under Active Family and Community Engagement.

²¹ Jennifer LaCrosse, Elizabeth A. Canning, Nicholas A. Bowman, Mary C. Murphy, Christine Logel, A social-belonging intervention improves STEM outcomes for students who speak English as a second language, Science Advances, 6, 40, (2020).

Program Component	Services Provided	Supporting Evidence
	drawing on other resources for additional support.	
Activities that support postsecondary and workforce readiness	<p>WUSD collaborates with Sacramento City College to support student participation in RISE (Respect, Integrity, Self Determination, and Education), a program that provides wrap-around supports for students from high school to community college. The program provides college visits during high school, as well as counseling, tutoring, and a book loan program to support students during their time in community college at Sacramento City College.</p> <p>UWCCR is currently working with Yolo County Office of Education to establish an Apprenticeship program to support workforce readiness. Additionally, UWCCR has strong ties with local Labor Unions, who can send representatives to</p>	<p>The international evidence for the effectiveness of apprenticeships is compelling. Countries with robust apprenticeship systems achieve far lower youth unemployment rates than countries without these systems, as documented by the Organization for Economic Cooperation and Development. Its 2010 report “Off to a Good Start: Jobs for Youth (2010)” highlights the role of apprenticeships in smoothing the transition from school to work and in achieving low youth unemployment²².</p>

²² Sonnet, Anne. Off to a Good Start: Jobs for Youth. <https://www.oecd.org/els/emp/46717876.pdf>

Program Component	Services Provided	Supporting Evidence
	River City High to give presentations on career paths in their given field and educate students on the post-secondary education or training required to enter their field.	Evidence supporting college transition programs similar to Improve Your Tomorrow is included under “Services to support the transition from elementary school to middle/high school.”
Community-based supports for students through continued connections	WUSD proposes to implement a digital equity program that provides computers and Internet access for families that need it within the community, which can contribute to their success in post-secondary education and the workforce after high school. UWCCR will also provide free tax preparation services to low-income families in the WUSD catchment area.	With more than 24 million unconnected households nationwide, the digital divide disproportionately affects people of color and under-resourced populations. According to the Federal Communications Commission, 35 percent of adults who do not use broadband at home are older, poorer, less educated, more likely to be a racial or ethnic minority, and more

Program Component	Services Provided	Supporting Evidence
		likely to have a disability than those with a home connection.
School health, nutrition, and mental health supports	WUSD plans to add a Wellness Center to each school to provide direct support and trauma-informed care to students. WUSD takes a “whole-child” approach, making as many services as possible available to parents and caregivers. WUSD also plans to improve its use of MTSS, RTI, and trauma-informed practices, and will partner with community-based organizations to provide appropriate social and emotional learning, access to medical, mental health, substance abuse, housing, and nutrition services, as well as individual and group counseling.	Evidence of the effectiveness of school-based Wellness Centers and the use of RtI is included under Integrated Student Supports.
Juvenile crime prevention and rehabilitation programs	WUSD plans to hire a Restorative Justice and Equity Coordinator to reduce punitive actions and promote trust, respect, and a sense of safety between the school, justice-involved students, and families. WUSD	Evidence supporting the effectiveness of Restorative Justice programming is detailed above under Active

Program Component	Services Provided	Supporting Evidence
	will also partner with Empower Yolo, who offers educational programming for youth related to abusive relationships and violence prevention that will be implemented for students at River City High.	Family and Community Engagement.

Additionally, the project will incorporate several other research-based approaches and programs. This includes training on trauma-informed care for WUSD staff. Decades of research and studies have established that children who experience adverse childhood experiences (ACEs) not only are more likely to exhibit negative behaviors at school, but are more likely to develop risky behaviors. Data from the 2016 National Survey of Children's Health (NSCH) showed that 46 percent of America's children had experienced at least one adverse childhood experience with the number rising to 55 percent for children aged 12 to 17. One in five U.S. children had two or more ACEs. Given the pervasiveness of ACEs across the population, most educators encounter trauma-affected students throughout their careers, whether they know it or not. This necessitates staff training on how to best teach students who have experienced trauma through a trauma-informed approach. SAMHSA has established six principles that guide a trauma-informed approach that will be incorporated into professional development for WUSD staff, including: safety, trustworthiness & transparency, peer support, collaboration & mutuality, empowerment & choice, and cultural, historical & gender issues. Adopting a trauma-informed approach is not

accomplished through any single technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, helps to embed this approach which can be augmented with organizational development and practice improvement. and response through a trauma-informed lens.

Further, many of the community-based partners who will provide supportive services for students and families through the FSCS project use evidence-based strategies in their services. For example, Yolo County Children's Alliance incorporates the Strengthening Families Framework into all of its programs. Strengthening Families is a research-informed approach to increasing family strengths, enhancing child development, and reducing child abuse and neglect. Created by the Center for the Study of Social Policy, it focuses on building 5 Protective Factors in families: Parental Resilience, Social Connections, Knowledge of Parenting and Child Development, Concrete Support in Times of Need, and Social and Emotional Competence of Children. With a 30-year successful track record, Strengthening Families is included as an evidence-based program in the SAMHSA Model Programs, Office of Juvenile Justice and Delinquency Prevention, CSAP Model Programs, and World Health Organization Evidence-Based Practices List. Strengthening Families Program lessons have been evaluated in non-experimental and quasi-experimental studies in 17 countries; and in randomized control trials (RCTs) in nine countries with different cultural groups by independent evaluators. Using documented evaluation tools, SFP skills-training proved to be effective in reducing multiple risk factors. Participants reported: Increased family bonding, Increased parental involvement,

Increased positive parenting skills, Increased positive communication, Increased family organization, Decreased family conflict, Decreased youth depression, Decreased youth aggression, Increased youth cooperation, Increased number of prosocial friends, Increased youth social competencies, and Increased youth school grades.

High-quality plan for project implementation integrating the four pillars of full-service community schools: The WUSD and UWCCR envision launching two full-service community schools that will serve as neighborhood hubs that provide access to health care, mentoring, expanded learning programs, adult guidance, and other services that support the whole child, strengthen families, and improve community health. Ultimately, WUSD seeks to create positive and nurturing learning environments that support students' sense of purpose and belonging while also creating a school community that focuses on building trust and mutual feelings of respect and affirmation. Research shows the result will be decreased chronic absenteeism and adverse disciplinary actions while improving academic success and the overall health of our students.

Application Requirements: A comprehensive plan that includes descriptions of the following:

a. The student, family, and school community to be served, including demographic information;

As detailed in the Need Statement above, WUSD serves 7,541 students across seven K-8 schools and three high schools. 67.3% of students attending schools in WUSD are socioeconomically disadvantaged youth, 16.8% are English Learners, 11% are students with disabilities, and 2% are Foster Youth. WUSD students are ethnically diverse; 44% are Hispanic, 28% are White, 14% are Asian, 5% are African American, and 4% are two or more races²³. WUSD serves the City of West Sacramento, where 15.8% of households live in poverty, only 85.7% of adults have

²³ State of California Education Data Partnership (EdData) District Summary. <http://www.ed-data.org/district/Yolo/Washington-Unified>.

graduated from high school, and only 30.7% of adults have a Bachelor's Degree or higher.

Students attending WUSD schools often perform below established standards on state standardized tests of math and English/Language Arts. Overall, 42.6% of WUSD students scored below the state standard in English/Language Arts and 69.65% scored below standard in Math. Students with disabilities, English Language Learners, Economically Disadvantaged students, and students of color scored lower than the overall WUSD student body. Similarly, several subpopulations within the WUSD student body had low graduation rates (71% for students with disabilities, 76.9% for English Language Learners, and 84.6% for students who were homeless). Further, WUSD struggles with a high chronic absentee rate of 13.2%, with higher rates among foster youth (22.8%) and students who were homeless (15.3%)²⁴. At a community level, Yolo County has the highest poverty rates in the state at 20.9% (2017-2019 average, according to the 2022 Census)²⁵. 12.7% of children in Yolo County are living in food insecure households and the county unemployment rate has increased from 4.5% in 2018 to 7.5% in 2020^{26,27}.

b. A plan for conducting the needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents; (4625(a)(4)(B)) and NFP

WUSD and UWCCR will work together to facilitate the needs assessment process. WUSD has prior experience conducting a robust needs assessment process through a needs assessment conducted in April 2021 to gather parent, student, faculty, and community feedback on the return to school following COVID-19 distance learning. This needs assessment was completed with support from a third-party consultant (Performance Fact, Inc.), and incorporated a listening tour

²⁴ State of California Education Data Partnership (EdData) District Summary. <http://www.ed-data.org/district/Yolo/Washington-Unified>.

²⁵ Poverty in California - Public Policy Institute of California; 2022; [[Public Policy Institute of California \(ppic.org\)](https://www.kidsdata.org)]

²⁶ *Children Living in Food Insecure Households*; Population Reference Bureau; 2022 [<https://www.kidsdata.org>]

²⁷ *County-level Data Sets/Unemployment*, U.S. Department of Agriculture; 2021; [<https://data.ers.usda.gov/reports.aspx?ID=178281>]

and online surveys. The listening tour consisted of 14 sessions attended by approximately 690 individuals, while the surveys had 2,470 respondents and were disseminated/returned in multiple languages (English, Farsi, Russian, Spanish). Participants at listening tour sessions and survey respondents included parents and community members, teachers, classified staff, and students. The needs assessment for the FSCS project will follow a similar structure, incorporating a combination of surveys disseminated to key stakeholder groups (administration, teachers, classified staff, students, families, and community-based organizations) to collect input on needs of students and the community, as well as a series of community meetings/listening sessions to collect similar feedback. WUSD and UWCCR anticipate disseminating surveys to 2,000 individuals and anticipate hosting 10 listening sessions (one/month over 10 months). The emphasis during the needs assessment will be on ensuring that a diverse array of perspectives are included in the assessment, with active efforts to ensure traditionally underserved populations are engaged and provide feedback. This will be supported by engaging with families in their native/preferred language; offering listening sessions at multiple times in multiple locations; conducting strategic outreach to families and populations that are typically disengaged from the education process; and providing base knowledge training about existing funding, staffing, curriculum development, and other processes for operating schools at the start of listening sessions to ensure families have the knowledge required to provide effective feedback. Importantly, the needs assessment process will also include an asset mapping process to identify existing community resources that can be leveraged to support identified needs.

The overall planning and needs assessment process includes:

- Establishing the Core Team that will maintain and support the FSCS partnership for WUSD. Over twelve months, the leadership team will develop a strategic implementation

plan that is grounded in the pillars of community school partnerships and will create goals and outcome metrics to measure success.

- Deploying a needs assessment and asset mapping analysis through early engagement of students, family representatives, caregivers, and community members. This will include underserved students and families, students with disabilities, students of color, Native American, Alaska Native, and Native Hawaiian students, English learners, migratory students, students in foster care, students involved with the criminal justice system, and students experiencing homelessness.
- Meaningfully engaging school representatives, including administrators, educators, specialized instructional support personnel (e.g., paraprofessionals), related service providers, early childhood education providers, school counselors, social workers, school psychologists, school nurses, custodial personnel, transportation personnel, food service personnel, and family services representatives.
- Providing students with opportunities to coordinate and lead liaison groups that will provide needs assessment feedback (and, during implementation, ongoing feedback) around areas of interest such as 1) improving student-teacher relationships; 2) identifying relevant leadership and life skills for development; 3) improving school climate for LGBTQIA+ students; 4) identifying relevant curriculum topics; and 5) identifying after expanding learning opportunities.

WUSD has demonstrated a commitment to prioritizing meaningful engagement of families and community members. WUSD believes that real 2-way communication with individuals, families, school, staff, government agencies, and community provides collective opportunities for problem identification and resolution. This builds the capacity of the community to help lead the

planning, launch, and implementation of community schools. Family and community engagement will help us to secure the outcomes that our communities expect and deserve. Through the comprehensive needs assessment completed during Year 1 of the project, WUSD and UWCCR will identify the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents, as well as community input on which needs are the highest priority to address through the FSCS project.

Following the needs assessment process, the Core Team will work together with community-based partners to develop a shared vision and implementation plan to address long-term sustainability for community school partnerships that 1) are aligned to current district efforts; and 2) contemplate state, federal and other funding schemes that may be used to support and sustain comprehensive supports to students and the families. This plan will be shared with stakeholders including students, school staff and community members.

c. A plan for developing annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are—

UWCCR and WUSD will use the results of the comprehensive Needs Assessment developed during Year 1, and the pipeline services identified for implementation as a result of the needs assessment to refine the annual measurable performance objectives and outcomes. The objectives and outcomes will support UWCCR and WUSD to ensure the FSCS project and all participating schools are aligned with the four pillars of Full-Service Community Schools. Performance objectives and outcomes will include a goal to increase the number and percentage of families and students targeted for service during each year of the program, with a preliminary goal to

increase student and family participation in services by no less than 20% each year.

Additionally, the proposed objectives and outcomes include an increase in the number and percentage of families and students targeted for programs and pipelines serves each year, as well as objectives related to the number and percentage of students who 1) are prepared for kindergarten, 2) are achieving academically, 3) are healthy, safe and supported by engaged parents, and 4) live in a community that sees the community schools as a hub for community resources.

i. Prepared for kindergarten

UWCCR and WUSD will measure student preparation for kindergarten using the results of school readiness assessments completed by the Yolo County Office of Education. These tools allow WUSD to determine the extent to which incoming kindergarten students are prepared for kindergarten. These assessments will be used throughout the FSCS program to assess kindergarten readiness amongst students served through Riverbank Elementary, including both students who participate in the Kindercamp kindergarten readiness program and students who do not.

ii. Achieving academically;

WUSD will measure student academic achievement using the California Assessment of Student Performance and Progress (CAASPP) in math and English/Language Arts, alongside student grades. WUSD will also measure graduation rates, and student enrollment into post-secondary education.

iii. Safe, healthy, and supported by engaged parents.

WUSD and UWCCR will measure the extent to which students are safe, healthy, and supported by engaged parents using student attendance, parent participation in parent/teacher conferences, and student and family feedback.

iv. Community sees the FSCS as a hub for community resources

WUSD and UWCCR will measure the extent to which members of the community participate in services, seek and obtain referrals to services, and find the services to be positively impactful.

