

Highlighted sections indicate areas where school site specific content should be added - please work collaboratively with your team to complete these sections by end of day Friday, March 17, 2023.

Attachment II: Implementation Plan (Earl Warren Elementary):	
Core Commitments <i>Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.</i>	Integrated support services: Commitment: SCUSD's Student Support Centers (SSC) began in 1992 with support from the California Healthy Start program. SCUSD was particularly successful in obtaining these grants and established SSC's at many of the district's neediest schools. Though Healthy Start grants were limited to five years of funding, many of these schools continued providing services after grant funding ended. Student Support Centers are located at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, the SSC Coordinator works closely with school staff to identify students in need of assistance. Once identified, social workers, family advocates, interns, and community partners work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support. A site-based Student Support Center (SSC) provides school-based mental health services and case management to link students and families to local resources for a myriad of basic needs and physical/mental/behavioral health needs. Services include basic needs assistance; case management and home visitation; crisis intervention; mental health counseling; suicide prevention; mentoring and tutoring; LGBTQ support services; homeless student services; school climate and bullying prevention; Social and Emotional Learning supports; foster youth services; targeted programs for young women and men of color; targeted programs for unduplicated student groups. SSC staff works closely with site administrators, staff, Expanded Learning providers, students and families to provide an array of services specific to each network's needs and interests. The SSC develops an annual work plan in collaboration with school administrators outlining the goals, objectives and data collected to meet the shared goals. The SSC provides 3 quarterly data reports (Aug-Nov, Aug - March, and a cumulative annual report) to the school community and stakeholders outlining the number of students served, the types of tiered interventions provided, the number of trainings provided, highlights and the demographic breakdown of students served.

	SSC staffing includes (.60 FTE) Student Support Coordinator, (.20 FTE) School Social Worker, (1.0 FTE) Human Service Specialist from the Department of Human Assistance. The SSC also recruits, trains and supervises two BSW Social Work Interns and one MSW Social Work intern annually from California State University, Sacramento to help support students and families as mentors and case workers. The SSC has also developed partnerships throughout the Sacramento area as an extension of its involvement in the community it serves. Developmental Phase: Excelling
	Family and community engagement: Commitment: Goal 5 of the District's LCAP states that "Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making." This work is led by SCUSD's Family and Community Empowerment (FACE) Department. FACE provides training, information and technical assistance to assist the school site in the creation of effective school-family partnerships. FACE staff also assist with School Site Council training and coordinate with the Parent Teacher Home Visit Program. Earl Warren participates in traditional community and parent engagement efforts such as Open House and Back to School Night. Earl Warren also participates in Academic Parent Teacher Team (APTT) meetings multiple times per year. For these meetings, teachers assess students and prepare information for families on how students are performing academically relative to their peers. Then at the APTT meetings, teachers work with parents on specific skills and strategies guardians can use to support their children. Guardians are invited to attend Parent Coffee Chats monthly in the school library to engage guardians in conversations about resources within the community as well as provide parents the opportunity to to share thoughts and ideas about how to improve Earl Warren. Earl Warren also hosts food and uniform distribution drives to support students, families and community. Developmental Phase: Evolving from impact of the Covid-19 pandemic
	Collaborative leadership and shared decision-making: Commitment:

	At Earl Warren, there are multiple shared decision making teams. The school Multi-Tiered Systems of Support (MTSS) team meets the first Tuesday of every month. This team looks at student data and helps coordinate support structures and calendars to meet student needs. Additionally, this team provides input on overall school direction. The Earl Warren Coordination of Services Team (COST) team meets the third Thursday of every month. This team consists of the Principal, Student Support Center Coordinator, School Psychologist, RSP Teacher, Speech Teacher and Intervention teacher. This team works collaboratively to discuss academic and SEL support for students. The Earl Warren Positive Behavior Intervention and Supports team (PBIS) meets the last Monday of every month. This team consists of the Principal, Student Support Center Coordinator, City Year Team Lead and four classroom teachers. The PBIS team works on PBIS implementation and PBIS maintenance school wide. School Site Council (SSC) meets on the last Tuesday of the month. This team works together collaboratively to determine the best use of Title 1 and LCFF funds to support students. SSC is blended with our English Language Advisory Council. Developmental Phase: Emerging
	Extended/expanded learning time and opportunities: Commitment: Using a Social Justice Youth Development framework, Expanded Learning Programs are built on the P21 Framework for 21st Century Learning to ensure that students are prepared for college, career and life. Program activities include academic assistance, enrichment, family and community empowerment/engagement, before school and summer programs. The District's Youth Development Support Services department has adopted the 12 Quality Standards for Expanded Learning to maximize the impact of programs and promote continuous improvement. A grant-funded Expanded Learning Program (ELP) operates through partnerships between the school site and local community resources to provide students with safe, constructive opportunities for academic support and enrichment activities. The ELP begins serving students when the regular school day ends (including minimum days). The program operates until 6 p.m. daily providing students with more than 15 hours of Expanded Learning programming every week. A summer program is also available to interested students.

