

## **1. Need for Project**

### **INTRODUCTION**

The El Rancho Unified School District (ERUSD) is pleased to submit this application to the U.S. Department of Education's Full-Service Community Schools (FSCS) grant program to address the academic, social, and health needs of our students, their family members, and the community at large. ERUSD believes that strong schools and strong communities go hand in hand. In 2009, ERUSD leveraged its relationship with our educators, schools, local government agencies, community-based organizations, parents, and families to implement a community school approach at our comprehensive high school, with the goal of enhancing the way in which our schools and communities work together to support our children and youth and remove barriers to learning. Our FSCS grant program is designed to further build upon this effort at two of our high-risk elementary schools, increasing pipeline services at these high-need, high-poverty community schools. Our proposal focuses on coordinating and integrating existing services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel. As we add new services to existing programs, we will enhance the coordination and integration, accessibility, and effectiveness of services for children, families, and the community at large. The scope of programs and services to be offered by our community schools is established through parent, school, and community consensus, based on identified needs. Our schools rely on a robust set of partners to provide these services and ERUSD further encourages our schools to be entrepreneurial and creative in the way they establish partner relationships and utilize the school site, ultimately building and sustaining the community school model.

Our grant application meets Absolute Priority #1, Absolute Priority #3, Competitive Preference Priority #1 and Competitive Preference Priority #2. Additional information related to these priorities is included in Appendix C.

## **DISTRICT PROFILE**

El Rancho Unified School District (ERUSD) resides in the City of Pico Rivera, California, approximately 12 miles southeast of the City of Los Angeles. ERUSD's K-12 enrollment for the 2021-22 school year was 8,228. The district comprises nine (9) elementary schools, four (4) middle schools, one (1) senior high school, one (1) continuation high school, and one (1) alternative educational center. By definition<sup>i</sup>, all ERUSD schools serve high-need students, which we identify as BIPOC and high-poverty student populations that exhibit chronic absenteeism and are at-risk for academic failure. Our student body comprises a marginalized population of 98% Hispanic/Latino, with 51% being foreign-born. The percentage of English Language Learners (ELL) enrolled in ERUSD is 18.4%. Nearly all (99%) of our ELL population's native language is Spanish. ERUSD serves a student population living predominantly in poverty, with 70.2% receiving Free and Reduced Priced Meals compared to 67.2% for the county and 57.8% for the state. The Chronic Absenteeism Rate is 12.3% and the attendance rate is 92%. ERUSD's suspension rate in the 19-20 school year (last pre-covid reliable data point) was 2.2%, with 21% of students receiving multiple suspensions; compared to 1.4% for the county. The expulsion rate was .08%, compared to .02% for the county and .06% for the state. As of June 15, 2022, there are 168 homeless students and 95 foster youth enrolled in ERUSD. The number of students who are homeless or in foster care constantly changes throughout the school year as students' living circumstance are in flux, however, we have

noted an increase of more than 10% in the average total number of homeless and foster students over the past five years. More than 10% of our student population has one or both parents currently incarcerated. During the 2021-22 school year, we had a high school graduation rate of 94%, with 54% of graduates meeting UC/CSU entrance requirements, and out of 655 graduates, 22 earned a seal of biliteracy, and 121 earned a Golden State Seal of Merit Diploma. The high school drop-out rate was 0.6%.

## **COMMUNITY PROFILE**

Our student population mirrors the City of Pico Rivera where immigrants of low socioeconomic status make up a majority of the population. According to the 2010 U.S. Census (revised with 2021 estimates), 90.5% of the population (60,764) of Pico Rivera is Hispanic and 67.4% speak a language other than English at home. Ten percent of the population is without health insurance and 16% without internet (compared to a 10% state average). Multigenerational households account for 18%. The percentage of residents living in Pico Rivera with a high school diploma is 66.8% — which is significantly lower than the national average of 86.8% — and only 13% of those who graduated from high school went on to earn a college degree — compared to 30% in the U.S.<sup>ii</sup> Fifteen percent of adults did not complete 9<sup>th</sup> grade. In addition to reflecting the low earning potential of much of our community, these figures also reflect the barriers in our community to prioritizing education. The median household income for Pico Rivera is \$70,620, which is significantly lower than the median income for the State of California (\$91,377). The number of children ages 0-5 in our school district area is 4.6%, lower than the national average of 5.7%.<sup>iii</sup>

## COMMUNITY SCHOOL PROFILES

Two elementary community schools with demonstrable need have been identified to participate in our FSCS grant program: North Ranchito Elementary and South Ranchito Dual Language Academy.

North Ranchito Elementary School (NRES) serves students in Kindergarten through 5th grade and the 2022-23 enrollment was 420 students. Fundamentally, NRES is driven by a mission for students to become college- and career-ready, as well as active and engaged lifelong learners, and to prepare students to participate, appreciate, and flourish in the rich cultural heritage of their community and to successfully navigate an increasingly globalized world. To prepare our students to be thoughtful, compassionate citizens, the school fosters a nurturing climate that promotes humanity and an enthusiasm for lifelong learning. Driven by research-based principles, NRES is committed to providing students with the tools to promote creativity, critical-thinking, communication, and collaboration. To meet these 21st Century goals, NRES teachers and leaders employ established educational theory, innovative strategies, standards-based instruction and assessment and data analysis that, collectively, promote academic excellence within the student population. The school's areas of focus are reading comprehension, vocabulary development, math application, writing strategies, and increased use of technology for all students. The leaders and educators at NRES continuously analyze data and collaborate to ensure success for the whole student population. North Ranchito provides pre-kindergarten opportunities in two programs: State Preschool Program and the Special Education Preschool Program. Parents in all preschool programs are encouraged to participate in North Ranchito's bilingual parent workshops held at the school site. For the