WUSD and UWCCR will establish methods to track all of the metrics required by the FSCS grant to assess the overarching impact of the program on students and their families, including: student chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information, which will come from student, parent, and teacher surveys; provision of integrated student supports and stakeholder services; expanded and enriched learning time and opportunities; family and community engagement efforts and impact; information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience; graduation rates; changes in school spending information; collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities; regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates; regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

Application Requirements: A plan for identifying and developing pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities:

UWCCR and WUSD will identify and develop specific pipeline services based on the results of the comprehensive needs assessment conducted during Year 1 of the project. This approach will ensure that student, parent, teacher, administrator, and community input will inform the development of pipeline services. Based on needs observed by UWCCR and WUSD, we have identified existing pipeline services that are currently being implemented at the targeted schools and which would be continued throughout the full-service community school project period and beyond, as well as potential pipeline services that may be added to the targeted schools and provide services for students throughout the full-service community school project period and beyond.

Existing pipeline services being implemented at the targeted schools include:

High-Quality School and Out-of-school Programs and Strategies: In partnership with the City of West Sacramento, WUSD offers the ASES (After School Education and Safety) program at Riverbank Elementary. ASES is an after-school program that provides academic supports, enrichment programming, and recreational activities. Academic supports include 45 minutes of homework support Monday through Thursday. During this time students are encouraged to complete their homework assignments. Staff provide supervision and assist students, providing one on one help if needed. Students who do not have homework have time to read a book or participate in other academic activities. Enrichment programming is designed to allow students to explore, investigate, learn, and build skills that enrich educational, physical, and social-emotional development. Enrichment activities include fine arts, character development through

curriculum and play, nutrition education, etc. Enrichment components are scheduled throughout the year and follow a weekly schedule. Outside instructors may provide extra enrichment services to the students. Recreation opportunities for students include arts & crafts, games, sports, clubs, and other special recreation activities. At least 30 minutes of physical activity is provided at least four days per week. Other recreation activities are scheduled approximately 2-3 times per week.

Family and Community Engagement and Supports: As detailed above, WUSD has demonstrated a commitment to prioritizing meaningful engagement of families and community members. WUSD currently has several ongoing approaches/techniques used to support meaningful engagement of families and community members. This includes engaging with families in their native/preferred language to increase engagement and understanding and to incorporate their feedback on preferred models of engagement and information distribution. WUSD also facilitates periodic community planning forums with parents, students, school staff, businesses, and nonprofits. These forums are typically organized around a specific topic of interest (recently, this included forums to gather feedback on the return to school following COVID-19 related school closures).

Additionally, WUSD provides supports for students who are struggling socially, emotionally, behaviorally and/or academically. At each school site, support staff work closely with school staff to identify students in need of assistance. Once identified, social workers, youth outreach and home school liaisons work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support.

An additional strategy to support student and family engagement is WUSD's Home Visiting services. These services are put into action when a student is identified as having missed a

significant number of school days. When this occurs staff initially call to do a welfare check on the student. If there is no answer/no response, then the Outreach team and School Administration (which may include the Outreach Specialist, Social Worker, School Psychologist, Admin, Counselor, Home School Liaison, etc.) mobilizes to go do a home visit at the student's home to see why the student has missed or why the family has not contacted the school. During the visit, the team checks in with the student/family to see what resources they need and then the family is connected to the resources or programs that they need. The Outreach Team and School Admin also do home visits to follow up on other concerns (e.g., behavior, IEPs) that a teacher/staff may have regarding a specific family/student. For example, if a staff member from the IEP team has not been able to reach a parent or student, then sometimes they invite a member of the team to translate or to assist them with having connected the family to resources. For the last two years, the team has done home visits to deliver Chromebooks, homework packets, Hot spots, food, or any other work/items that a student needs to be able to make sure that they do not miss school. Additionally, the team has done home visits to deliver food to families that are having meal hardships or that are experiencing any type of homelessness.

Support For a Child's Transition to Elementary School, From Elementary School to Middle School, From Middle School to High School, and From High School Into and Through Postsecondary Education and Into the Workforce. WUSD supports students at River City High School with their transition into postsecondary education and into the workforce through a collaboration with Sacramento City College's RISE (Respect, Integrity, Self Determination, and Education), program. RISE provides wrap-around supports for students from high school to community college. The program provides college visits during high school, as

well as counseling, tutoring, and a book loan program to support students during their time in community college at Sacramento City College.

In addition to these three existing pipeline services, UWCCR and WUSD will also implement at least 3 additional pipeline services at Riverbank Elementary and River City High School. The final additional pipeline services to be added will be selected based on the results of the comprehensive needs assessment and community engagement activities conducted during Year 1 of the project period. Based on school administration and UWCCR leadership's experience working in the target schools and observations of needs identified, we anticipate potentially implementing the following pipeline services (contingent on the needs assessment confirming the need for such services):

Social, Health, Nutrition, and Mental Health Services and Supports. As part of the comprehensive needs assessment, WUSD will assess needs for both universal prevention services and for targeted services for a subset of students who may need additional supports. WUSD will implement improvements to our use of multi-tiered system of support (MTSS), and response to intervention (RTI). Each school site has a Multiple Tiered Systems of Support team that conducts ongoing meetings, with the purpose of working with their whole staff to assess and identify learning loss using student data from formative as well as summative assessments, and staff observations. The data analyzed will guide instructional next steps, recognize gaps in learning, and identify individual student needs. Individualized plans will then be developed to accelerate student progress.

- MTSS teams at the site level will meet at least monthly as part of progress monitoring
- Site admin will have MTSS meetings with Ed services on a quarterly basis to evaluate data of students in intervention.

- Individual student goals must be generated for each student receiving intervention services, and must be reflective of their specific areas of weakness.
- Goals should be provided to parents at the time of the first report cards, with progress reports based on these goals generated for each quarter thereafter.
- Progress will be monitored with ongoing assessment, and modification of goals as necessary.
- Oversee and ensure that intervention is appropriately scheduled and delivered according to the intensity of needs determined by assessment results and on-going progress monitoring.

Possible Range of improvement to our system include, but are not limited to:

- Extra period(s)/time during the regular school day;
- Within-class staffing that reduces student-teacher ratios (e.g., co-teaching, team-teaching);
- Small group instruction;
- Individualized instruction;
- Computer assisted instruction;
- Varied duration and degree of individualization based on level of needs;
- Expanded school day ~ before-school, after-school or vacation programs; and
- Added nutrition provided during the school day.

In WUSD, MTSS is the framework for how we approach our students, staff and families. We take each person as an individual and provide the services and support to make them successful. We look at all of our students by name and by need to ensure that every student is reaching his/her full potential while being provided the best education they can receive. We support the

families of our students with community outreach initiatives and strive to keep parents engaged with student progress as well as district-wide initiatives. We support our teachers by providing continuous professional development that is relevant and teacher driven. In the WUSD MTSS model, RTI and social emotional support structures are brought together into one cohesive framework in which both schoolwide and student-focused instruction and intervention are developed using a 4-step problem-solving process:

1. ***Problem Identification:*** What is the problem to be addressed? What is an observable, measurable goal that represents meaningful improvement?
2. ***Problem Analysis:*** Why is the problem taking place? What is the underlying cause of the problem?
3. ***Plan Development:*** What intervention will address the problem? How will the intervention be implemented? How will student progress be monitored? How will we know if the intervention is working or not working?
4. ***Plan Evaluation:*** Is the plan working? What changes (if any) are necessary to achieve our goals?

WUSD supports the 4-step problem solving model by holding MTSS Tier 3 Team Meetings three times a year. During these meetings, teachers, administrators, staff members, program specialists and support providers come together to discuss our students who are most at-risk, having the most intensive academic and/or behavioral and/or social emotional needs. These students are provided an MTSS action plan that is targeted and specific to each student's needs. The plan documents the targeted supports that have been provided to each student. The team works together to come up with additional resources, supports and interventions to help each

student succeed. The plan is then monitored in a 4–6-week cycle, evaluated and adjusted as necessary.

Improvements to the MTSS and RTI approaches within WUSD, based on the results of the needs assessment, may include:

- Developing and providing alternative support systems to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring for students underperforming academically. Extra Hours may include Afterschool, Saturday, and Summer, both virtually and in person.
- Implementing standards-based grading: This effort will include planning time for staff to examine and implement research-based strategies and practices through an equity lens to develop a comprehensive and common grading policy.

Further, WUSD will seek to improve our trauma sensitive practices through professional development for teachers and administration, and efforts to ensure that target schools implement the elements of trauma-informed schools, including: 1) maximizing physical and psychological safety for children and families; 2) identifying and responding to the individualized needs and strengths of children and families who have experienced trauma; 3) enhancing child well-being and resilience; 4) enhancing family well-being and resilience; 5) enhancing the well-being and resilience of those living in the community and those working in the system, including supporting self-care for providers and addressing secondary traumatic stress; 6) partnering with youth and families, including utilizing peer/family voice at all levels from policy to practice; 7) supporting and promoting positive and stable relationships in the life of the child and the family; 8) recognizing and responding to gender, cultural, and historical issues; and 9) ensuring all

families have equal access to resources and equal opportunities. Trauma-sensitive practices in schools will be incorporated into the schools MTSS. In the universal or tier 1, trauma will be addressed by ensuring all aspects of the environment are informed by an understanding of trauma and designed to foster safety, resilience, mitigate impact, and support healing. In Tier 1, WUSD will implement universal Positive Behavioral Interventions and Supports that share trauma-informed principles (including creating a safe and supportive learning environment, building relationships, and direct instruction of school-wide-expectations). Targeted or tier 2 supports will be implemented for students that are at-risk for further impact. These tier 2 supports will focus on increasing opportunities for skill development to students that need more to be successful, such as providing a double dose of instruction on self-regulation, problem- solving, and other social emotional skills, increasing the reinforcement of those skills and building adult and peer relationships in the school. Intensive or tier 3 supports will focus on individualized, trauma-specific services in the school.

Additionally, WUSD and UWCCR will explore strategies to bring additional behavioral health services, housing supports, mentoring, and childcare to the targeted schools through strategic community partnerships. Building community partnerships is a core competency for UWCCR, and UWCCR will bring this strength to the Full-Service Community Schools program at the targeted schools, leveraging both UWCCR and WUSD's robust existing community partnerships and building new partnerships where needed to provide the full range of services needed by students and their families.

Utilizing data from the needs assessment and community priorities identified through community engagement efforts, WUSD will partner with community-based organizations to provide appropriate social and emotional learning, access to medical, mental health, substance abuse, and

nutrition services, as well as individual and group counseling. Specific ways in which WUSD and UWCCR will bring expanded social, health, nutrition, and mental health services and supports to the targeted schools include:

- WUSD plans to add a Wellness Center to each school to provide direct support and trauma-informed care to students. These Wellness Centers will provide students with a place to access evidence-based wellness tools and receive counseling services. The Wellness Centers will be a highly structured space where students can participate in activities that are self-regulative, restorative, student centered, and promote conflict resolution. In addition, our wellness center will create a space that our outreach, social workers, community-based organizations, and administration can use to help our students receive individual and/or group mental health supports at school as measured by the number of students referred to need mental health or other supports. Overall our goal is to create a space for students that is: equity centered, trauma informed, has a restorative approach, and is whole child focused. In short, it will be a student-centered space that will allow all students to have access and options such as:
 - Speak with a trusted adult (Social worker, Admin, Counselor, Outreach)
 - Participate in Restorative Activities and other targeted group activities (reflection sheet)
 - Participate in Mindful Activities (journaling, coloring, mindfulness games, stress balls, etc.)
 - Provide access to community resources
 - Take a time out - isolation area where students can sit quietly (no phones, just reflection)

- WUSD plans to hire a Restorative Justice and Equity Coordinator to reduce punitive actions and promote trust, respect, and a sense of safety between the school, students, and families. The Restorative Justice and Equity Coordinator will provide and/or facilitate professional development for staff and administrators on effective restorative justice strategies, and will oversee implementation of restorative justice efforts within both target schools.
- WUSD and UWCCR will leverage the services provided by the community-based organizations engaged as part of the broad-based coalition involved in the full-service community schools project to provide diverse services for students and their families, including:
 - YMCA: The YMCA of Superior California will provide after-school care and enrichment programming through the ASES program. ASES provides academic support, enrichment experiences (such as fine arts, character development through curriculum and play, nutrition education), and recreation opportunities (arts & crafts, games, sports, clubs, and other special recreation activities). YMCA will also provide Kindercamp, a 4-week summer program for incoming kindergartners to support kindergarten readiness.
 - Improve Your Tomorrow: Improve Your Tomorrow will provide mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7th grade through college graduation.
 - CommuniCare: CommuniCare Health Centers will provide eligible WUSD students and families with services that include primary medical and dental health

care, behavioral health services, substance use treatment, health education and support services.

- Empower Yolo: Empower Yolo will provide crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual assault, stalking, human trafficking, and child abuse.
- Victor Community Support Services: Victor Community Support Services will provide community and school-based behavioral health services, including individual, group, and family counseling, as well as behavior management consultations.
- Yolo County Children’s Alliance: Yolo County Children’s Alliance will provide family support services, child and family advocates to solve community problems, and support for non-English speaking families to help them access services, learn valuable parenting skills, and find support.
- Yolo Family Service Agency: Yolo Family Services Agency will provide preventative and therapeutic mental health care.

Should students or families at the target schools need support services that are not provided through the existing school-based resources or community partners, UWCCR will leverage our extensive network and reputation for community engagement to identify service providers and engage them to encourage them to provide services to students and families from the target schools.

High-Quality Early Childhood Education Programs. WUSD and UWCCR will bring the Kindercamp program to Riverbank Elementary. Kindercamp is a kindergarten readiness program

designed to serve incoming kindergartners who have not had the opportunity to go to preschool, supporting them to increase school readiness and improve community engagement. A school readiness gap exists for the youngest learners in Yolo County. 46% of three- and four-year-olds in Yolo County do not experience preschool before starting Kindergarten. KinderCamp provides these incoming kindergartners who have not gone to preschool with 4 weeks of classroom instruction (led by community coalition partner YMCA) so they enter school prepared and ready for the change of environment. This sets kids up for academic success.

KinderCamp will be run in a classroom on the Riverbank campus each summer. KinderCampers participate in a daily routine that includes a variety of learning opportunities focused on increasing skills in math, literacy, social interactions, problem-solving and cause/effect. Some activities are teacher led, others are initiated by the child. Activities might include printing their names, craft projects to practice using scissors, singing songs about the days of the week, Legos, or puzzles to work on problem solving skills or outdoor play to increase gross motor development. Every day a child attends, the child returns home with a brand-new book.