Developmental Phase: Excelling		
Measurable Goals and Activities <i>Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).</i> <i>Add more goals and activities as needed.</i>	Goal 1: On a quarterly basis evaluate site data (i.e. SSC data reports, Kelvin SEL data, Early Identification & Intervention System reports) to identify gaps in programs, services and resources that inhibit student achievement and community coherence and take actions to address the gaps.	Activities to Support Goal 1 Participate in conducting asset mapping and gap analysis with District staff and Community Schools project External Evaluator: - Includes analyzing secondary data, using previously developed listening session questions/protocols and surveys, analyzing collected interviews/focus groups, and writing reports Align and integrate Community Schools activities with other state and local education justice and equity initiatives: - Use the SSC data reports, Kelvin Pulse SEL survey results, early warning data for attendance, behavior and course performance, and other localized academic measures to identify gaps in support at the Tier 1, 2 and 3 level. How will progress be measured? - Complete a site specific Assets and Needs map inclusive of existing data, listening session and survey data - Describe what actions were taken to mitigate the identified gaps. - Measure the number of tiered interventions provided through these actions. For example new community partnerships or programs that specifically address the need. - Measure student responses on Kelvin SEL surveys to measure their response to the intervention - Measure attendance, behavior and course performance metrics - Measure Family Development Matrix initial and follow-up assessment responses for students/families

	Goal 2: Create a culture of shared leadership by holding at least quarterly Community Schools Collaborative meetings inclusive of students, parents/caregivers, staff and community members in responding to the Needs and Assets assessment, determine the focus and direction of the community school effort and direct additional funding or resources to mitigate identified needs	Activities to Support Goal 2 Build and/or strengthen a site collaborative leadership, shared-decision making structure and process • Designate/Hire Community Schools Coordinator (Student Support Center Coordinator) • School Site Council is formed and meets the last Tuesday of the month and as needed. • Establish and maintain a Community Schools Collaborative inclusive of students, parents/caregivers, staff and community partners and members. • Collaborative will meet at least quarterly to identify needs and advise on actions to address the needs Offer professional learning opportunities to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning and restorative justice, for example. • Student Support Center staff trained in healing-centered engagement through Flourish Agenda, Mindful Schools mindfulness curriculum and the Family Development Matrix. • Training through EPOCH on the Recognize, Interrupt & Repair (RIR) protocol & Compassionate Dialogue • Training through Kognito on At-Risk Suicide Prevention, Emotional & Mental Wellness for Educators and Staff, Trauma Informed Practices and & Step-In, Speak Out (supporting students who identify as LGBTQ+) • Training on academic learning intentions • Training on Systematic English Language Development instruction.
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		Partner with SCUSD’s Family and Community Empowerment (FACE) department and other community based organizations to support student achievement by providing families with education, tools to navigate the school system, and relationship-building strategies: ● Provide increased access to bilingual staff, translated materials, and SCUSD staff who are well-versed in effective models for parent engagement who will enable and develop parent leaders. How will progress be measured? ● Number of School Site Council meetings ● Number of Community Schools collaborative meetings ● Decisions about addressing needs by leveraging funding or other additional resources ● Number of family engagement activities & participation rates
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	Goal 3: Hold COST meetings on a routine and regular basis to identify students' academic, social/emotional, and attendance needs and develop educational plans to meet those needs. Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.	Activities to Support Goal 3 Build or strengthen the site Coordination of Services Team (COST) The COST team currently consists of the school principal, student support center coordinator, RSP teacher, school psychologist, intervention teacher and speech teacher. It would be beneficial to include classified staff such as yard duty as well as a general education teacher. Additionally, the COST Team needs to be strengthened by increasing FTE for staff that are currently working less than full time and allow for substitutes as needed to include general education teachers in the process. The COST process requires tracking and necessary follow-up of students. Offer supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices: As part of PBIS, Earl Warren teaches specific behaviors and expectations of all school areas. Additionally, Earl Warren uses Panther Tickets as school wide as incentives. Students can use these tickets for a variety of reasons such as the student store and the game room. Every month Earl Warren focuses on a different character trait. At the beginning of the month there is an assembly to teach students about specific character traits. At this assembly, students are also recognized for demonstrating attributes of previously taught character traits. <i>How will progress be measured?</i> • Number of COST meetings held • Number of students needs identified
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	Goal 4: Expand student-centered teaching practices and enrichment opportunities during and out-of-school time by engaging in professional development during designated monthly staff meetings, and other identified times.	Activities to Support Goal 4 Provide Multi-Tiered System of Supports during the regular school day: • Complete district trainings and fully implement MTSS framework; Provide differentiated, tiered interventions; regularly hold MTSS team meetings; and engage in data-based practices to assess need and progress monitor <i>How will progress be measured?</i> • Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: ○ (a) holding MTSS team meetings regularly, ○ (b) engaging in data based practices to assess need and progress monitor and ○ (c) providing differentiated, tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader. Provide opportunities for student voice in expanded learning programs:

		Students are included in steering committees, creative planning, and implementation processes to ensure their opinions and perspectives are included in all policies, programs and curricula. Upper grade students (grades 4-8) can serve on student government and lower grades (grades 1-3) participate in programming focused on developing their social emotional skills so that they may become leaders. These opportunities create a sense of shared ownership. <i>How will progress be measured?</i> • Lower grades are given developmentally-appropriate surveys that use close-ended questions to determine what they like and don't like about the program. Team leaders discuss questions openly to help younger students understand the questions, and use pictures and symbols to help them make decisions about activities and programs. • Traditional research methods such as surveys and focus groups are used with upper grade students (4-6). Students are given pre-and-post surveys, and also have community circles to determine their likes and dislikes regarding programming. • Data collected from student government leaders will also be used to inform these program-wide surveys. • Survey results will be used to help staff plan and evaluate programming.
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Key Staff <i>Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.</i>	Recognizing that it has been identified as a best practice for California Community Schools, this site will designate/hire a Community Schools Coordinator responsible for the overall implementation of community school processes, programs, partnerships, and strategies. SCUSD already has an established position called an Student Support Center Coordinator (Mental Health Specialist II) who has been serving in this role at our school sites including those schools that are part of the 2022-2027 CDE Community School cohort. Student Support Centers are located at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, the SSC Coordinator works closely with school staff to identify students in need of assistance. Once identified, social workers, family advocates, interns, and community partners work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support. An important role of the SSC Coordinator is to organize, participate in, and/or conduct family involvement programs, including internal district or community-based organization programs, focused on such issues as health, literacy, parent engagement, school programs, and community resources; manage community outreach activities to engage low-performing and at-risk students, parents, and other family members. The SSC Coordinator works closely with community-based organizations and/or local governmental agencies to bring resources and supports directly into the school site. The SSC Coordinator creates a Work Plan in collaboration with the school site Administrator outlining alignment of the SSC goals with the school site SPSA and district LCAP. All interventions provided through the SSC are documented and Quarterly SSC Data Reports are provided to the school site, highlighting the needs and assets of the students, families and staff. The school site team reviews the current data and engages in continuous improvement to ensure interventions and resources are meeting the needs of students.
LCAP Alignment <i>Explain the alignment to the LCAP</i>	The above goals align with and will support the following District LCAP Goals: Goal 1 - 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Goal 3 - Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their

	individual needs so that all students can remain fully engaged in school and access core instruction. Goal 4 - School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth. Goal 5 - Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making. Goal 6 - Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Goal 10 - SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided with the appropriate family, academic social/emotional, behavioral, health, and other services.
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