2022-23 school year there is a full-time teaching staff of 29 teachers, two RSP (Resource Specialist Program) teachers, and three full-time special education teachers, as well as two paraprofessionals who work as Resource Specialists, two support staff for the Speech and Language Department, one administrator, five office support staff, two Library Media Technicians, one Health Clerk, one School Psychologist, and cafeteria and custodial staff. NRES teachers are well-qualified and have the necessary experience to handle the challenge of delivering a standards-based education to a bright and diverse student body. Many teachers live in the community and are bilingual and bicultural. Emotionally invested in the school, they arrive early, work late, and serve in leadership roles. The School Site Council (SSC) and Parent-Teacher Organization (PTO) are very active on campus and meet regularly to discuss how to bolster student achievement and school climate. As one example, in 2020 NRES combined an effort to promote parent participation with technology goals and began offering parents the opportunity to participate in a series of workshops that focus on technology education and use of the Internet to support student academic goals.

South Ranchito Dual Language Academy (SRDLA) serves students in grades Kindergarten through 5th grade and the 2022-23 enrollment is 492. The mission of SRDLA, in partnership with the community, is to provide students with a quality education that encourages creative and critical thinking in a supportive environment. SRDLA offers an enriched curriculum that emphasizes the skills, concepts, and processes necessary for the technological and cultural challenges of the 21st Century. The school's leaders and educators strive to provide students with pathways towards becoming bilingual and biliterate in our culturally-diverse society. SRDLA believes all students can learn and

places a strong focus on literacy, encouraging students to read for enjoyment, and to use reading to seek information. SRDLA provides pre-kindergarten opportunities in two programs: State Preschool Program and the Special Education Preschool Program. SRDLA also provides after-school tutorial services and Saturday School sessions that are open to all students, and parents are actively encouraged to engage with their child’s teacher or principal to receive these services. SRDLA receives Title 1 and LCFF funding. For the 2022-23 school year, SRDLA employs a full-time teaching staff of 27, plus two RSP teachers, two full-time special education teachers, one paraprofessional working as a Resource Specialist, two individuals who work in the Speech and Language Department, one administrator, five support staff, two Library Media Technicians, one Health Clerk, one mental health professional, one School Psychologist, as well as cafeteria and custodial staff.

The following chart provides an overview of the student population in both Community Schools:

	Enrollment	Hispanic	Free and Reduced Priced Meals	Special Education	ELL
North Ranchito Elementary School	420	97.4%	77.8%	15%	29.3%
South Ranchito Elementary School	492	97.6%	80.7%	10%	44%
Average		97.51% (889)	79.36% (724)	12.3% (112)	37.23% (340)

Academic data from the *California Assessment of Student Performance and Progress (CASPP)* for the community schools from the 2018-19 school year (most recent data available as the results from the 2021-22 school year are not yet posted and no tests were taken during the 2019-20 or 2020-21 school year due to COVID) indicate that 53.54% of students in the grades tested at NRES and 69.01% of students in the grades tested at SRES did not meet standards in English Language Arts. The same results revealed that 60.5% of students tested at NRES and 75.03% of students tested at SRES did not meet standards in Math.

**Our Proposed Project will provide Support, Resources, and Services; close gaps in educational opportunity; and address the needs of our target population.** The needs of our underserved populations most impacted by the challenges addressed in our FSCS project are central to our project design.

A community needs assessment and environmental scan to identify the academic, physical, social, health, mental health, and other needs of students, families, and community residents was conducted in preparation for this grant application; results clearly identified the strengths, needs, and gaps in services at our schools and in the community at large. ERUSD's Core Management Team (CMT), comprised of district and community stakeholders, which has convened on a monthly basis since 2009, will be expanded under our FSCS grant program. The CMT conducts an annual needs assessment to examine how current programs are meeting identified needs and gaps, as well as identify potential funding sources to further address these needs and gaps, and connect to potential community partners that can support us in our efforts and/or bring additional resources to our district. We began planning to submit our FSCS application in

October 2021 in anticipation of a new RFP for this grant, holding monthly meetings until the grant was released on July 13, 2022, at which point we then began to convene for weekly meetings through the submission date. These meetings included community leaders, representing the 15 partners included in this grant application, as well as other existing partners that are not directly involved in this FSCS program (El Rancho Unified School Police, LA County Sheriff's Department, LA County Department of Mental Health, and LA County Department of Probation), and parents and guardians. The partnering agencies are included in the MOU and have also provided a letter of support (see: Appendix). They have committed to continually assessing strengths, resources, and gaps, and to prioritize needs related to the pipeline services for our full-service community schools throughout the five-year grant period. Parents and student representatives were also engaged in the planning process via focus groups, surveys, and interviews. To further identify challenges in our schools and community, the needs assessment process examined data from sources such as: the California Healthy Kids Survey (CHKS) for students, staff, and parents, which collects self-reported data on developmental assets and risky behavior; academic, attendance, and discipline data records; crime data; juvenile justice statistics; mental health reports; and demographic data for the schools and community, including poverty rates, homelessness, and unemployment. In December 2021, we completed an assessment in response to school closures due to the pandemic (March 15, 2020 through June 30, 2021). While we inherently knew our students and their families were facing unprecedented challenges, our assessment revealed just how severely their lives had been disrupted due to COVID. During this crisis, ERUSD continued to be an essential lifeline for healthy, nutritious meals with 96% of

families in our community schools relying on the district for the majority of their child's or children's meals during the week. ERUSD distributed laptop computers to 85% of households, and an additional 78% of households were supplied with Wi-Fi cards due to lack of established access to the Internet. Still, challenges persist. Limited English proficiency at home left students without the critical link between school and home and without help completing assignments. We are only just beginning to identify the true depth of learning loss that students experienced. While many services, such as mental health and case management, were provided via telehealth, therapists reported a decrease in active participation with students during this time period. The mental health of our students and families is of great concern to us. Moreover, distance learning meant children interacted with fewer caring adults. Our assessment found that abuse reports significantly decreased in the period between March and June 2021, but only because victims remained isolated with their abusers. COVID-19 amplified the need for the services our schools provide for our communities, and we have factored these increased needs into the design of our FSCS program. The programs, activities, and interventions of our community schools have been tailored to the unique individual needs of all students, their families, and our community at large. The needs and gaps to be addressed by our FSCS grant program are illustrated below by goal.