Additionally, KinderCamp provide students with a healthy lunch to ensure they are both mentally and physically healthy to be ready for the classroom, and UWCCR sponsors a weekly Kids Farmer's Market program where children get to take home their fresh fruits and vegetables. KinderCamp is an example of UWCCR's ability to bring together a strong community coalition to improve education in our community. Through KinderCamp, UWCCR has brought together area schools, YMCA (leads day-to-day programs in the classroom), Empower Yolo (offers on-site classes to parents/caregivers to gain skills to support their child's development), Yolo County Office of Education (administers individual developmental assessments), Yolo Food

Bank (Kid's Farmers Market), CommuniCare Health Center (gives lessons on oral health and provides dental screenings and referrals), and Community Volunteers (read with students).

High-Quality School and Out-of-School-Time Programs and Strategies. UWCCR and WUSD will add the STARS (Students and Tutors Achieving Reading Success) Literacy Tutoring program at Riverbank Elementary. UWCCR and WUSD recognize the critical importance of literacy for educational success. Research has shown that if students aren't reading at grade level by 4th grade, they have a challenging time keeping up across multiple subjects for years to come. At this point, students stop learning how to read and are expected to read to learn. This can cause a struggling reader to lose confidence in their ability to learn and be ashamed to ask for help. STARS aims to intervene before this happens and have students reading at grade level by the end of 3rd grade, and give older students an encouraging student environment to develop and practice the skills they are struggling with.

STARS is a 7-month volunteer-based tutoring program that focuses on students in need of tier 2 support. Identified students will work in small groups with a tutor twice each week for 30 minutes each session, to strengthen skills in reading comprehension, fluency, and phonics. The goal of the program is for participating students to reach grade level in reading to prevent them from falling behind in other subjects. STARS can be provided both in-person or virtually (through a partnership with BookNook, which facilitates online literacy tutoring). During tutoring sessions, the tutor and student work through the literacy curriculum and build vocabulary, fluency, comprehension, and phonics skills through a variety of games, books and lessons. Tutors serve as consistent and positive mentors which can improve students' confidence and participation across all school subjects. The students develop a relationship with their tutors

which encourages, motivates, and excites them to develop their literacy skills. All tutoring sessions will be coordinated and monitored by STARS staff.

UWCCR has gathered data to support the effectiveness of the STARS program through evaluations of implementation of STARS at other schools. Data showed that students who completed 20 or more STARS tutoring sessions increased their grade level in reading by an average of 1.2 grade levels.

Lastly, STARS will also provide an opportunity for students from River City High School to act as tutors for this program, providing secondary community service and out of school opportunity for secondary school students.

Community-Based Support for Students Who Have Attended the Schools in the Area Served by the Pipeline, or Students who are Members of the Community, Facilitating Their Continued Connection to the Community and Success in Postsecondary Education and the Workforce. UWCCR and WUSD will implement several efforts to provide community-based supports for students who have graduated from the schools served or students who are members of the community to facilitate their continued connection to the community and success in postsecondary education. These services include a digital equity program and free tax preparation services.

The digital equity program will provide computers (refurbished desktop and/or all-in-one computer) and internet access (free broadband for 200 people/year) to families that need it within the community. The program will also provide digital literacy training and other important learning resources to support households receiving computers/Internet in understanding how to leverage these resources for educational and employment opportunities. Importantly, the digital equity program will support households that are frequently underserved. With more than 24

million unconnected households nationwide, the digital divide disproportionately affects people of color and under-resourced populations. According to the Federal Communications Commission, 35 percent of adults who do not use broadband at home are older, poorer, less educated, more likely to be a racial or ethnic minority, and more likely to have a disability than those with a home connection.

Access to a computer and Internet access can facilitate a WUSD graduate's ability to attend college or technical school, as it supports them in their ability to complete coursework. Access to a computer and Internet can also support workforce engagement efforts, as students with computers and Internet at home can access online job search portals and apply for jobs online (the preferred method for applications for most employers in today's digital world).

UWCCR will also provide former WUSD students and families of current WUSD students with access to free tax preparation services. UWCCR partners with the Capital Region Free Tax Prep Coalition, alongside partners on the front lines to provide free tax preparation assistance to households earning less than \$65,000. Participants will have a choice of four options to complete their tax returns: 1) In-Person: During tax season, eligible individuals make an appointment with a partnering location. A trained, IRS-certified volunteer prepares the tax return while they wait. 2) Drop-Off: Eligible individuals schedule an appointment at a participating location. A trained, IRS-certified volunteer securely uploads the client's information and documents into the tax software. Within a few days, the return is prepared and is then reviewed with the client over the phone. Once approved the client signs electronically and the return is e-filed. 3) Online: Eligible clients go to [GetYourRefund.org](https://www.getyourrefund.org) and answer questions on a secure website and upload their tax documents. Within one-week, a trained IRS-certified volunteer reviews the information and contacts the client through email or text message (client's preference) to schedule a 30-minute

phone call. 4) Guided Self-Preparation: Eligible clients register to attend a tax workshop either virtually or in-person. During the workshop clients are guided through a free-file tax program as they prepare their own tax return.

Juvenile Crime Prevention and Rehabilitation Programs. UWCCR and WUSD will partner with Empower Yolo to implement a violence prevention education program within the targeted schools. Empower Yolo provides programming including child abuse prevention, abusive relationship prevention, and domestic violence prevention. Empower Yolo's Teen Education Program that will be brought to River City High School is focused on promoting healthy relationships and preventing abuse in teen relationships. This will be done through one-time student/community presentations as well as weekly My Strength and Be Strong groups at the school. Presentations cover a range of issues including types of abuse, date rape, predatory drugs, gender socialization, teen dating violence, healthy relationships, and bystander intervention. The program also incorporates two evidence-based programs, including My Strength and Be Strong. My Strength is a program for young men operating under the motto "*My Strength Is not for Hurting.*" My Strength groups will be facilitated at River City High by Empower Yolo's Prevention Education Coordinator. The group will meet weekly throughout the school year and addresses positive and negative forms of masculinity – with a goal of educating young men on how to use their strength in a positive way. This group aims to prevent violence against women before it starts by engaging young men as allies to fight against sexual violence and domestic/teen dating violence.

Be Strong is an asset-based, development program for young women which builds on concepts of womanhood, respect, and positive relationships as a strategy for health promotion and violence prevention. Be Strong groups will be facilitated at River City High by Empower Yolo's

Prevention Team. The group will meet weekly throughout the school year – with each module guiding Be Strong participants to develop their own positive, unique voices.

v. Why such services have been selected;

UWCCR and WUSD identified the proposed pipeline services based on WUSD faculty and administrator observations of student and family needs and the results of past student/family surveys (such as surveys conducted in 2021 as part of the school re-opening process that received 899 responses from families, 212 responses from teachers, and 1,279 responses from students). The proposed pipeline services fill gaps identified by WUSD. The proposed pipeline services may be revised based on the results of the comprehensive needs assessment and community engagement process to be completed during Year 1 of the grant period, based on the needs identified by teachers, students, families, and community members during that process. The proposed pipeline services were also selected because UWCCR, WUSD, and our coalition partners have the capacity to effectively implement these programs, and because WUSD has the capacity (with support from coalition members) to integrate these services into our ongoing operations beyond the grant period.

vi. How such services will improve student academic achievement; and

Each of the identified existing and proposed pipeline services contribute to improved student academic achievement:

Pipeline Service	Contribution to Academic Achievement
High-Quality School and Out-of-school	ASES provides specific academic supports to increase academic achievement, including homework help and tutoring. There is strong evidence that quality after-school programs like ASES contribute to

Pipeline Service	Contribution to Academic Achievement
Programs and Strategies	academic achievement. An evaluation of afterschool programs serving 3,000 low-income elementary and middle school students similar to ASES found that regular participation in afterschool programs resulted in significant gains in math test scores, where students who regularly attended programs over two years demonstrated gains of up to 20 percentiles and 12 percentiles in standardized math test scores respectively, compared to their peers who were routinely unsupervised after school ²⁸ . A separate review of nearly 9,000 children in grades K-3 found that afterschool program participation is linked with improved reading proficiency. Youth who regularly attended afterschool programs were 26 percent more likely to finish the year at or on track for grade level reading compared to non-attending peers ²⁹
Family and Community Engagement and Supports	Engaged families support increased academic achievement by having a strong understanding of the academic expectations of the school and their child's teacher, having strong communication between teacher and family to address any challenges the student might be facing and strategize solutions together with the family, and by providing encouragement and support to their student.

²⁸ Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. Report to the Charles Stewart Mott Foundation.

²⁹ Reading Roadmap. (2018). Afterschool Attendance Correlates with Early Reading Proficiency. Retrieved from <https://static1.squarespace.com/static/5990cdcfdb29d643eb0e1f84/t/5d0113f530697000010bd6bf/1560351736048/Attendance+Matters+final+version+of+report.pdf>

Pipeline Service	Contribution to Academic Achievement
	<p>Several studies have found that family engagement contributes to improvements in student academic achievement. Research by Henderson and Mapp (2002), found that family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.</p> <p>Specifically, they found that “in schools where teachers reported high levels of outreach to parents, test scores grew at a rate 40 percent higher than in schools where teachers reported low levels of outreach.” Importantly, their research found that the impact in test scores could be seen with students of all income levels.</p> <p>A separate study found that parent involvement leads to positive benefits for students, parents, and schools, including improved academic performance and improved parent-teacher relationships. Students whose parents were involved in school during their elementary years experienced lower rates of high school dropout, were more likely to complete high school on time, and had higher grades (Barnard, 2004).</p>
Support For a Child’s Transition to Elementary	<p>The RISE program supports improved academic achievement for students in high school through their first year of college by providing input on the academic requirements to enter college and encouragement to students as they complete their junior and senior year of high school to support them in</p>

Pipeline Service	Contribution to Academic Achievement
School, From Elementary School to Middle School, From Middle School to High School, and From High School Into Postsecondary Education and Into the Workforce.	<p>completing the coursework required for college admission. Further, RISE supports academic achievement during the first year of college by connecting students to a supportive community of staff and other students, and providing a variety of resources to support academic success, including counseling, tutoring, access to a computer lab, and a book loan program.</p> <p>There is strong evidence for the effectiveness of programs like RISE. One study found that 86% of student that participated in a customized belonging intervention designed to support the successful transition to college (similar to RISE) maintained continuous enrollment over 1 year, compared to 76% of socially disadvantaged students in a control group. The study found that the intervention boosted disadvantaged students' GPA in the semester immediately following treatment by 0.19 GPA points³⁰</p>
Social, Health, Nutrition, and Mental	<p>Before students can focus on academics, their basic needs for housing, food, physical health, and belonging must be met. The proposed social, health, nutrition and mental health services to be provided – including the addition of a Wellness Center at the schools, the incorporation of a Restorative Justice</p>

³⁰ Jennifer LaCrosse, Elizabeth A. Canning, Nicholas A. Bowman, Mary C. Murphy, Christine Logel, A social-belonging intervention improves STEM outcomes for students who speak English as a second language, Science Advances, 6, 40, (2020).

Pipeline Service	Contribution to Academic Achievement
Health Services and Supports	and Equity Coordinator at WUSD, and improvements to the MTSS and RTI at WUSD will help to meet students' basic needs so they can focus on and improve their academic achievement. A meta-analysis of RTI research found large effects for student outcomes (e.g., increased increase reading scores) (Burns, Appleton, & Stehouwer, 2005). The What Works Clearinghouse identifies several components of the RTI approach when implemented for reading and math as having moderate and strong evidence, and identifies them as promising practices. A 2013 study found that students who use any Wellness Services report statistically significant increases in school assets—even those who visit just one or two times.
High-Quality Early Childhood Education Programs	The proposed Kindercamp program is specifically focused on improving the academic achievement of incoming Kindergarteners. Kindercamp provides participants with learning opportunities focused on increasing skills in math, literacy, social interactions, problem-solving and cause/effect. Research has shown that, across nationally representative samples and controlling for potential confounds (e.g., socioeconomic status), early academic skills (especially math) are strong predictors of children's later achievement (Duncan et al., 2007). ³¹
High-Quality School and	The proposed STARS program is specifically focused on improving student academic achievement in literacy through one-on-one tutoring in reading.

³¹ Duncan GJ, Dowsett CJ, Claessens A, Magnuson K, Huston AC, Klebanov P, et al. School readiness and later achievement. *Developmental Psychology*. 2007;43(6):1428–1446.

Pipeline Service	Contribution to Academic Achievement
Out-of-School-Time Programs and Strategies	In a study of a literacy tutoring program similar to STARS (Reading Partners) that meets WWC Standards Without Reservations, researchers found that the program led to statistically significant improvements in reading comprehension, reading fluency, and sight word efficiency (i.e., pronouncing printed words) for the full sample ³² .
Community-Based Support for Students Who Have Attended the Schools in the Area Served by the Pipeline, or Students who are Members	Providing digital equity services (including computers and Internet access) will contribute to improved academic achievement for former WUSD students enrolled in local colleges. Research shows that students with computers and Internet access at home have higher scores on tests of academic achievement than those who do not. One study that assessed the academic results of 1,578,460 students who took the Saber 11 test between 2017 and 2019 found that students who had computers or internet at home obtained higher test scores compared with those without access. A two-stage POLS model showed that students with computers or the internet at home scored 1 more point on a Saber 11 test than students without this technology. ³³

³² Jacob, R. T., Armstrong, C., & Willard, J. A. (2015). Mobilizing volunteer tutors to improve student literacy: Implementation, impacts, and costs of the Reading Partners program. New York: MDRC. <http://files.eric.ed.gov/fulltext/ED558508.pdf>.

³³ Barrios Aguirre F, Forero DA, Castellanos Saavedra MP, Mora Malagón SY. The Impact of Computer and Internet at Home on Academic Results of the Saber 11 National Exam in Colombia. SAGE Open. July 2021. doi:10.1177/21582440211040810

Pipeline Service	Contribution to Academic Achievement
<p>of the Community, Facilitating Their Continued Connection to the Community and Success in Postsecondary Education and the Workforce</p>	
<p>Juvenile Crime Prevention and Rehabilitation Programs.</p>	<p>The proposed My Strength and Be Strong programs to be provided for students at River City High by Empower Yolo to reduce teen dating violence will work to decrease student absenteeism and increase academic achievement. Teen dating violence affects the entire school climate, making it difficult for students to focus on learning. Victims of dating violence have lower academic performance and are at greater risk for truancy and</p>

Pipeline Service	Contribution to Academic Achievement
	<p>dropout³⁴. According to analyses of data from the Youth Risk Behavioral Survey for San Francisco and Los Angeles, high school girls who were victims of physical dating violence in the past 12 months were more than twice as likely not to attend school due to feeling unsafe at school – or on the way to or from school – on one or more occasions in the past 30 days compared to non-abused girls (20% versus 8%).³⁵³⁶ Education programs like My Strength and Be Strong to promote healthy relationships and prevent dating violence can increase safety, reduce absenteeism, and improve academic achievement.</p>

vii. How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. (4625(a)(4)(D) and FSCS NFP)

The current and proposed pipeline services will address the measurable performance objectives and outcomes in the following ways:

- Increase the number of students prepared for kindergarten: The Kindercamp program, which provides a 4-week kindergarten readiness program that provides participants with

³⁴ California Attorney General's Office and the California Department of Education. (2004.) A Preventable Epidemic: Teen Dating Violence and Its Impact on School Safety and Academic Achievement. Sacramento, CA: Author.