### **Need for Goal #1: Increase Services to the Target Population (GPRA)**

Lack of Personnel. ERUSD does not have the resources to employ personnel dedicated to effectively and efficiently support the planning, implementation, and operation of full-service community schools, such as a Community School Coordinator. Such personnel would improve the coordination and integration, accessibility, and effectiveness of the

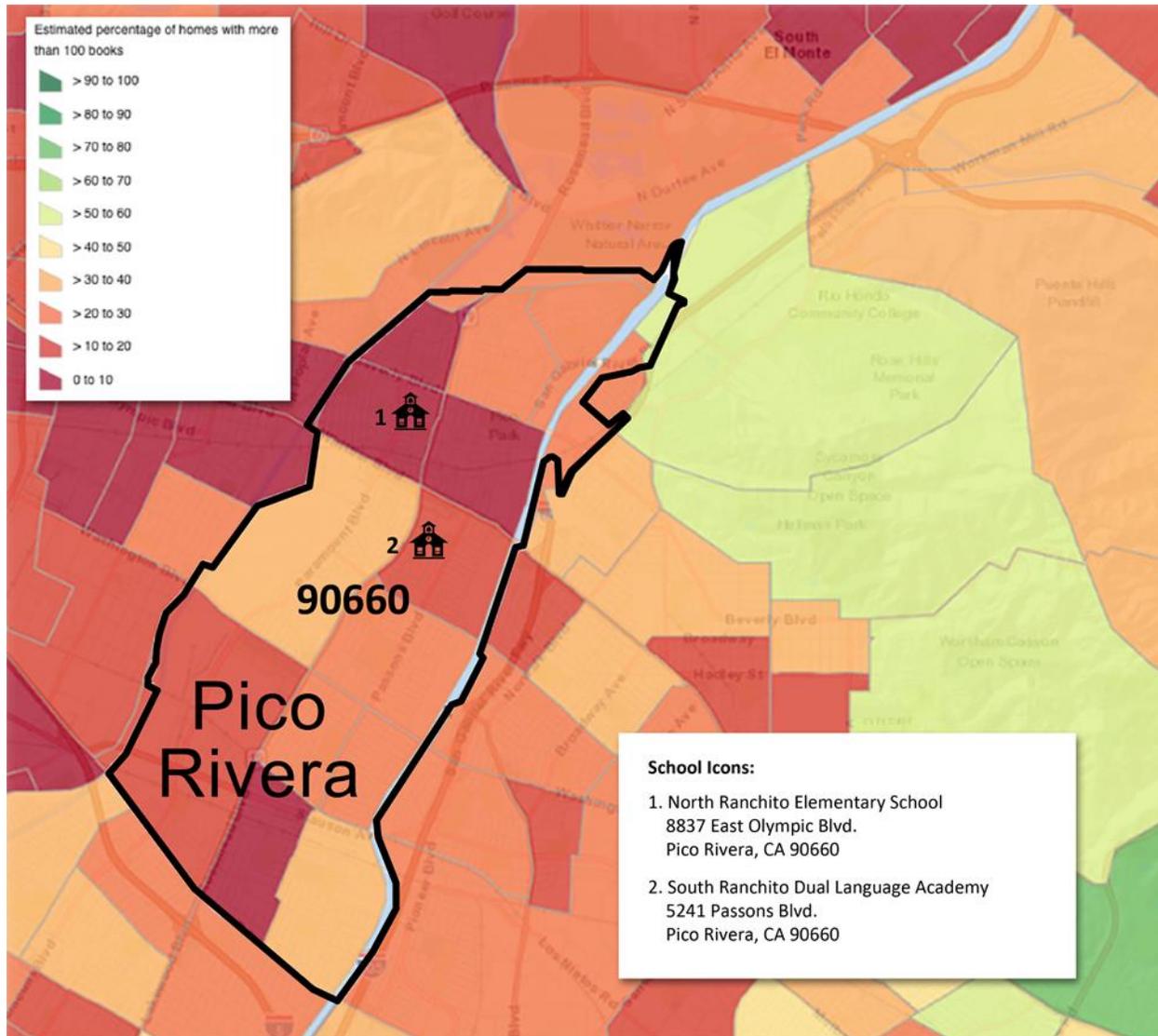
services our schools can provide for children and their families. This gap in funding and resources for these key personnel positions impacts our ability to create meaningful partnerships with new community organizations, as well as the ability to work closely with existing community partners on long-term goals, such as securing funding for sustaining these initiatives and programs. Demand for Specialized Instruction and Professional Learning. Classroom teachers, paraprofessionals, and community-based providers, such as after-school programming, need additional professional learning opportunities to better serve our English Language Learner population. Furthermore, existing STEM curricula at our two elementary schools does not include robust programming for Computer Science (CS) — something we consider essential as we prepare our students for success as adults in the 21st Century. The majority of our current educators and staff are not proficient in Computer Science and need training and coaching to deliver curricula and skills to our students. We also need additional training to support evidence-based programs and activities to improve school climate, developmental assets, and to implement a social-emotional learning program to enhance our efforts to meet our students' social and emotional needs. Underutilization of Facilities. We found that the community school sites and district facilities are largely underutilized and consequently, family and community needs are not being addressed in a systematic or robust manner. Diminishing Resources to Support Our Population. ERUSD has seen a steady decline in enrollment over the past 15 years, which in turn significantly impacts our ability to meet the needs of our students and community. As an example, the current enrollment is 8,228 students, compared to enrollment from the 2009-10 school year of 11,243 students. This roughly 27% reduction in enrollment represents a reduction in revenue of \$37,681,470

for a one-year period alone (based on per pupil revenue of \$12,498). Even as fiscal resources have diminished, the needs of students at our high-risk, high-poverty community schools remains a constant. It's a significant gap that funding sources such as this grant help us to fill.

### **Need for Goal #2: Enhance Early Childhood Education (pipeline a)**

Our community schools have a vibrant population of future students, ages from birth to four years old (4,537). Our youngest face many disadvantages that put them at greater risk for poor literacy gains, including parental incarceration, generational trauma, and high poverty rates, a factor that adversely impacts learning and reading for children. Frequently cited research by Hart & Risley (1995) found that there is a 30 million word gap in students who come from homes of poverty.<sup>iv</sup> Within the schools served by our proposed FSCS program, 79.4% of our student population receives Free and Reduced Price Meals, the federal poverty indicator for school food programs; over 10% are English Language Learners, and 12.3% of our students currently receive Special Education services.<sup>v</sup> In the United States, literacy rates vary greatly between racial and socio-economic groups. On the most recent National Assessment of Educational Progress 12th Grade Reading Level Assessment (2019), 46% of white students scored at or above proficient. On the same assessment, just 17% of black students and 25% of Latino students scored proficient. The student population at our participating schools is 90% Hispanic, 5.4% White, 2.8% Asian, 1.1% Black, with the remaining population reporting mixed race or other. Of our future pre-K children, more than 30% live in single-parent households, and more than 31% of the parents in our school community do not have a high school diploma.<sup>vi</sup>

Kindergarten Readiness. Only 17% of children from our community schools enter Kindergarten demonstrating reading readiness.<sup>vii</sup> Academic Proficiency. The number of Kindergarten children who achieve significant gains in oral language skills is only 60%. Academic Proficiency for English Language Learners. The number of children who are English Language Learners that complete Kindergarten with proficient reading and language skills is only 48%. Access to Books. According to the Book Desert Map below, only 19% of homes with children enrolled in our community schools have 100 or more books in the home, and the percent of homes with 0 to 10 books is 57%. Daily Habit of Reading. The 2020 results from the participating schools' CHKS Parent Survey indicated that only 13% of students in participating schools reported a daily habit of reading for fun on their own time and/or with a parent or guardian.



**Figure 1: Book Desert Map for the City of Pico Rivera**

Gaps: Due to the lack of resources, we have not been able to adequately provide early childhood reading programs, summer reading programs, or ensure our students have access to an adequate quantity of books in the home. We have not been able to provide adequate professional learning for our Early Childhood Teachers and Aides or adequately promote STEM and Computer Science education for children enrolled in pre-Kindergarten or Kindergarten. We have not been able to increase the amount of instruction for 4-year-

olds prior to entering Kindergarten. Programs for parents and guardians to support their 4- and 5-year-old child(ren) are insufficient.

### **Need for Goal #3: Implement High-Quality School and Out-of-School Programs and Strategies (pipeline b)**

Poor Academic Performance A distressing number (80%) of our students perform below standards in English Language Arts, including 69% of 4th graders and 84% of 8th graders<sup>viii</sup>. On average, English Language Learners under achieve in comparison to their English-speaking peers in academic domains and that the achievement gap tends to increase the higher the grade level.<sup>ix</sup> Because our community schools have such a high number of ELL students (37%), the success of our students hinges on the success of our teachers to support English Language Acquisition. The 2018-19 Student Assessment Results revealed that both community schools are at performance level orange (low) for English Language Arts, with 21.1 and 37.9 points below standards, respectively; and performance level yellow (indicating no change from previous year) for math with 38.3 and 42.7 points below standard. Proficiency in ELA and Math at the elementary level is foundational for success in secondary school. Only 32% of 5<sup>th</sup> grade students in participating schools meet or exceed science standards. After-School Programming Current after-school programming is at capacity and does not meet need. Furthermore, current programming is limited in its operations in that it is only offered when school is in session. The lack of out-of-school programming over the summer season is a significant missed opportunity for sustained educational development. **Gaps:** ERUSD's current STEM curricula for elementary schools is limited and does not include computer science

or coding curriculum. ERUSD does not have the resources to provide robust professional learning for educators, specifically for teaching English Language Acquisition.

**Need for Goal #4: Support Transitions Into Kindergarten and Middle Schools  
(pipeline c)**

The RAND report, *Making Summer Count*, synthesized evidence from the research about summer learning loss and the effectiveness of summer learning programs in preventing that loss. Research indicates that, on average, students lose skills over the summer, particularly in mathematics. However, not all students experience “average” losses, and summer learning loss disproportionately affects low-income students, who lose substantial ground in reading during the summer, while their higher-income peers often gain. Most disturbing is that it appears that summer learning loss is cumulative and that, over time, these periods of differential learning rates between low-income and higher-income students contribute substantially to the achievement gap in reading. Students who attend summer programs have better outcomes than similar peers who do not attend these programs. Rigorous studies of voluntary summer programs, mandatory summer programs, and programs that encourage students to read at home in the summer have ALL found positive effects on student achievement. The combined evidence from these studies suggests that all of these types of summer learning programs can mitigate summer learning losses and lead to achievement gains.<sup>x</sup> In comparing proficiency scores of our students at the start of 6<sup>th</sup> grade from end of 5<sup>th</sup> grade, benchmarking data indicates an average slide of 20% in English Language Arts and 28% in Math. As mentioned earlier, a vast majority of our kindergarteners do not enter school reading-ready. Gaps: Neither

the district nor the schools themselves have the resources to extend learning time, such as summer bridge camps, to support transitions into Kindergarten and Middle School.