³⁵ Davis, A. (2008.) Interpersonal and physical dating violence among teens. Oakland, CA: The National Council on Crime and Delinquency Focus.

³⁶ Eaton, DK, KS Davis, L Barrios, ND Brener and RK Noonan. (2007.) Associations of dating violence victimization with lifetime participation, co-occurrence, and early initiation of risk behaviors among US high school students. *Journal of Interpersonal Violence*, 22: 585.

learning opportunities focused on increasing skills in math, literacy, social interactions, problem-solving and cause/effect, will serve to increase the number of students who will attend Riverbank Elementary who are prepared for kindergarten. The program supports children in becoming ready for kindergarten both academically and socially, teaching them basic social skills and classroom rules so they are prepared for success in the kindergarten classroom. Further, UWCCR and WUSD's family and community engagement efforts will strengthen relationships with families with preschool-aged children, facilitating the connection to early-childhood education programs (such as Early Head Start/Head Start) and Kindercamp and equipping families with the tools and knowledge they need to support their preschool-aged children to prepare them for kindergarten.

- Increase the number of students who are achieving academically: UWCCR and WUSD have incorporated a number of strategies to improve student academic achievement, including improvements to MTSS and RTI; providing high-quality after-school programming through ASES, which provides specific academic supports to increase academic achievement, including homework help and tutoring; providing literacy tutoring through the STARS program; providing the RISE program to support successful transition to community college; and by providing needed social, health, nutrition, and mental health supports to address students' basic needs so they can focus on their academics.
- Increase the number of students who are safe, healthy, and supported by engaged parents: UWCCR and WUSD's family engagement efforts will support the increase in the number of students who are safe, healthy, and supported by engaged parents. Engagement efforts

include engaging with families in their native/preferred language to increase engagement and understanding and to incorporate their feedback on preferred models of engagement and information distribution, as well as engaging with families through periodic community planning forums organized around a specific topic of interest. Additionally, WUSD's Home Visiting program will increase family engagement for students with chronic absenteeism, which specifically works to ensure these students are safe, healthy, and supported by engaged parents.

Lastly, by engaging with Intersecting Lines, UWCCR and WUSD will ensure that all data related to required performance measures is collected, and that satisfactory progress is being made towards meeting the annual measurable performance objectives and outcomes.

Application Requirements: A description of the pillars of full-service community schools (as defined in this notice) that they have in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff. (FSCS NFP)

UWCCR and WUSD have in place a variety of services to meet the pillars of full-service community schools, as well as plans to implement additional services and strategies to ensure each target school is fully aligned with all four pillars of full-service community schools.

Specifically, WUSD's proposed approach to meeting the four pillars of full-service community schools includes:

- **Integrated Student Supports:** UWCCR and WUSD plan to improve use of multi-tiered systems of support (MTSS) and response to intervention (RtI) and trauma-sensitive practices through the FSCS project. Further, WUSD plans to add a Wellness Center to each school to provide direct support and trauma-informed care to students. WUSD takes

a “whole-child” approach, making as many services as possible available to parents and caregivers.

- **Expanded and Enriched Learning Time and Opportunities:** WUSD currently offers the ASES after-school program at Riverbank Elementary in partnership with the City of West Sacramento. ASES provides academic support, enrichment activities, and recreation activities as part of an after-school program. WUSD also offers other after-school and out-of-school programs, including Summer Boost and the Expanded Learning Opportunities program. UWCCR and WUSD will add STARS literacy tutoring at Riverbank Elementary, and will provide opportunities for high school students at River City High to act as tutors for the STARS program.
- **Active Family and Community Engagement:** Existing WUSD family and community engagement efforts include WUSD’s home visiting services, through which staff does a telephone welfare check for students who have missed a significant number of school days and, if staff cannot reach the student, mobilizes an outreach team and school admin (which may include an outreach specialist, social worker, school psychologist, counselor) to do a home visit and find out why the student has missed school. During the visit, the team works with the family to identify resources needed to facilitate the student’s attendance at school. Another existing WUSD service includes social workers who support students who are struggling socially, emotionally, behaviorally, and/or academically, working directly with students and parents to address issues that are of concern to them, and drawing on other resources for additional support. The project will include support of and growth of the established broad-based community collaborative to support needs assessment and project implementation. The project will also include the

establishment of subject-matter and demographic-focused work groups that include family and community representation. Lastly, WUSD plans to hire a Restorative Justice and Equity Coordinator to reduce punitive actions and promote trust, respect, and a sense of safety between the school, students, and families.

- **Collaborative Leadership and Practices:** UWCCR and WUSD will work together to support the broad-based coalition that has been established, and will establish a community-wide FSCS leadership team alongside school-based FSCS leadership teams that include students, parents/family leaders, and community representatives to review and address issues of importance to each FSCS school. UWCCR and WUSD will also establish subject-matter or demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families.

Project Requirement: Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement.

The proposed project will incorporate a thorough, feasible, and appropriate evaluation to assess progress in attaining established performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for students each year, as well as objectives related to the number and percentage of students who are 1) prepared for kindergarten, 2) achieving academically, and 3) safe, healthy, and supported by engaged parents. The evaluation plan uses objective performance measures that are clearly related to the established objectives and outcomes, and will produce both quantitative and qualitative data related to the effectiveness of the project.

To fully understand the impact and effectiveness of the project, and to ensure the accuracy of the evaluation, UWCCR and Washington USD will work with a qualified and professional independent evaluation partner. The evaluation partner will be Intersecting Lines, a mission-driven company that uses analytical and community-centered approaches to empowering leaders and organizations in the use of data science, statistics and evaluation methods for supporting health and education equity-focused related initiatives.

The evaluators will work closely with UWCCR and Washington USD staff to carefully track progress and troubleshoot implementation gaps, ensuring that the goals and objectives of the grant are adequately being met at all times. The evaluation will ensure accountability and project management (to allow for programming changes to be made mid-project as needed).

Evaluators will use a quasi-experimental assessment approach that will compare the primary outcome data points related to kindergarten readiness, academic achievement, and students who are safe, healthy, and supported by engaged parents amongst participating students at Riverbank Elementary and River City High against demographically similar student groups attending other schools within Washington USD who do not attend a Full-Service Community School/are not receiving project services. By comparing project participants with control groups of non-participating students/parents/schools, UWCCR and WUSD will be able to verify that positive outcomes experienced by project participants are in fact due to project services, and not other outside influences.

The project approach includes formative and summative evaluation measures that will provide the UWCCR and WUSD project leadership with multiple feedback loops to gather stakeholder feedback on project implementation and needs, which will ensure that the project is implemented with fidelity and that feedback gathered is used to strengthen the project activities. Intersecting

Lines will provide UWCCR and WUSD with both formative and summative evaluation reports. The formative evaluation reports will be prepared and presented to project management on a quarterly basis. This report will include a detailed listing of all project activities as described in this proposal, along with quarterly updates on actions that have been taken towards completing said activities. The report will include dates and details on all activities, along with the person/organization responsible for the activity. These reports will allow project management to quickly and easily see what steps have been completed and what action items need to be prioritized for completion.

The summative evaluation report will be developed annually and is designed to report on progress towards achieving the project objectives. The report will use a t-test to compare the results of project participants with the results of their non-participating counterparts. The evaluation plan will use two-way Analyses of Variance with repeated measures on one variable to reveal statistically significant changes in performance by students over time. These analyses will also determine whether changes in performance by participating students are statistically greater at any assessment period than changes in performance by demographically similar students in schools not participating in the project. The report will allow project management to easily see progress made towards achieving project objectives, both in comparing progress against the baseline, as well as in highlighting differences amongst various sub-groups (different age groups, genders, ethnicities, etc.). Where gaps in progress exist, the evaluator will work alongside coalition members to assess data and make recommendations for adjustments to programming that may improve outcomes moving forward. These reports will allow project staff to follow the Baldrige “Plan, Do, Study, Act” process, working to continuously improve project services to best achieve the intended outcomes.

3) Quality of the Project Services.

Ensuring that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership: ‘

UWCCR is firmly committed to ensuring that a diversity of perspectives is brought to bear in the design and operations of the proposed Full-Service Community Schools project. A key component of the underlying vision for the proposed Full-Service Community Schools is that they are inclusive and equitable, and broad-based engagement efforts that bring together and consider the input from diverse perspectives in the design and operation of the schools served is a key component of this inclusivity.

UWCCR’s commitment to a community-based and inclusive planning process is evidenced in the robust coalition that UWCCR and WUSD have brought together to support initial development and implementation of this project, including YMCA, Improve Your Tomorrow, CommuniCare, Empower Yolo, Victor Community Support Services, Yolo County Children’s Alliance, Yolo Family Service Agency and more. To ensure that students, youth, families, educators and staff, beneficiaries of services, school leadership, and the community have a voice in the selection of pipeline services to be provided and in the ongoing implementation of the project, UWCCR will facilitate a comprehensive needs assessment that provides ample opportunities for diverse groups and individuals to provide input. The needs assessment for the FSCS project will incorporate a combination of surveys disseminated to key stakeholder groups (administration, teachers, classified staff, students, families, and community-based organizations) to collect input on needs of students and the community, as well as a series of community meetings/listening sessions to collect similar feedback. All will be welcome to participate in either the surveys, meetings or both. It will be critical to include assets from the

entire community as participants in the surveys and meetings, hearing directly from those within the school community and surrounding areas. Families and students will be invited and included as authentic partners, tapping into their expertise and wisdom for their own communities.

Community members themselves are best able to identify their community's strengths as well as identify their needs and possible resources that already exist and can be expanded to support their needs.

WUSD and UWCCR anticipate disseminating surveys to 2,000 individuals and anticipate hosting 10 listening sessions (one/month over 10 months). These sessions will be held not only at the targeted school sites but also at community sites to ensure a variety of options, comfortability and accessibility for participants. Transportation assistance, childcare, translation, incentives and refreshments will all be provided. The sessions will also be offered at a variety of times, including morning, lunch hour, evening and weekend options to make the meetings accessible for working families with varying schedules. We will continuously solicit feedback after each community meeting and use the feedback to improve the subsequent meetings. The emphasis during the needs assessment will be on ensuring that a diverse array of perspectives is included in the assessment, with active efforts to ensure traditionally underserved populations are engaged and provide feedback. Extra effort will be made to include non-native English speakers, foster youth families, and families with children with special needs. This will be supported by engaging with families in their native/preferred language; offering listening sessions at multiple times in multiple locations; conducting strategic outreach to families and populations that are typically disengaged from the education process; and providing base knowledge training about existing funding, staffing, curriculum development, and other processes for operating schools at the start of listening sessions to ensure families have the knowledge required to provide effective

feedback. All of the planning processes, meetings and timelines will be made broadly available and accessible to the public. We will enlist the support of outreach through District and school websites, social media, principals, staff, school site councils, English Language Advisory Councils, parent and student groups. Various ways that individuals can provide input will be shared utilizing both in-person meetings, virtual options, translation options, and submitting feedback electronically.

One of UWCCR's primary roles throughout the implementation process will be to ensure that there is robust, early, and regular engagement of students, family representatives, caregivers, and community members. This will include underserved students and families, students with disabilities, students of color, Native American, Alaska Native, and Native Hawaiian students, English learners, migratory students, students in foster care, students who identify as members of the LGBTQIA+ community, students involved with the criminal justice system, and students experiencing homelessness.

To ensure this ongoing engagement of diverse voices, UWCCR and WUSD will establish a community-wide FSCS leadership team alongside school-based FSCS leadership teams that include students, parents/family leaders, and community representatives to review and address issues of importance to each FSCS school. Staff involved in the FSCS project from WUSD, UWCCR and the school sites, as well as members of the FSCS leadership team will receive training for ongoing leadership development as well as in effective strategies for shared decision making and outreach strategies.

In partnership with one of our community partner organizations, we hope to encourage and develop a family leadership group, which will support interested family members of students in the target schools through training to be able to learn how they can best participate and use their

voice and expertise towards the successful implementation of the FSCS project. We will publicize the standards that will be used for evaluating the project plan and ensure that a description of how the plan was developed, who will be involved, how they were selected and what the process will be for reviewing and evaluating the feedback received from all stakeholders will be. It is key for all those involved in the planning process, students, family members, community partners, and educators to have shared goals and be in agreement regarding the desired results. As we move throughout the years of the project, utilizing data from the feedback received, we anticipate that the exact needs of school and community may change over time. By participating in continuous evaluation throughout the five-year project, we can utilize the findings for needed adjustments and improvements. While our current list of partners is robust, as we enter into the planning phase, we will be open to tapping into even more community networks and utilize these new relationships to also assist with sharing and promoting information. Additionally, UWCCR and WUSD will establish subject-matter and demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families.