**Need for Goal #5: Enhance Engagement and Supports for Family and Community  
(pipeline d)**

The violence and risk factors for our students at home and in their community are extreme. Common risk factors for ERUSD students are divorce; family transiency; poor self-esteem; inability to self-regulate; aggressive tendencies; and withdrawal. More than 10% of our student population has one or both parents incarcerated. ERUSD's mental health department estimates that 75% of students currently receiving school-based mental health services have been impacted by trauma due to pervasive violence. In Pico Rivera there are 228 crimes per square mile per year compared to 92 for the State of California, and 39.3 as the national median.<sup>xi</sup> There were 85 child abuse and neglect cases during the 2019-20 school year.<sup>xii</sup> There were 2,035 calls for service relating to domestic violence in Pico Rivera in 2019.<sup>xiii</sup> Current data regarding the co-occurrence between domestic violence and child abuse indicates that in 30-60% of the families experiencing one form of abuse, the other exists as well.<sup>xiv</sup> Children who live with domestic violence are therefore at risk not only of the trauma associated with abuse of a caretaker, but of abuse and neglect themselves. The Los Angeles County Department of Mental Health (DMH) estimates that 64% of ERUSD families identify chronic substance abuse problems for one of the parents,<sup>xv</sup> which can trigger many mental health issues for the entire family, such as depression and conduct disorder. The results from the 2020 CHKS Parent Survey indicated that 68% of families reported an increased need and willingness to participate in training and workshops to better support their child's wellbeing

and mental health — which has never been more important than during these unprecedented times.

**Need for Goal #6<sup>xvi</sup>: Facilitate Continued Connection to Former Students to Foster Success in Postsecondary Education and the Workforce (pipeline f)**

The Los Angeles County’s juvenile crime and teen violent death rates both exceed the national and state levels. Homicide, accidents, and suicides remained the highest three leading causes of death for youth in Los Angeles County.<sup>xvii</sup> Gang-related crime in Pico Rivera has increased 34% since 1990 and the violent crime victimization rate for those ages 12 and greater has increased 72% over the same time period.<sup>xviii</sup> The juvenile recidivism rate for students enrolled in ERUSD has remained constant over the past five years at 18%, with 34 high school students and 26 middle school students on probation as of June 30, 2022.<sup>xix</sup> According to Education Trust-West, an education advocacy group based in Oakland, CA, one in four Latino students in California are not graduating, which does not compare favorably with white or Asian populations. English Language Learners are the most vulnerable of that underperforming group, with only 62.7% of ELL students graduating across the state. ERUSD’s drop-out rate for the 2020-21 school year was 14.1%. ERUSD’s College-Going Rate for the 2017-18 (the most recent reliable data point due to COVID) school year was 56.4%, compared to 63.1% for the county and 65.8% for the state. The College-Going Rate is the total percentage of high school graduates who enroll in any public or private postsecondary institution within 12 or 16 months of completing high school, based on available report filters.

**Gaps:** ERUSD does not currently have the resources to provide job skills training, mentors, internships, or postsecondary education and workforce support and case

management to former students or young people in the community. Current job readiness training and employment opportunities provided by ERUSD for youth are limited; services were limited to ten (10) individuals in the 2019-20 school year due to funding restrictions (this program did not operate during the 20-21 or 21-22 school years due to COVID but resumed operations for the 22-23 school year).

**Need for Goal #7: Enhance Social, Health, Nutrition and Mental Health Services and Supports (pipeline g)**

Neighborhood violence and crime can have a harmful impact on all members of a community. Living in communities with high rates of violence and crime not only exposes our students to a greater personal risk of injury or death, it can also render individuals more susceptible to many adverse health outcomes. People who are regularly exposed to violence and crime are more likely to suffer from chronic stress, depression, anxiety, and other mental health conditions. They are also less likely to be able to use their parks and neighborhoods for recreation and physical activity. The results from our 2022 California Healthy Kids Survey<sup>xx</sup> indicate that: Almost 10% of students reported missing one or more days of school during the previous 30 days because they felt unsafe at school or on the way to and from school, which contributes to the district's high truancy rate; More than 19% of students reported being in a physical fight on school property during the prior 12 months; Only 24% of students reported feeling very safe at school; Only 28% of students reported a high level of developmental assets at school; Twenty-two percent (22%) of students reported they felt so sad or hopeless that they stopped doing their regular activities for a period of two weeks or more. Undesirable and risky behaviors continue to increase as students get older (fighting, drinking, marijuana, and other drug

use). During the 2021-22 school year, there were 906 disciplinary referrals to the office. The Chronic Absenteeism rate for participating schools in the 2021-22 school year was 17.7% for North Ranchito and 15.3% for South Ranchito, significantly higher than the rates for ERUSD (12.3%), Los Angeles County (12.9%) and the state of California (14.3%). The 2020-21 BMI reports indicate that 30% of students in our target population are obese, and the results from the 2022 CHKS revealed that only 56% of this population reported eating fresh fruits and vegetables on a regular basis. The County Department of Mental Health reports that 28% of students in our community school's mental health needs are unmet. Alarming, 14.91% of students reported that they seriously considered suicide during the past 12 months (2022 CHKS survey).

## **2. Quality of the Project Design**

ERUSD's FSCS grant program employs evidence-based activities, strategies, and interventions, all informed by research and evaluation findings that are likely to improve relevant outcomes, applied through the project's key components (pipelines) and included in our goals and objectives. Each of the objectives cited below demonstrate that our FSCS model employs evaluation results, which have been approved as interventions by What Works Clearinghouse (WWC). Each of the cited studies, with links to the research, indicates whether the design was experimental or quasi-experimental and that it met WWC standards with no reservations or with some reservations. Additional studies of promising evidenced-based practices, although not officially approved by WWC, are included because they do meet standards of being either experimental or quasi-experimental designs, thus meeting the "promising evidence" threshold as defined in the RFP. Accordingly, ERUSD's programming throughout will be supported by moderate to

strong research evidence that demonstrates clear theoretical linkages between its inputs, intermediate outcomes, and final outcomes, and is aligned with our project's seven goals. See Section 1 for details. Our rationale for promising evidence-based practices has been aligned with the ESSA's Tiers of Evidence I-III, as described in detail under 34 CFR 771 (c), which demonstrate statistically significant effects on improving student outcomes or other relevant outcomes, ranging from strong evidence to promising evidence.

ERUSD's high-quality implementation plan for this FSCS grant integrates the **four pillars** of full-service community schools. In our program: Integrated Student Supports include a dedicated staff member (Community School Coordinator) at each FSCS site to coordinate support programs to address out-of-school learning barriers for students and families, which include mental and physical health services to support student success. Instead of having to go to the dentist, the dentist will come to the student at school. Students cannot focus on academics until their non-academic needs are met. The Community School Coordinators at each FSCS site will continually work with students and their families to identify the barriers to those needs and then bring in community partners (or expand existing partnerships) to address and break through the barriers. Having services offered within the school improves attendance, academic achievement, behaviors, and overall well-being. Expanded and Enriched Learning Time and Opportunities emphasize real-world learning and community problem solving through after-school, weekend, and summer programs that provide academic instruction, social-emotional learning and individualized support. Children and youth in low-income communities often have limited access to activities outside of school which widens the achievement gap. Our community schools provide programming where students are able to build social, emotional, physical

and academic skills through hands-on learning. This programming improves student attendance and behavior, raises graduation rates, and reduces juvenile crime involvement. Active Family and Community Engagement promotes interaction among families, administration, and teachers to help families to be more involved in the decisions about their children's education and each of our FSCS sites will function as a neighborhood hub that provides educational opportunities for adults, and family members to share their stories and serve as equal partners in promoting student success. Collaborative Leadership and Practices provide parents, students, teachers, principals and community partners a pathway to build professional learning, collective trust, and shared responsibility using strategies such as the site-based leadership team established at each of our FSCS sites. By incorporating the four pillars our program will be developed with greater fidelity to what research has shown to be associated with improvements in teaching, learning, and student outcomes. Each of the six pipeline services provided in our Community Schools is structured to support and capitalize on the framework of the four pillars to ensure we maximize the success of our program and meet stated goals and objectives.

**A. Evidence-Based Practices to Support a Systemic Culture of Collaboration, Including WWC Approved Research for Goal (#1).** Our plan to develop a system of collaboration among administrators, teachers, families, and community partners is informed by a WWC approved study, *The Urban Advantage (UA): The Impact of Informal Science Collaborations on Student Achievement*<sup>xxi</sup>. This study investigated whether the UA system of collaboration led to increases in students' achievement in NYC public schools. The study found that having a UA collaborative teacher increases student

performance and that the students benefited from being taught by a teacher who was collaborating in the UA program.

**B. Evidence-Based Strategies to Support High-Quality Early Childhood Education**

**Programs, Including WWC Approved Research for Goal (#2).**

Our model implements high-quality, evidence-based early childhood education activities, strategies, and interventions, particularly those that help parents to become involved in preparing their children for success in school, including their non-cognitive behavioral development. The WWC approved study entitled *Reducing Behavior Problems in Elementary School Classrooms* (2008)<sup>xxii</sup> recommends that early childhood projects function best when they draw on relationships with professional colleagues and students' families for continued guidance and support in addressing student social-emotional behavior. Additional Promising Research (Bierman et al., 2015) shows that support provided to children in the pre-K classroom involving the use of curricular strategies to aid in the acquisition of pro-social skills, emotional understanding, self-regulation, and social problem-solving skills positively impacts academic performance. More importantly, this quasi-experimental research using comparison groups shows that parental engagement in behaviors such as interactive reading, rich language use, and positive interpersonal support are positively correlated with child cognitive and socio-emotional development.<sup>xxiii</sup>

**C. Evidence-Based Programs and Strategies to Support High-Quality In-School and Out-of-School Time, Including WWC Approved Research for this Goal (#3).**

Professional development activities focused on inquiry-base and constructivist learning are central to achieving this goal, both during school time and during out-of-school time. In this regard, WWC approved findings from a quasi-experimental study, examining this

relationship practice indicate that the quantity of professional development in which teachers participate is strongly linked with both inquiry-based teaching practice and investigative classroom culture (Nedley, 2016).<sup>xxiv</sup>

**D. Evidence-Based Strategies that Support Children’s Transition to Elementary School and from Elementary School to Middle School, Including WWC Approved Research for this Goal (#4).** Edmunds, et al. (2015)<sup>xxv</sup> focused on supporting children’s transitions from elementary school through to the workforce. Our pipeline support system is aligned with the above WWC study and is also based on developmental research into the ways in which the transitions to elementary school and from elementary school to middle school can be made more successful through the use of bridge programs. Our model uses evidence-based strategies in the realm of early-childhood support, which also support children’s transition to elementary school. According to Bierman, et al.’s 2015 study, which was well-designed and used an experimental method with a randomized controlled trial (meaning that it exceeds the RFP guidelines for promising evidence), children in families receiving home visits to increase parent engagement in addition to early-childhood programs performed better on emergent literacy tests ( $d = .25, p < .05$ ), and were better at self-directed learning ( $d = .28, p < .05$ ). Both these outcomes serve as markers for student preparedness for elementary school. Our pipeline services are also supported by current research. In addition to curricular enhancements, our program addresses the social-emotional and non-cognitive learning needs of students (Goal #7). We provide a more holistic system of support which includes strategies such as cooperative learning and motivational interviewing. A number of quasi-experimental studies have shown that cooperative learning, which is used in our FSCS to improve

students' collaboration and mutual respect, contributes to students' ability to work together in cohesive groups to achieve shared learning objectives (Slavin, 2011; Johnson & Johnson, 2008; Van Dat Tran, 2014). Additionally, a review by Macgowan and Engle (2020) reports that Motivational Interviewing (MI) has met the American Psychological Association's criteria for promising treatments for childhood development.