Through the above engagement efforts, UWCCR will ensure that the diverse voices of our community are brought to bear in implementation of the proposed pipeline services and in ensuring that the target schools are aligned with the four pillars of Full-Service Community Schools. Specifically, UWCCR and our community partners will:

PIPELINE SERVICES	
Pipeline Service	Engagement Efforts and Entities Engaged

High-Quality Early Childhood Education	<p>UWCCR will engage with families of preschool aged children during the needs assessment process and throughout the implementation period to identify their specific felt needs related to early-childhood education and gather their feedback on the impact of the Kindercamp project to support continuous quality improvement. Engagement will also include recommendations from the family leadership group and subject-matter groups related to early-childhood education.</p>
High-quality in school and out-of-schooltime programs	<p>Engagement efforts will include community meetings and surveys to collect family, student, and community input on specific needs related to academic and enrichment programming. Family and student engagement will focus on how academic enrichment programming can be provided in a way that meets family and student needs, such as scheduling (during or after school hours), needs for transportation to/from programming if not during the school day, and types of enrichment programming desired. Teachers</p>

	<p>and administrators will also be engaged to identify academic needs of students, and ways in which teachers can be supported in connecting students to in-school and out-of-schooltime programs in ways that support and supplement classroom instruction.</p> <p>Community partners who support after-school programming (including the YMCA, who supports ASES, as well as community members who may serve as STARS tutors) will also be engaged to discuss strategies around implementation, resources required, scheduling, and other technical details surrounding coordinated implementation of programming.</p>
<p>Services to support the transition from elementary school to middle/high school and from high school to postsecondary education or the workforce</p>	<p>Engagement efforts will include engagement with students and families of 5th graders (those preparing to transition to the Junior/Senior High), including engagement with student leadership groups and the family leadership group. Engagement will also include coordination with 12th graders and recent graduates and their families, as well as</p>

	with Sacramento City College (who supports the RISE program) and Improve Your Tomorrow, to discuss strategies to support the transition from high school to college.
Family and community engagement and supports	All of the detailed engagement efforts in this Project Services section contribute to active family and community engagement and support. The project will include support of and growth of the established broad-based community collaborative to support needs assessment and project implementation. The project will also include the establishment of a community-wide FSCS leadership team, school-based FSCS leadership teams, family leadership group, and subject-matter and demographic-focused work groups that include family and community representation.
Activities that support postsecondary and workforce readiness	Engagement efforts will include meetings with and ongoing engagement with recent high school graduates to identify strategies that have helped them succeed after high school and their recommendations for additional services and supports that would

	<p>have better helped prepare them for the transition to postsecondary education or the workforce. Engagement will also include coordination with the Yolo County Office of Education and area employers to identify opportunities for additional postsecondary and workforce supports and support implementation of activities based on identified needs. Our partner, Improve Your Tomorrow also provides mentorship and internship opportunities for their participants</p>
<p>Community-based supports for students through continued connections</p>	<p>Engagement efforts will include community meetings and surveys, as well as ongoing engagement with families and students to identify needs related to digital equity and other family needs. Engagement will also include feedback provided by standing committees, including the community-wide FSCS leadership team, school-based FSCS leadership teams, family leadership group, and subject-matter or demographic specific groups.</p>

<p>School health, nutrition, and mental health supports</p>	<p>Engagement efforts will include community meetings and surveys, as well as ongoing engagement with families and students to identify needs related to health, nutrition, and mental health needs. Engagement will also include meetings and ongoing conversations with school administrators and teachers around observed student health, nutrition, and mental health needs, particularly around unmet needs, to strategize ways to identify additional community connections and build community capacity to address those needs.</p>
<p>Juvenile crime prevention and rehabilitation programs</p>	<p>Engagement efforts will include community meetings and surveys, as well as engagement with justice-involved students and their families to discuss ways in which schools can support their reintegration. Engagement will include working with the corrections system (police, corrections, probation) to strategize ways in which students can be supported at school and at home to prevent recidivism and set up the students for success.</p>
<p>PILLARS OF COMMUNITY SCHOOLS</p>	

Pillar	Engagement Efforts and Entities Engaged
Integrated Student Supports	Engagement efforts will include community meetings and surveys to collect family, student, and community input on specific needs related to the academic and overall well-being needs of students, and meetings with teachers and administrators to discuss current gaps in MTSS and RtI and what they need to successfully implement improved student supports in their classrooms and their schools. Entities engaged include the community-wide FSCS leadership team, school-based FSCS leadership team, campus-based student leadership groups, teachers, administrators, and community-based organizations with expertise in behavioral health and trauma-informed care.
Expanded and Enriched Learning Time and Opportunities	Engagement efforts will include community meetings and surveys to collect family, student, and community input on specific needs related to academic and enrichment programming. Family and student engagement will focus on how academic

	<p>enrichment programming can be provided in a way that meets family and student needs, such as scheduling (during or after school hours), needs for transportation to/from programming if not during the school day, and types of enrichment programming desired. Teachers and administrators will also be engaged to identify academic needs of students, and ways in which teachers can be supported in connecting students to expanded and enrichment learning opportunities, as well as to identify resources to support expanded and enriched learning opportunities (such as ASES and STARS) outside the FSCS funding. Community partners who support after-school programming (including the YMCA, who supports ASES, as well as community members who may serve as STARS tutors) will also be engaged to discuss strategies around implementation, resources required, scheduling, and other technical details surrounding coordinated implementation of programming.</p>
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Active Family and Community Engagement	See above under “Family and Community Engagement and Supports.”
Collaborative Leadership and Practices	<p>The collaborative leadership and practices efforts associated with the FSCS project include engagement of families, students, community members, school leadership, teachers, and community-based organizations. This includes establishment of a community-wide FSCS leadership team alongside school-based FSCS leadership teams that include students, parents/family leaders, and community representatives to review and address issues of importance to each FSCS school. UWCCR and WUSD will also establish subject-matter or demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families.</p>

4) Adequacy of Resources.

Application Requirements: Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities. (4625(a)(4)(E)):

How the full-time coordinator will plan, integrate, coordinate, and facilitate programs and services at each school:

UWCCR has budgeted for and will hire two full-time Community Schools Partnerships Managers to serve as the full-time coordinators at each of the two schools to be served (Riverbank Elementary and River City High). The Community Schools Partnerships Managers will plan, coordinate, and ensure implementation of pipeline services at their assigned school. The Community Schools Partnerships Managers will be responsible for building and maintaining relationships with school staff and community partners, will lead collaborative meetings, and help to facilitate community conversations and support ongoing implementation of services to ensure the school meets the four pillars of a full-service community school. The Community Schools Partnerships Managers will also work with community partners and school staff to ensure pipeline services are implemented consistently and as described. The Community Schools Partnerships Manager will have a combination of training and experience equivalent to completion of college-level coursework for a degree in education or social science and two years of experience with nonprofit, human services, or government organizations. The Community Schools Partnerships Manager will be trained in trauma-informed care; curriculum strategies and evidence-based practices, conflict resolution, and diversity, equity and inclusion. The Community Schools Partnerships Managers will have access to school facilities, including office

space at their assigned school and access to multi-purpose rooms/meeting rooms as needed to facilitate group activities.

Application Requirement: Plans for sustaining the programs and services described in section 4625(a) of the ESEA after the grant period. (4625(a)(4)(G)):

Plan to sustain coordinator position beyond the grant period: The Community Schools Partnerships Manager positions will be funded by the Full-Service Community Schools grant throughout the project period, and will be funded through WUSD funding and/or community support through UWCCR following the grant period.

5) Quality of the Management Plan.

Extent to which WUSD plans to have a broadly representative consortium that reflects the needs of the community and its stakeholders:

Community collaboration is at the core of who UWCCR is, and bringing together broadly representative consortiums that reflect the needs of our community is one of our core competencies. For the Full-Service Community Schools project, we have already brought together a robust coalition of entities to provide a wide range of services for students at the target school, and, based on the results of the needs assessment, will identify and engage additional partners as needed to ensure all student needs are met throughout the project period.

Application Requirement: A preliminary MOU among all partner entities of the eligible entity:

A preliminary MOU that describes the roles and responsibilities of each partner agency, signed by United Way California Capital Region and Washington Unified School District, is included as an attachment to this application. Additionally, letters of support for the project from the identified community-based organizations (YMCA, Improve Your Tomorrow, CommuniCare, Empower Yolo, Victor Community Support Services, Yolo County Children's Alliance, and

Yolo Family Service Agency) are also included as attachments. These core partners will work together to plan, develop, coordinate, provide, and evaluate pipeline services. Additional partners may be added to the final MOU as additional service needs are identified through the needs assessment and community engagement process.

Description of the roles and responsibilities of consortium members: Current consortium members include:

- United Way California Capital Region: UWCCR will serve as the lead for the FSCS project. UWCCR will have the following roles and responsibilities:
 - Provide leadership for a comprehensive needs assessment to identify specific student and family needs and coordinate community partners to develop strategies and identify services to meet these needs.
 - Implement or facilitate partnerships with community organizations to implement existing and new pipeline services to address student needs related to early childhood education; out of school programs; support for transitions from elementary school to middle school, middle school to high school, and high school to post-secondary education or employment; family and community engagement; social, postsecondary and workforce readiness services; social, health, nutrition, and mental health services; and juvenile crime prevention and rehabilitation services.
 - Engage with an external evaluator to support data collection, program evaluation, and reporting
 - Provide administrative oversight of grant funding for the project, including budget management

- Washington Unified School District: WUSD will have the following roles and responsibilities:
 - Provide one full-time FSCS Program Coordinator at each school, responsible for facilitating FSCS activities and working with external partners to support services for students and their families.
 - Provide support for a comprehensive needs assessment to identify specific student and family needs and coordinate community partners to develop strategies and identify services to meet these needs.
 - Implement or facilitate partnerships with community organizations to implement existing and new pipeline services to address student needs related to early childhood education; out of school programs; support for transitions from elementary school to middle school, middle school to high school, and high school to post-secondary education or employment; family and community engagement; social, postsecondary and workforce readiness services; social, health, nutrition, and mental health services; and juvenile crime prevention and rehabilitation services.
 - Ensure the schools served incorporate the pillars of full-service community schools, including provision of integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices.
 - Provide space within schools served for outside partners to provide services for students and their families

- Provide all staff necessary for implementation of identified pipeline services (based on results of needs assessment) and/or coordinate with external partners to provide pipeline services
- Provide all necessary supplies for implementation of the FSCS program at each school served.
- Support UWCCR in data collection and support evaluation efforts of external evaluator.
- YMCA: The YMCA of Superior California will provide after-school care and enrichment programming through the ASES program. ASES provides academic support, enrichment experiences (such as fine arts, character development through curriculum and play, nutrition education), and recreation opportunities (arts & crafts, games, sports, clubs, and other special recreation activities). YMCA will also provide Kindercamp, a 4-week summer program for incoming kindergartners to support kindergarten readiness.
- Improve Your Tomorrow: Improve Your Tomorrow will provide mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7th grade through college graduation.
- CommuniCare: CommuniCare Health Centers will provide eligible WUSD students and families with services that include primary medical and dental health care, behavioral health services, substance use treatment, health education and support services.
- Empower Yolo: Empower Yolo will provide crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual assault, stalking, human trafficking, and child abuse.

- Victor Community Support Services: Victor Community Support Services will provide community and school-based behavioral health services, including individual, group, and family counseling, as well as behavior management consultations.
- Yolo County Children's Alliance: Yolo County Children's Alliance will provide family support services, c child and family advocates to solve community problems, and support for non-English speaking families to help them access services, learn valuable parenting skills, and find support.
- Yolo Family Service Agency: Yolo Family Services Agency will provide preventative and therapeutic mental health care.

History of effectiveness in working with a diverse range of stakeholders, including students and families:

For nearly 100 years, United Way California Capital Region has brought local people together to make community change happen. Serving Amador, El Dorado, Placer, Sacramento and Yolo counties, the local UWCCR is working to meet its 20-year commitment to significantly reduce poverty in the region by helping kids excel in school, investing in families and strengthening schools. UWCCR has experience collaborating with partner organizations to work with students and families through our existing work, including Kindercamp, ASES, and STARS. WUSD also has experience engaging a diverse range of stakeholders, as evidenced by their robust community engagement efforts surrounding the return to in-person learning following COVID. Through these community engagement efforts, they held a listening tour and disseminated online surveys. The listening tour consisted of 14 sessions attended by approximately 690 individuals, while the surveys had 2,470 respondents and were disseminated/returned in multiple languages (English, Farsi, Russian, Spanish). Participants at listening tour sessions and survey respondents included

parents and community members, teachers, classified staff, and students. Additionally, WUSD maintains partnerships with a wide range of community-based organizations and government entities, including City of West Sacramento, YMCA, Champions, Yolo County Children's Alliance, Victor Services, Yolo/Solano New Teacher Center, Sacramento City College, West Sacramento Rotary, West Sacramento Chamber of Commerce, Collings Teen Center, West Sacramento Police Department, West Sacramento City Council, Yolo County Probation Department, and Yolo County District Attorney.

Together, UWCCR and WUSD have a robust and effective history of working with a diverse range of stakeholders, including students and families, to collect community input and implement effective programming.

Application Requirement: A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools:

United Way California Capital Region has a long history of working within schools to reach students and families in need of support. Our local UWCCR has been working for nearly one hundred years to create stronger, healthier, more compassionate communities, and that approach has always included local schools. Over the past several decades, we have worked within local schools for several projects. Our Turning Teens Toward Success project worked to engage teens in their community so they could develop positive relationships and activities and avoid risky behavior. The program served 718 teens and resulted in a nearly 0% school drop-out rate. Our Fit Kids project worked in schools to address rising obesity among children by helping families adopt a healthier lifestyle through better eating habits and exercise.

Six years ago, we saw rising poverty and found one place in each community to reach the most people in need: School was square one for ending family poverty. Our 20-year Square One

Project was born. Through schools, we support families to ensure each child has the resources they need to become a successful adult. With the pandemic, increased poverty and further exposed racial inequality, we have added guaranteed income, digital access and more. We are now working to further strengthen our schools with resources to address widening inequalities. Our Square One Project launched in partnership with Robla School District and has since expanded to additional school districts and encompasses all of our programs. The proposed FSCS project is closely aligned with the goals of our Square One project.

As part of our Square One Project, we partnered with AARP to implement Experience Corps literacy tutoring in eleven schools across five school districts (San Juan, Elk Grove, Center, Robla and Washington), reaching more than 250 students per year. This program ran from 2017-2020. We recruited more than sixty volunteers to work with several groups of three students twice a week, 30 minutes for each group. Together they played games, read books, and worked through curriculum that supported comprehension, fluency, and phonics. Students who participated needed Tier 2 support and, after completing the program that school year, gained an average of .5-1 grade levels per year. This program not only boosted literacy performance but also increased the social emotional state of the students participating. The relationship the students built with their tutors, due to the consistency, helped increase confidence and therefore increased performance not only in reading, but all other subjects as well (based on teacher surveys). When the pandemic hit, we pivoted this program to our STARS online tutoring program.

United Way California Capital Region has a strong history helping children improve academically. In addition to our school-based programs with AARP Experience Corps and STARS, we also provide literacy support during the summer, Summer STARS, in partnership

with CHOC housing and the Dairy Council of California. This program provides literacy tutoring to help combat summer slide, where students tend to fall behind during the three-month break from school due to lack of practice. Summer STARS is supplemented with activities focused on healthy eating and nutrition. This helps students stay on track during the summer so they do not lose reading levels during school break and can start the next school year prepared and ready to succeed.

During the summer, we also facilitate a kindergarten readiness program called Kindercamp. This is a four-week program for children ages 4-6 who will start kindergarten that fall and have not had preschool experience. Kindercamp allows those future students an opportunity to be in a classroom and learn how to interact with other kids in a learning environment before entering kindergarten with no experience.