**E. Evidence-Based Strategies to Support Family and Community Engagement, Including WWC Approved Research for this Goal (#5 & #6).**

The continuation and expansion of the family learning environment outside of the classroom to support home learning in coordination with school instruction is a key part of our FSCS model and is supported by the following WWC approved study. In a randomized controlled trial review, Neville, H.J., Stevens, C., Pakulak, E., Bell, T.A., Fanning, J., Klein, S., & Isbell, E. (2013), entitled, *Family-based training program improves brain function, cognition, and behavior in lower socioeconomic status students<sup>xxvi</sup>*, the authors found that a family-based training program targeting child attention using a model involving children and their parents was highly effective in changing children's neuro-cognitive function as well as their parents' care-giving behaviors in a relatively short time frame. The evidence from this study suggests that programs that target multiple pathways, including parents and the home environment, have the potential to narrow the large and growing gap in school readiness and academic achievement between higher and lower SES children. Additional Promising Research: Our model seeks to develop and implement parent engagement strategies which will change the educational culture within the family. Quasi-experimental research (Leithwood & Patrician, 2015) has demonstrated that students who are struggling academically, are less engaged in school, or come from disadvantaged backgrounds, can

attain statistically significant gains in ELA and Math compared to a control group after parents have received tools to help them become more engaged in their children's education.

**F. Evidence-Based Strategies to Support Social, Health, Nutrition, and Mental Health, Including WWC Approved Research for this Goal (#7).** In an evaluation of a program providing childhood mental health consultation, employed in a study approved by WWC without reservations<sup>xxvii</sup>, children who received services focused on their social, emotional development, health and nutrition, as is the case with our FSCS grant program, had significantly lower ratings of hyperactivity, restlessness, externalizing behaviors, problem behaviors, and total problems compared with children in the control group even after controlling for gender and pretest scores.

**ERUSD's FSCS grant program uses appropriate evaluation methods to ensure successful achievement of project objectives.** Methods of evaluation are outlined in section 6. The following represents the goals, objectives and expected outcomes from our FSCS project. We have identified seven goals for our FSCS program with corresponding objectives and outcomes that support our overarching program.

**Goal 1: Increase Services to the Target Population.** Objective 1.a. Increase staff knowledge of best practices at FSCS community schools. Objective 1.b Provide a robust professional learning program. **Outcome 1.1.:** The percentage and number of individuals targeted for services and who receive services during each year of the project period (GPRA 1). **Outcome 1.2.:** The number of partnering organizations providing services to community schools will increase by 2 annually for a total of 10, by December 31, 2027, as measured by executed MOU's. **Outcome 1.3.:** The amount of leveraged funding will

increase by at least \$100,000 per school for a total of \$500,000 in order to sustain FSCS operations by December 31, 2027, as measured by letters of commitment.

**Goal 2: Enhance Early Childhood Education Program** (pipeline a). Objective 2.a. To increase Kindergarten readiness. Objective 2.b. To increase oral language skills for Kindergarten students. Objective 2.c. To decrease the achievement gap for English Language Learners. Objective 2.d. To increase the number of Kindergarten students who receive Computer Science (coding) curriculum. Objective 2.e. To increase the number of families who report a daily habit of reading. Objective 2.f. To increase the number of families who have 100 or more books in the home. **Outcome 2.1.a** The number of children who enter Kindergarten demonstrating reading readiness will reach 80% by December 31, 2027, as measured by DIBELS exam. **Outcome 2.1.b** The number of four-year-old/Pre-K children who achieve significant gains in oral language skills will increase to 80%, by December 31, 2027, as measured by DIBELS. **Outcome 2.2** The number of students who improve academic proficiency by the end of Kindergarten will increase to 90%, by December 31, 2027, as measured by DIBELS scores (administered 3 times each year). **Outcome 2.3** The number of English Language Learners who improve academic proficiency by the end of Kindergarten will increase to 80%, by December 31, 2027, as measured by the California English Language Development Test (CELDT) (administered 3 times each year).

**Goal 3: Implement High-Quality In-School and Out-of-School Programs and Strategies** (pipeline b) Objective 3.a. To increase academic proficiency for the target population. Objective 3.b. To increase the number of students who receive Code.org curricula. Objective 3.c. To increase the type and amount of individualized support and

tutoring to our target population. Objective 3.d. To increase the number of students from participating schools that attend before and after school programs. Objective 3.e. To increase the amount and quality of professional learning opportunities for educators. Objective 3.f To increase the number of home visits to families. Objective 3.g To incorporate social emotional learning in community schools. **Outcome 3.1** The number of students who meet or exceed English Language Arts standards in each grade will increase by 65% by December 31, 2027, as measured by the California Assessment of Student Performance and Progress (CAASPP). **Outcome 3.2** The number of students who meet or exceed Math standards in each grade will increase by 45% by December 31, 2027, as measured by CAASPP. **Outcome 3.3** The number of 5<sup>th</sup> grade students in participating schools who meet or exceed Science standards will increase by 60%, by December 31, 2027, as measured by the California Science Test. **Outcome 3.4** The number of classroom teachers who report they are proficient in addressing the needs of English Language Learners will reach 100%, by December 31, 2027, as measured by the CHKS Staff Survey. **Outcome 3.5** The number of families who report greater confidence in addressing their child(ren)'s academic and emotional needs will increase by 75%, by December 31, 2027, as measured by the CHKS Parent Survey.