As part of our Square One Project, we also have worked with Robla School District and numerous schools in the Sacramento Unified School District through our Kindergarten 2 College Savings Program. Research shows that students with a college savings account in their name are three times more likely to enroll in college and four times more likely to graduate. Every child entering kindergarten in the Robla School District is automatically opened a free college savings account with a \$25 deposit. Kindergarten children in eligible schools within the Sacramento Unified School District can opt in and enroll their children in the program. Parents and guardians who attend free financial education and empowerment courses can earn additional funds for the accounts.

As evidence of UWCCR's experience facilitating collaboration and needs assessment, in 2020 we helped develop the UWCCRs of California KinshipCareCA.org portal. Our staff helped research local resources, provide feedback on design, and held sessions with resource parents

and kinship families to inform the design and useability of the portal. In 2019, we hosted our inaugural foster youth summit, uniting 130 community members including foster youth, resource parents, social workers, service providers, educators, and public sector leaders. The summit uncovered significant gaps between the needs of local foster youth and the community services being provided. UWCCR has used this effort to help inform discussion on solutions to improve foster youth outcomes.

Washington Unified School District has built significant experience with community engagement and needs assessments over the past several years. As a result of COVID-19, WUSD formed multiple work groups to collaborate over many hours at a level unprecedented in our district in prior years. Additionally, a large array of surveys were sent home to parents and staff to provide valuable input that helped move district plans forward. These work groups and surveys have now given Washington Unified a new template for district, staff, and home communication to propel us into the future. Town hall forums, community surveys, and work groups are now an industry norm for WUSD and will be continued regularly moving forward. In the Spring of 2021, WUSD held 14 town hall meetings to give our school community opportunities to provide feedback and were organized as follows: Six parent feedback forums totaling 9 hours, organized by school area, including one of the forums conducted in Spanish; Two feedback forums for classified staff totaling two hours; Three feedback forums for teachers totaling three hours; Three student forums, one for students in grades 3-5, one for students in grades 6-8, and one for students in grades 9-12 totaling three hours in total. The purpose of these forums was to explicitly identify what worked well the past year, what didn't work well, and what features would the community want to see in the district's future plans. Through these forums, participants were asked to provide feedback on a variety of topics, including: extending

instructional learning time; providing summer school; provision of tutoring; provision of integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs; and need for community learning hubs that provide students with access to technology, high-speed internet, and other academic support.

UWCCR has built a highly qualified team to support implementation of the Full Services Community Schools Project. The team includes:

██████████, Senior Director of Impact: ██████████ has 17 years' of experience in non-profit program management and design, staff supervision, project management, and community outreach and engagement. She supervises the Impact Team for UWCCR, which includes supervision of the Senior Manager of Education. She previously worked as the Director of Family Services for Sacramento Food Bank and Family Services, where she built relationships with more than 25 non-profit organizations and government agencies to improve service connectivity and promote open dialogue within the community. While at Sacramento Food Bank and Family Services, she facilitated a county-wide community needs assessment. ██████████ will provide overall support for the project, ensuring that services are implemented with fidelity, coordinating programming with WUSD, and coordinating evaluation activities with the third-party evaluator to ensure quality data collection and that all reports are submitted timely. She will also work with WUSD and UWCCR's accounting team to oversee budget management to ensure compliance with the approved project budget.

██████████ Senior Manager, Education: ██████████ is trained as an educator with several years of practical classroom experience. She has 10 years' experience in the non-profit sector in

program creation, design, and management, including 3 years' experience working in close collaboration with communities, schools, districts, and county offices of education to develop partnerships and supports catered to specific needs. While at UWCCR, she grew external community partnerships in support of the STARS program by 350%. [REDACTED] will oversee the Community Schools Partnership Managers and support direct implementation of pipeline services in collaboration with WUSD and coalition partners.

Community Schools Partnerships Managers: The Community Schools Partnerships Managers will plan, coordinate, and ensure implementation of pipeline services at their assigned school. The Community Schools Partnerships Managers will be responsible for building and maintaining relationships with school staff and community partners, will lead collaborative meetings, and help to facilitate community conversations and support ongoing implementation of services to ensure the school meets the four pillars of a full-service community school. The Community Schools Partnerships Managers will also work with community partners and school staff to ensure pipeline services are implemented consistently and as described. The Community Schools Partnerships Manager will have a combination of training and experience equivalent to completion of college-level coursework for a degree in education or social science and two years of experience with nonprofit, human services, or government organizations.

Intersecting Lines, External Evaluators: Third-party evaluation will be provided by an outside evaluation company, Intersecting Lines. The two evaluators who will work on the evaluation for the UWCCR and WUSD Full-Service Community Schools Project are:

[REDACTED] is an accomplished leader who uses highly analytical and creative approaches to empower mission-driven leaders and organizations in the use of data science, statistics and technology for driving business decisions, improving the quality of programming

and communicating the impact of their work. Her professional career has spanned the public sector and higher education where she was responsible for the design and implementation of community-based programs and leading and facilitating multi-agency collective impact initiatives focused on equity within health, workforce development and education systems. This experience makes her highly qualified to evaluate the proposed Full-Service Community Schools project. [REDACTED] is one of the co-founders of the Infinite Possibilities Conference, a national conference designed to support, promote and encourage underrepresented minority women in mathematics. She earned a Bachelor's degree in Mathematics from Spelman College, a Masters in Mathematical Sciences from The Johns Hopkins University and a doctorate degree in Biostatistics from the University of California, Berkeley. [REDACTED] has used her training in biostatistics and public health to support health and education equity initiatives as a statistical analyst, program manager, evaluator and post-secondary administrator. This has included being the community lead on translational research projects, leading multi-agency collective impact initiatives to improve health disparities and reduce the racially predictable achievement and opportunity gap, managing special projects and grants for a community college, and developing a training program and career services for individuals of diverse backgrounds and with varying levels of education. Her background in biostatistics and experience in working in community settings supported efforts in communicating data to non-technical audiences in a way that made the information accessible and actionable. This work has also provided the opportunity to develop expertise in managing grants from national foundations and from federal, state and local entities, interfacing with large administrative data systems, and building a deeper understanding of the complex factors that contribute to health and education inequities. The goal of this work

has been to support research and programs that are community-centered and can improve overall individual and community well-being in marginalized communities.

[REDACTED] has worked with many education, philanthropic, and other non-profit organizations to advance equity in education and community health, particularly in the areas of impact evaluation, participatory inquiry and dialogue, and formative assessment. She is a passionate data geek and founder of Data for the People, working to transform data into valued and accessible information centered in the knowledge of those closest to a situation or problem.

[REDACTED] began her career as a social worker inspired by a vision of school as an accessible and trusted hub for resources and opportunities for students, families and communities to thrive. Just out of graduate school, she facilitated a community process to design and organize a school-based family resource center as a multidisciplinary services hub. She went on to serve as center director and later to design and carry out evaluation for many other school-based collaborative services centers in the San Francisco Bay Area. Recently she had the chance to lead Leadership Public Schools' redesign and relaunch of its multi-tiered systems of support and its ecosystem of internal and external resources for students, families, and staff. She is co-author of Identity Safe Classrooms Grades 6–12: Pathway to Belonging and Learning (2020) and Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders (2021).

Management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines, and milestones:

Activities and Milestone	Person Responsible	Year One	Year Two	Year Three	Year Four	Year Five
Staffing Changes						
Recruit and hire one full-time FSCS Coordinator for each of two schools (Riverbank Elementary, River City High)	Superintendent	Month 1: Job Postings Released Month 2: Recruitment and Candidate Selection Plan validated, interviews take place Month 3: Staff hired and engaged in Needs Assessment Process	Staff oversee provision of pipeline services and support community collaboratio n efforts	Staff oversee provision of pipeline services and support community collaboratio n efforts	Staff oversee provision of pipeline services and support community collaboratio n efforts	Staff oversee provision of pipeline services and support community collaboratio n efforts
Needs Assessment						

Disseminate needs assessment surveys to students, parents/guardians, teachers, other school staff, service providers, and the community at large	FSCS Coordinator, with support from UWCCR and community leadership collaborative team members	Month 4: Surveys developed Month 5: Surveys disseminated Month 6: Reminders to complete surveys sent to all stakeholders Months 7-9: Survey responses collected, data entered, and analyzed	Annual surveys sent to key community stakeholders to assess project effectiveness and identify emergent needs	Annual surveys sent to key community stakeholders to assess project effectiveness and identify emergent needs	Annual surveys sent to key community stakeholders to assess project effectiveness and identify emergent needs	Annual surveys sent to key community stakeholders to assess project effectiveness and identify emergent needs
Host community meetings to collect feedback for needs assessment and project design	Superintendent oversees FSCS Coordinator	Months 3-4: Community meetings scheduled and heavily advertised to stakeholders	Regular community meetings held through community	Regular community meetings held through community	Regular community meetings held through community	Regular community meetings held through community

	facilitates implementatio n	Months 5-6: Community meetings held, feedback provided transcribed and analyzed	and school- based collaborative teams	and school- based collaborative teams	and school- based collaborative teams	and school- based collaborative teams
Subject-matter focus groups to collect feedback for needs assessment and project design	Superintendent oversees FSCS Coordinator facilitates implementatio n	Months 1-2: Identify subjects to be discussed during focus groups, and target stakeholders to invite Months 3-4: Invite stakeholders for each focus group Months 5-6 Host focus groups	Regular community meetings held through community and school- based collaborative teams	Regular community meetings held through community and school- based collaborative teams	Regular community meetings held through community and school- based collaborative teams	Regular community meetings held through community and school- based collaborative teams

		Months 7-9: Focus group responses collected, data entered, and analyzed				
Outreach to and Meetings With Community Service Providers	Superintendent FSCS Coordinator	Months 1-3: Active outreach to community service providers, government departments, and community-based efforts to engage partners in the FSCS project and develop/refine/improve referral and coordination processes to streamline student and family access to needed services.	Monthly meetings with service providers	Monthly meetings with service providers	Monthly meetings with service providers	Monthly meetings with service providers
Pipeline Services						

Identify and implement pipeline services	Superintendent	Months 9-12: Based on the results of the needs assessment, WUSD and UWCCR, along with the collaborative leadership team, will identify the existing and new pipeline services to be implemented, and WUSD, UWCCR, and FSCS Coordinators will finalize specific strategies to implement the selected pipeline services.	Implementat	Implementat	Implementat	Implementat
	FSCS Coordinators Collaborative Leadership Team		ion of identified pipeline services	ion of identified pipeline services	ion of identified pipeline services	ion of identified pipeline services
Incorporate Pillars of Full-Service Community Schools						

Formalize integrated student supports	FSCS Coordinators	<p>Months 1-3: Assess existing student supports available through school, and assess existing referral process and any gaps in services or strategies.</p> <p>Months 4-9: Participate in needs assessment process to identify gaps in student supports.</p> <p>Months 9-12: Refine integrated student supports processes to streamline linkages of students and families to needed services</p>	Ongoing refinement and implementation of integrated student supports	Ongoing refinement and implementation of integrated student supports	Ongoing refinement and implementation of integrated student supports	Ongoing refinement and implementation of integrated student supports
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		and expand services available.				
Provide expanded and enriched learning time and opportunities	FSCS Coordinators	<p>Months 1-3: Assess existing expanded and enriched learning time and opportunities</p> <p>Months 4-9: Participate in needs assessment process to identify gaps in expanded and enriched learning time and opportunities.</p> <p>Months 9-12: Refine and develop additional services based on needs assessment to provide</p>	Implement expanded and enriched learning time and opportunities, including ASES after-school program	Implement expanded and enriched learning time and opportunities, including ASES after-school program	Implement expanded and enriched learning time and opportunities, including ASES after-school program	Implement expanded and enriched learning time and opportunities, including ASES after-school program

		students with high quality expanded and enriched learning time and opportunities				
Provide active family and community engagement	FSCS Coordinators	Months 1-3: Assess existing family and community engagement activities Months 4-9: Participate in needs assessment process (including support with survey dissemination and inviting families to community meetings and focus groups) to identify	Support outreach to and engagement with families, support community and school- based leadership	Support outreach to and engagement with families, support community and school- based leadership	Support outreach to and engagement with families, support community and school- based leadership	Support outreach to and engagement with families, support community and school- based leadership

		gaps in family and community engagement activities. Months 9-12: Refine and develop additional services based on needs assessment to improve family and community engagement. Support community collaboratives and school-based leadership teams.	teams in engaging with families	teams in engaging with families	teams in engaging with families	teams in engaging with families
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Implement collaborative leadership and practices	WUSD UWCCR	Months 1-3: Assess current organizational and leadership practices Months 4-6: Participate in needs assessment process to identify areas for improvement in organizational leadership practices Months 7-12: Strategize systemic approaches to improving collaborative leadership and practices, implement school-based and subject-matter working groups to increase	Continuousl y refine district and school leadership and practices to increase collaborative leadership and build the capacity of educators, principals, other school leaders, and	Continuousl y refine district and school leadership and practices to increase collaborative leadership and build the capacity of educators, principals, other school leaders, and	Continuousl y refine district and school leadership and practices to increase collaborative leadership and build the capacity of educators, principals, other school leaders, and	Continuousl y refine district and school leadership and practices to increase collaborative leadership and build the capacity of educators, principals, other school leaders, and
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		collaborative leadership on key topics of importance to each school and community members; Provide foundational professional development training to build base knowledge surrounding community schools to all teachers in identified schools.	other staff to lead collaborative school improvement structures; Provide professional staff development training to cohort 1 of school staff surrounding social emotional	other staff to lead collaborative school improvement structures; Provide professional staff development training to cohort 2 of school staff surrounding social emotional	other staff to lead collaborative school improvement structures; Host two-day development summit for community members, parents, students and school staff to evaluate	other staff to lead collaborative school improvement structures; Host two-day development summit for community members, parents, students and school staff to evaluate
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			learning, LGBTQ+ centered curriculum, social justice, management and delivery of pipeline services.	learning, LGBTQ+ centered curriculum, social justice, management and delivery of pipeline services.	pipeline services, strengthen professional skills and build community across FSCS team.	pipeline services, strengthen professional skills and build community across FSCS team.
Partnerships						
Community partnership with a broad array of community entities to connect youth and families to needed services	UWCCR WUSD FSCS Coordinators	Months 1-3: Active outreach to community service providers, government departments, and community-based	Monthly meetings with community partners	Monthly meetings with community partners	Monthly meetings with community partners	Monthly meetings with community partners

		<p>efforts to engage partners in the FSCS project and develop/refine/improve referral and coordination processes to streamline student and family access to needed services.</p> <p>Months 4-9: Engage community partners in needs assessment process and development of pipeline services.</p> <p>Months 9-12: Engage community partners in implementation of pipeline services and</p>	<p>Engage community partners in implementation of pipeline services and maintain/refine partnerships to better serve students and families.</p>	<p>Engage community partners in implementation of pipeline services and maintain/refine partnerships to better serve students and families.</p>	<p>Engage community partners in implementation of pipeline services and maintain/refine partnerships to better serve students and families.</p>	<p>Engage community partners in implementation of pipeline services and maintain/refine partnerships to better serve students and families.</p>
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		maintain/refine partnerships to better serve students and families.				
Project Management						
Qualitative and quantitative data sets collected and reported	Community Schools Partnership Manager, External Evaluator	Months 1-12	Months 13- 24	Months 25- 36	Months 37- 48	Months 49- 60
Quarterly Assessment Report submitted	External Evaluator	Months 3; 6; 9; 12	Months 15, 18, 21, 24	Months 27, 30, 33, 36	Months 39, 42, 45, 48	Months 51, 54, 57, 60
Project Advisory Team and School-Based Leadership teams meet to discuss Assessment	WUSD UWCCR	Months 3; 6; 9; 12	Months 15, 18, 21, 24	Months 27, 30, 33, 36	Months 39, 42, 45, 48	Months 51, 54, 57, 60

Report and use real-time data to drive continuous improvement feedback loop						
Annual Formative and Summative Reports submitted	External Evaluator	Month 13	Month 25	Month 37	Month 49	Month 61
Final Formative and Summative Reports submitted	External Evaluator	N/A	N/A	N/A	N/A	Month 61

6) Quality of the Project Evaluation.

Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project:

The proposed project will incorporate a thorough, feasible, and appropriate evaluation to assess progress in attaining established performance objectives and outcomes, which will be identified and selected by stakeholder. Currently, the proposed objectives and outcomes include an increase in the number and percentage of families and students targeted for programs and pipelines serves each year, as well as objectives related to the number and percentage of students who 1) are prepared for kindergarten, 2) are achieving academically, 3) are healthy, safe and supported by engaged parents, and 5) live in a community that sees the community schools as a hub for community resources. The evaluation plan uses objective performance measures that are clearly related to the proposed programs and pipeline services, established objectives and outcomes, and will produce both quantitative and qualitative data related to the effectiveness of the project.

To fully understand the impact and effectiveness of the project, and to ensure the accuracy of the evaluation, UWCCR and Washington USD will contract with Intersecting Lines, a qualified and professional independent evaluation partner. Intersecting Lines uses analytical and community-centered approaches to empower leaders and organizations in the use of data science, statistics, and evaluation methods for driving organization decisions, improving the quality of programming, and communicating community impact. Intersecting Lines specializes in supporting organizations that desire to create positive social change and a world that is more inclusive and equitable within health, education and workforce development systems. The specific evaluators will be [REDACTED], [REDACTED], whose qualifications are detailed above under the Adequacy of Resources section. Intersecting Lines provided initial

support and will manage and facilitate the evaluation scope of work for the project, including the assessment of the project's objective performance measures and outcomes. The evaluators will work closely with stakeholders to carefully track progress and troubleshoot implementation gaps, ensuring that the goals and objectives of the grant are adequately being met at all times. The evaluation will ensure accountability and project management (to allow for programming changes to be made mid-project as needed). UWCCR and Washington USD recognize that we must hold ourselves to the highest levels of accountability. A third-party evaluation provides us with the depth and transparency such accountability requires, while also supporting our organization in meeting all grant-related evaluation and reporting requirements. The specific choice of Intersecting Lines to support evaluation also aligns with federal goals to increase equity in education, as Intersecting Lines specializes in the use of data insights in program evaluation to achieve equitable outcomes.

The evaluation process will begin with stakeholder engagement during the Needs Assessment period, with Intersecting Lines facilitating design sessions to articulate evaluation priorities, key learning and evaluation questions, process and performance outcomes, and a strategy for data collection and analysis. Intersecting Lines will collaborate with the Core Team to frame and scope the desired goals of the evaluation, discuss strategies for participatory design, collective sense-making and dissemination of learnings back to the project team, funders and community. Specifically, Intersecting Lines will facilitate the following activities:

- Based on the results of the Needs Assessment and subsequently identified pipeline services, work with the Core Team to refine the proposed annual measurable performance objectives, outcomes, values, goals, identify relevant data, key learning and evaluation questions, and agreed-upon uses of the evaluation

- Refine data collection methods and develop data collection tools
- Collect and analyze relevant and credible data
- Judge the efficacy of the program, prepare evaluation findings for learning, program improvement, and progress assessment
- Support reporting and dissemination activities

Key activities and deliverables to be facilitated by Intersecting Lines include:

Phase	Key Activities	Deliverables	Timeline
Getting Started: Initiation and Design	<ul style="list-style-type: none"> • Document review • Facilitate evaluation plan design sessions 	<ul style="list-style-type: none"> • Key evaluation questions • Logic model • Program indicators and outcomes identified • Recommendations for data collection tools (participant surveys, interview protocols) 	Months 1-3
Preparing for Data Collection: Measures, Tools and Methods	<ul style="list-style-type: none"> • Identification/refinement of performance measures • Development of data collection tools and methods, both quantitative and qualitative 	<ul style="list-style-type: none"> • Measures (aligned with indicators and outcomes) and targets determined • Development of measurement plan • Development of data collection tools and methods (e.g., administration data, surveys, focus groups, and interviews) 	Months 4-5

Phase	Key Activities	Deliverables	Timeline
Data Collection and Analysis: Making Sense of the Data	<ul style="list-style-type: none"> • Data collection activities • Data analysis • Collaborative sensemaking sessions 	<ul style="list-style-type: none"> • Collect data • Analyze data 	Ongoing, Months 6-60
Dissemination and Reporting: Share and Learn from the Findings	<ul style="list-style-type: none"> • Preparing findings to inform program progress, improvements, refinements and reporting 	<ul style="list-style-type: none"> • Evaluation findings and reports for grant reporting, project staff and key stakeholders. <p>Specifically:</p> <ul style="list-style-type: none"> ○ Quarterly progress reports ○ An annual report for each year of the Project ○ Final formal report at the end of the 5-year funding period 	Ongoing, Months 6-60. Quarterly formative progress reports, annual summative reports, final project report

During the project implementation period, evaluators will use a quasi-experimental assessment approach that will compare the primary outcome data points related to kindergarten readiness, academic achievement, and students who are safe, healthy, and supported by engaged parents amongst participating students at Riverbank Elementary and River City High against

demographically similar student groups attending other schools within Washington USD who do not attend a Full-Service Community School/are not receiving project services. By comparing project participants with control groups of non-participating students/parents/schools, UWCCR and WUSD will be able to verify that positive outcomes experienced by project participants are in fact due to project services, and not other outside influences. Data points used in the evaluation will be collected at the outset of the project and annually (or more frequently, where appropriate) throughout the course of the project.

Project-specific results and indicators will be organized by customizing the Results Framework³⁷ shown below to feature target results and indicators identified in the Needs Assessment.

Performance Objective/Results	Performance Measures/Indicators	Data Collected + Frequency
Prepared for Kindergarten	<ul style="list-style-type: none"> • Immunizations • Children with health insurance • Capacity of early childhood education programs • Attendance at early childhood education programs • Parents read to children • Improved vision, hearing, and dental status • ACEs screening 	<p>Annually</p> <ul style="list-style-type: none"> • Number of student and families targeted <p>Pre- and Post-Program</p> <ul style="list-style-type: none"> • Social, emotional preparedness for schools • County assessment of kindergarten readiness • Number of referrals made
Performance Objective	Performance Measures/Indicators	Data Collected + Frequency

³⁷ Adopted from Community Schools Evaluation Toolkit: <http://76.227.216.38/assets/1/AssetManager/Evaluation%20Toolkit%204%20Pager%20Final.pdf>

<p>Students Achieve Academically</p>	<ul style="list-style-type: none"> • Chronic absenteeism rates • Tardiness rates • Discipline rates • Graduation and dropout rates • Number of teachers providing individualized supports • Students reading by 3rd grade • Number of students with postsecondary plans • Standardized Test Scores • Teacher retention 	<p>Annually</p> <ul style="list-style-type: none"> • Number of student and families targeted • Number of teachers participating in professional development, professional learning communities • Local Control Accountability Plan (LCAP) • Teacher attendance and turnover <p>Semesterly</p> <ul style="list-style-type: none"> • Surveys <p>Periodically</p> <ul style="list-style-type: none"> • CDE dashboard • Kids Data
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Performance Objective	Performance Measures/Indicators	Data Collected + Frequency
Students are physically, socially, emotionally healthy	<ul style="list-style-type: none"> • Number of mental health services available • Number of students receiving mental health services • Students feel they belong in school • Students feel competent • Attendance at before and after school programs • Positive adult and peer relationships 	<p>Annually</p> <ul style="list-style-type: none"> • Number of student and families targeted • LCAP • School climate information • Health Screenings <p>Semesterly</p> <ul style="list-style-type: none"> • School climate information • Surveys
Performance Objective	Performance Measures/Indicators	Data Collected + Frequency
Students feel they live in a safe environment with	<ul style="list-style-type: none"> • School climate information • Expanded and enriched learning time and opportunities 	<p>Annually + Bi-Annually</p> <ul style="list-style-type: none"> • Number of student and families targeted

supportive and engaged parents	<ul style="list-style-type: none"> • Family and community engagement efforts and impact • Collaborative leadership and practice strategies • Families support students' education at home • Family attendance at and experiences with FSCS programs • Family participation in school decision-making • Juvenile crime rates • Students, staff, and families feel safe • Schools are clean • Families provide basic needs • Incidents of bullying • Reports of violence or weapons 	<ul style="list-style-type: none"> • Number of students receiving integrated supports and services • Number of students, parents, school representatives participating in needs assessment, pipeline service identification, feedback assessments, parent-teacher conferences <p>Semesterly</p> <ul style="list-style-type: none"> • Surveys
Performance Objective	Performance Measures/Indicators	Data Collected + Frequency

<p>Community sees FSCS as a hub for community resources</p>	<ul style="list-style-type: none"> • Family and community engagement • The percentage and number of individuals targeted for services and who receive services during each year of the project period • School personnel and community partners participate in working teams focused on specific issues identified in the needs and assets assessment • Schools are open to community • Trust between faculty and families • Teacher satisfaction • Faculty feel they are an effective, competent team • Number of community-school partnerships • Capacity of community-school partnerships to deliver services 	<p>Bi-Annually</p> <ul style="list-style-type: none"> • Number of student and families targeted • Surveys • Number of referrals • Number of convenings of stakeholders • Number of individuals who attend more than one stakeholder convening • Feedback surveys
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Intersecting Lines will assist the Core Team to collect and report all required performance indicators, including: student chronic absenteeism rates; student discipline rates, including suspensions and expulsions; school climate information, which may come from student, parent, or teacher surveys; provision of integrated student supports and stakeholder services; expanded and enriched learning time and opportunities; family and community engagement efforts and impact; information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience; graduation rates; changes in school spending information; collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities; regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates; regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes:

The evaluation plan includes multiple feedback loops to assess progress towards achieving intended outcomes and continuously gather parent, student, teacher, administrator, support provider, and community feedback on project implementation and needs. Information is used to improve the program approach, as appropriate. This will include routine meetings among the

Core Team and members of the broad-based coalition that has been brought together to plan, develop, coordinate, and implement the FSCS activities. FSC activities include regular surveys of students, parents, school personnel, and service providers, that will include questions related to project services, collection of other credible data, and ongoing implementation analysis and discussions with the project evaluators. Intersecting Lines, the external evaluator, will assist in developing quarterly project reports that will provide both formative data on project implementation and summative data on progress towards achieving established objectives. These reports will be discussed at coalition meetings and will be used to support course corrections as needed, and to facilitate iterative improvements to pipeline services and activities connected to the pillars of full-service community schools as we identify areas for improvement or new findings on best practices are identified.

Methods of evaluation will provide valid and reliable performance data on relevant outcomes.

To ensure that the evaluation provides valid and reliable performance data, the evaluation will be conducted by an external evaluator, Intersection Lines. Intersecting Lines will establish data sharing agreements among partners and organize data from partners' multiple systems in a secure database built to analyze and report the target metrics. The evaluation will provide formative data quarterly to project leaders, teams, and the community to guide ongoing improvement; as well as annual summative data to assess progress toward long-term goals. manage the evaluation scope of work for the project and will work directly with stakeholders to obtain data and maintain the integrity of outcome variables. The project approach includes formative and summative evaluation measures that will provide the Core Team with multiple feedback loops to gather stakeholder feedback on project implementation and needs, which will ensure that the project is implemented with fidelity and that feedback gathered is used to

strengthen the project activities. Intersecting Lines will provide the Core Team with both formative and summative evaluation reports. The formative evaluation reports will be prepared and presented to project management on a quarterly basis. This report will include a detailed listing of all project activities as described in this proposal, along with quarterly updates on actions that have been taken towards completing said activities. The report will include dates and details on all activities, along with the person/organization responsible for the activity. These reports will allow project management to quickly and easily see what steps have been completed and what action items need to be prioritized for completion.

The summative evaluation report will be developed annually and is designed to report on progress towards achieving the project objectives. The report will use a t-test to compare the results of project participants with the results of their non-participating counterparts. The evaluation plan will use two-way Analyses of Variance with repeated measures on one variable to reveal statistically significant changes in performance by students over time. These analyses will also determine whether changes in performance by participating students are statistically greater at any assessment period than changes in performance by demographically similar students in schools not participating in the project. The report will allow project management to easily see progress made towards achieving project objectives, both in comparing progress against the baseline, as well as in highlighting differences amongst various sub-groups (different age groups, genders, ethnicities, etc.). Where gaps in progress exist, the evaluator will work alongside coalition members to assess data and make recommendations for adjustments to programming that may improve outcomes moving forward. These reports will allow project staff to follow the Baldrige “Plan, Do, Study, Act” process, working to continuously improve project services to best achieve the intended outcomes.

Lastly, Intersecting Lines will prepare a comprehensive final summative report at the end of the 5-year grant period. This report will cover the full project period, and will provide a thorough assessment of project activities implemented, data related to project activities, success in meeting established project objectives, and analysis of both quantitative data and qualitative feedback to assess the overarching impact of the project. UWCCR and WUSD will make the results of the final, end-of-project summative evaluation report publicly available.

Through the above evaluation activities, UWCCR and WUSD will work with third-party evaluation partner Intersection Lines to implement an evaluation that is thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; provides performance feedback and permits periodic assessment of progress toward achieving intended outcomes; and provides valid and reliable performance data on relevant outcomes.

Competitive Preference Priority 1 – Meeting Student Social, Emotional, and Academic Needs

Projects that are designed to improve students' social emotional, academic, and career development, with a focus on underserved students, through one or more of the following priority areas:

- (1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.**

WUSD and UWCCR are both strongly committed to ensuring that all programs and services provided through the FSCS create education and work-based settings that are supportive, positive, identity-safe, and inclusive, and that the project meet the needs of all students in an equitable manner, recognizing institutional bias and specifically seeking to address the needs of underserved populations.

WUSD believes that the diversity that exists among the District's community of students, staff, parents/guardians, and community members is integral to the District's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

WUSD's 2022-2027 Strategic Plan explicitly seeks "Equitable access to resources and opportunities that guarantee fair, just, and affirming experiences and produce equal outcomes for every student, without exception." To do so, WUSD commits to "removing the predictability of success or failure that correlates with a students' social, cultural, or ethnic identity." In order

to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, WUSD will proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students. The WUSD school board has a policy to make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of District decisions, the school board considers whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. WUSD's approach to equity and meeting the needs of underserved populations includes the following actions:

- Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions.
- Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district.
- Building a positive school climate that promotes student engagement, safety, and academic and other supports for students
- Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

- Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need
- Promoting the employment and retention of a diverse staff that reflects the student demographics of the community
- Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices
- Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

UWCCR believes that a commitment to diversity, equity and inclusion is fundamental to reducing poverty, educational and economic disparities. To activate its commitment to providing relevant, equitable, and affirming services across populations, UWCCR is currently working with a DEI expert with more than 20 years of experience. The Equity and Wellness Institute trains UWCCR's entire board and staff and examines all UWCCR work, from programming to contracts and promotion to budget, through an equity lens. After 10 months of training, a planning team will develop an action plan to guide UWCCR's equity efforts over the next several years. UWCCR believes that inclusion is where every individual feels welcomed, respected, supported, valued, and can fully participate. Inclusion embraces and celebrates differences and offers respect in words and actions for all people, and fosters a diversity of thought, ideas, perspectives, and values. UWCCR will use an inclusive lens when working with the students and families at schools within WUSD through the FSCS project. UWCCR will approach academic support in a variety of ways including the use of videos and gamified digital activities, as well as by making lessons relevant to students' experiences, including historical events, social justice movements, and culturally significant symbolism.

UWCCR and WUSD recognize that we have all been influenced by our respective cultures' construction of gender, and further, that gender is not binary, there is a gender spectrum. We know that gender should not be confused with sex or sexual orientation. We will create gender inclusive environments that resist assigning roles, expectations, and limitations, including around clothing, toys, hairstyles, and other forms of gender expression. We will use gender-sensitive language in our verbal and written communications, including using preferred pronouns, and avoiding gendered-nouns whenever possible. We will avoid stereotypes and approach each student with an open mind, suspending judgment so that we can truly understand what each child is experiencing. We will demonstrate that we are open to students of all races, ethnicities, religions, abilities, and gender expressions by providing support, compassion and encouragement to all students, by teaching them that they matter, by sticking up for them, and by actively opposing all forms of discrimination.

As part of the needs assessment process, WUSD and UWCCR will conduct targeted outreach to students and families who typically are not engaged with their school to ensure the full diversity of perspectives among students and their families is included in the needs assessment.

(2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.

As part of the comprehensive needs assessment, WUSD will assess needs for both universal prevention services and for targeted services for a subset of students who may need additional supports. Based on the results of the needs assessment, WUSD will implement improvements to our use of multi-tiered system of support (MTSS), and response to intervention (RTI).

In WUSD, MTSS is the framework for how we approach our students, staff and families. We take each person as an individual and provide the services and support to make them successful. We look at all of our students by name and by need to ensure that every student is reaching his/her full potential while being provided the best education they can receive. We support the families of our students with community outreach initiatives and strive to keep parents engaged with student progress as well as district-wide initiatives. We support our teachers by providing continuous professional development that is relevant and teacher driven. In the WUSD MTSS model, RTI and social emotional support structures are brought together into one cohesive framework in which both schoolwide and student-focused instruction and intervention are developed using a 4-step problem-solving process:

5. ***Problem Identification:*** What is the problem to be addressed? What is an observable, measurable goal that represents meaningful improvement?
6. ***Problem Analysis:*** Why is the problem taking place? What is the underlying cause of the problem?
7. ***Plan Development:*** What intervention will address the problem? How will the intervention be implemented? How will student progress be monitored? How will we know if the intervention is working or not working?
8. ***Plan Evaluation:*** Is the plan working? What changes (if any) are necessary to achieve our goals?

WUSD supports the 4-step problem solving model by holding MTSS Tier 3 Team Meetings three times a year. During these meetings, teachers, administrators, staff members, program specialists and support providers come together to discuss our students who are most at-risk, having the most intensive academic and/or behavioral and/or social emotional needs. These

students are provided an MTSS action plan that is targeted and specific to each student's needs.

The plan documents the targeted supports that have been provided to each student. The team works together to come up with additional resources, supports and interventions to help each student succeed. The plan is then monitored in a 4–6-week cycle, evaluated and adjusted as necessary.

Improvements to the MTSS and RTI approaches within WUSD, based on the results of the needs assessment, may include:

- Developing and providing alternative support systems to underperforming students by implementing a consistent intensive intervention system utilizing supplemental curriculum materials and extra hours for teachers to provide targeted tutoring for students underperforming academically. Extra Hours may include Afterschool, Saturday, and Summer, both virtually and in person.
- Implementing standards-based grading: This effort will include planning time for staff to examine and implement research-based strategies and practices through an equity lens to develop a comprehensive and common grading policy.

Further, WUSD will seek to improve our trauma sensitive practices through professional development for teachers and administration, and efforts to ensure that target schools implement the elements of trauma-informed schools, including: 1) maximizing physical and psychological safety for children and families; 2) identifying and responding to the individualized needs and strengths of children and families who have experienced trauma; 3) enhancing child well-being and resilience; 4) enhancing family well-being and resilience; 5) enhancing the well-being and resilience of those living in the community and those working in the system, including supporting self-care for providers and addressing secondary traumatic stress; 6) partnering with

youth and families, including utilizing peer/family voice at all levels from policy to practice; 7) supporting and promoting positive and stable relationships in the life of the child and the family; 8) recognizing and responding to gender, cultural, and historical issues; and 9) ensuring all families have equal access to resources and equal opportunities. Trauma-sensitive practices in schools will be incorporated into the schools MTSS. In the universal or tier 1, trauma will be addressed by ensuring all aspects of the environment are informed by an understanding of trauma and designed to foster safety, resilience, mitigate impact, and support healing. In Tier 1, WUSD will implement universal Positive Behavioral Interventions and Supports that share trauma-informed principles (including creating a safe and supportive learning environment, building relationships, and direct instruction of school-wide-expectations). Targeted or tier 2 supports will be implemented for students that are at-risk for further impact. These tier 2 supports will focus on increasing opportunities for skill development to students that need more to be successful, such as providing a double dose of instruction on self-regulation, problem- solving, and other social emotional skills, increasing the reinforcement of those skills and building adult and peer relationships in the school. Intensive or tier 3 supports will focus on individualized, trauma-specific services in the school.

Additionally, WUSD and UWCCR will explore strategies to bring additional behavioral health services, housing supports, mentoring, and childcare to the targeted schools through strategic community partnerships. Building community partnerships is a core competency for UWCCR, and UWCCR will bring this strength to the Full-Service Community Schools program at the targeted schools, leveraging both UWCCR and WUSD's robust existing community partnerships and building new partnerships where needed to provide the full range of services needed by students and their families.

Utilizing data from the needs assessment and community priorities identified through community engagement efforts, WUSD will partner with community-based organizations to provide appropriate social and emotional learning, access to medical, mental health, substance abuse, and nutrition services, as well as individual and group counseling. Specific ways in which WUSD and UWCCR will bring expanded social, health, nutrition, and mental health services and supports to the targeted schools include:

- WUSD plans to add a Wellness Center to each school to provide direct support and trauma-informed care to students. These Wellness Centers will provide students with a place to access evidence-based wellness tools and receive counseling services.
- WUSD plans to hire a Restorative Justice and Equity Coordinator to reduce punitive actions and promote trust, respect, and a sense of safety between the school, students, and families. The Restorative Justice and Equity Coordinator will provide and/or facilitate professional development for staff and administrators on effective restorative justice strategies, and will oversee implementation of restorative justice efforts within both target schools.
- WUSD and UWCCR will leverage the services provided by the community-based organizations engaged as part of the broad-based coalition involved in the full-service community schools project to provide diverse services for students and their families, including:
 - YMCA: The YMCA of Superior California will provide after-school care and enrichment programming through the ASES program. ASES provides academic support, enrichment experiences (such as fine arts, character development through curriculum and play, nutrition education), and recreation opportunities (arts &

crafts, games, sports, clubs, and other special recreation activities). YMCA will also provide Kindercamp, a 4-week summer program for incoming kindergartners to support kindergarten readiness.

- Improve Your Tomorrow: Improve Your Tomorrow will provide mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7th grade through college graduation.
- CommuniCare: CommuniCare Health Centers will provide eligible WUSD students and families with services that include primary medical and dental health care, behavioral health services, substance use treatment, health education and support services.
- Empower Yolo: Empower Yolo will provide crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual assault, stalking, human trafficking, and child abuse.
- Victor Community Support Services: Victor Community Support Services will provide community and school-based behavioral health services, including individual, group, and family counseling, as well as behavior management consultations.
- Yolo County Children's Alliance: Yolo County Children's Alliance will provide family support services, c child and family advocates to solve community problems, and support for non-English speaking families to help them access services, learn valuable parenting skills, and find support.

- Yolo Family Service Agency: Yolo Family Services Agency will provide preventative and therapeutic mental health care.

Should students or families at the target schools need support services that are not provided through the existing school-based resources or community partners, UWCCR will leverage our extensive network and reputation for community engagement to identify service providers and engage them to encourage them to provide services to students and families from the target schools.

(3) Creating and implementing comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships.

UWCCR and WUSD will work together to support the broad-based coalition that we have already established, and will establish a community-wide FSCS leadership team alongside school-based FSCS leadership teams that include students, parents/family leaders, and community representatives to review and address issues of importance to each FSCS school and support strong and consistent student and educator relationships. UWCCR and WUSD will also establish subject-matter or demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families.

UWCCR and WUSD will facilitate an array of groups to support collaborative leadership and practices, ensure ongoing engagement of families and the broader community, and facilitate the structural changes needed to ensure the target schools are able to function as healthy full-service community schools. These groups will include representatives from a cross-section of the community to ensure diverse voices are heard. Groups will include a community-wide leadership

team, school-based leadership teams at each school, and subject-matter and demographic focused groups.

Competitive Preference Priority 2—Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

WUSD and UWCCR have built a strong cross-agency collaborative that will support cross-agency coordination and community engagement to advance systemic change, will leverage the services provided by the community-based organizations engaged as part of the broad-based coalition involved in the full-service community schools project to provide diverse services for students and their families, including:

- **YMCA:** The YMCA of Superior California will provide after-school care and enrichment programming through the ASES program. ASES provides academic support, enrichment experiences (such as fine arts, character development through curriculum and play, nutrition education), and recreation opportunities (arts & crafts, games, sports, clubs, and other special recreation activities). YMCA will also provide Kindercamp, a 4-week summer program for incoming kindergartners to support kindergarten readiness.
- **Improve Your Tomorrow:** Improve Your Tomorrow will provide mentoring, college advising, college tours, tutoring, parent engagement, and internships for young men of color from 7th grade through college graduation.
- **CommuniCare:** CommuniCare Health Centers will provide eligible WUSD students and families with services that include primary medical and dental health care, behavioral health services, substance use treatment, health education and support services.
- **Empower Yolo:** Empower Yolo will provide crisis intervention, emergency shelter, confidential counseling, training, legal assistance, and other services for individuals and families affected by domestic violence, sexual assault, stalking, human trafficking, and child abuse.

- Victor Community Support Services: Victor Community Support Services will provide community and school-based behavioral health services, including individual, group, and family counseling, as well as behavior management consultations.
- Yolo County Children's Alliance: Yolo County Children's Alliance will provide family support services, child and family advocates to solve community problems, and support for non-English speaking families to help them access services, learn valuable parenting skills, and find support.
- Yolo Family Service Agency: Yolo Family Services Agency will provide preventative and therapeutic mental health care.

Should students or families at the target schools need support services that are not provided through the existing school-based resources or community partners, UWCCR will leverage our extensive network and reputation for community engagement to identify service providers and engage them to encourage them to provide services to students and families from the target schools.

Additionally, UWCCR and WUSD will facilitate community engagement through the needs assessment process. The comprehensive needs assessment will provide ample opportunities for diverse groups and individuals to provide input. The needs assessment for the FSCS project will incorporate a combination of surveys disseminated to key stakeholder groups (administration, teachers, classified staff, students, families, and community-based organizations) to collect input on needs of students and the community, as well as a series of community meetings/listening sessions to collect similar feedback. WUSD and UWCCR anticipate disseminating surveys to 2,000 individuals, and anticipate hosting 10 listening sessions (one/month over 10 months). The emphasis during the needs assessment will be on ensuring that a diverse array of perspectives in

included in the assessment, with active efforts to ensure traditionally underserved populations are engaged and provide feedback. This will be supported by engaging with families in their native/preferred language; offering listening sessions at multiple times in multiple locations; conducting strategic outreach to families and populations that are typically disengaged from the education process; and providing base knowledge training about existing funding, staffing, curriculum development, and other processes for operating schools at the start of listening sessions to ensure families have the knowledge required to provide effective feedback. UWCCR and WUSD will establish subject-matter or demographic specific groups that will include parents, school staff, and representatives from community entities to address identified challenges and strengthen community capacity to holistically serve students and families. To ensure ongoing engagement of diverse voices, UWCCR and WUSD will establish a Core Team. The Core Team will have broad-based representation from school district personnel affiliated with academic and student support departments, students, labor union representatives, university partners, parents and caregivers, business owners, policymakers, and representatives from community-based partners. The Core Team will oversee the engagement of as many stakeholders as possible, including students, families, staff, faculty, community partners, and neighbors. Additionally, the Core Team will oversee the development of an Action Plan that will lay out a clear local vision for support of the full-service community schools, including detailed definitions of shared terminology and desired outcomes, and specifying next steps for implementation. The Core Team will also oversee implementation of the Action Plan and a transparent process for sharing findings and recommendations with the public. The Action Plan will include strategies for implementing the pillars of full-service community schools.