**Goal 4: Support Transitions into Kindergarten and Middle School** (pipeline c)

Objective 4.a. To increase Kindergarten reading readiness. Objective 4.b. To increase academic performance for students entering Middle School. **Outcome 4.1** The number of children who enter Kindergarten demonstrating reading readiness will increase to 80% by December 31, 2027, as measured by DIBELS exam. **Outcome 4.2** The number of

incoming 6th grade students who are proficient in English Language Arts and Math will increase by 50% by December 31, 2027, as measured by CAASPP.

**Goal 5: Enhance Engagement and Supports for Family and Community** (pipeline d)

Objective 5.a. Increase the number of family engagement opportunities. Objective 5.b. Increase the number of family and community members who receive FSCS interventions and services. **Outcome 5.1** The number of family engagement opportunities will increase by 20% annually for a total increase of 100% by December 31, 2027, as measured by program calendars and attendance sheets. **Outcome 5.2** The number of parents and guardians who report increased confidence in relationship building with their child(ren) will increase by 95% by December 31, 2027, as measured by the California School Parent Survey (CSPS). **Outcome 5.3** The number of parents and community members who report that FSCS programs, activities, and interventions impacted their lives in a meaningful way will increase by 90% by December 31, 2027, as measured by FSCS participant satisfaction survey. **Outcome 5.4** The number of parents and community members who report improved mental health will increase by 50%, by December 31, 2027, as measured by the Strength and Difficulties Questionnaire (SDQ). **Outcome 5.5** The number of parents who report improved health and healthy lifestyle will increase by 40% by December 31, 2027, as measured by the CHKS Parent Survey.

**Goal 6: Facilitate Continued Connection to Former Students to Foster Success in Postsecondary Education and the Workforce** (pipeline f)

Objective 6.a. To increase the number of individuals from our target population who obtain a GED or High School Diploma. Objective 6.b. To increase the number of individuals from

our target population who enroll in post-secondary education, including trade schools; participate in the Work-Place Mentoring Program; and/or receive training and case management services. **Outcome 6.1** The number of individuals from our target population who obtain a GED or high school diploma will reach 100 by December 31, 2027, as measured by diplomas and certificates. **Outcome 6.2** The number of individuals from our target population who enroll in post-secondary education, including trade schools, will increase by 15% annually for a total increase of 75% by December 31, 2027, as measured by admission records. **Outcome 6.3** The number of individuals from our target population who successfully complete internships from the Work-Place Mentoring Program will reach 90 by December 31, 2027, as measured by business contracts, agreements, certification, and licenses. **Outcome 6.4** The number of individuals from our target population who secure gainful employment will increase by 50% by December 31, 2027, as measured by employment records. **Outcome 6.5** The employment rate for individuals aged 16 through 25 will increase by 38% by December 31, 2027, as measured by data from the Bureau of Labor Statistics. **Outcome 6.6** The juvenile crime rate will decrease by 10% by December 31, 2027, as measured by crime reports.

## **Goal 7: Enhance Social, Health, Nutrition and Mental Health Services and**

### **Supports (pipeline g)**

Objective 7.a. Increase the number of students and community members who receive social, health, mental health and nutrition services and supports. Objective 7.b. Increase the number of parents and guardians who report that they and their children have fewer unmet health and mental healthcare needs. **Outcome 7.1** The number of Office Disciplinary Referrals from the participating schools will decrease by 50% by December

31, 2027, as measured by discipline records. **Outcome 7.2** The chronic absenteeism rate for the participating schools will decrease by 25% by December 31, 2027, as measured by district attendance records. **Outcome 7.3** The number of students enrolled in community schools who report a high level of developmental assets will increase by 50% by December 31, 2027, as measured by the California Healthy Kids Survey (CHKS). **Outcome 7.4** The number of students enrolled in community schools who report feeling very safe at school will increase by 20% by December 31, 2027, as measured by the California Healthy Kids Survey (CHKS). **Outcome 7.5** The obesity rates for the participating schools will decrease by 35% by September 30, 2026, as measured by the Body Mass Index (BMI). **Outcome 7.6** The number of parents and guardians who report that they and their children have fewer unmet health and mental healthcare needs will increase by 50% by December 31, 2027, as measured by the CSPS.

### **3. Quality of Project Services**

**Our FSCS program used a Diversity of Perspectives in the design of our project and its proposed operation, including students, youth, families, educators and staff, beneficiaries of services, and school and community leadership.** All of the programs (curricula and interventions) provided as part of our FSCS strategy are evidence-based, reflect current research and effective practice, and are appropriate for the age, developmental levels, and cultural diversity of ERUSD's population. Our FSCS program has a broad representation across public, non-profit, and private entities through the creation of our FSCS Core Management Team (CMT) – a strategic network commissioned to improve efficiency and effectiveness of existing services through a community school framework. In creating our CMT, we started by identifying an ideal membership goal

based on a) existing relationships; b) partners whose missions are aligned with the mission of our FSCS program; and c) the culture of our community, targeted participants and identified need. Our proposed FSCS project includes capacity building within each FSCS and the respective community-at-large. ERUSD's FSCS grant program conducted initial development and coordination activities through extensive engagement with stakeholders and leveraged the findings of the comprehensive needs assessments completed in January 2022 to develop the infrastructure, activities, and partnerships to implement full-service community schools in two of our highest needs elementary schools. This expansive stakeholder involvement helped ensure the program included diverse perspectives to meet individual needs. The needs assessment identified the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. The majority of CMT members have been working with ERUSD in some form of collaboration or partnership for the past 15 years to remove barriers to academic achievement. This continuity allows for effective collaboration and wrap-around services. ERUSD is the nucleus of our community and is seen by members of our community as a trusted resource. Our CMT is reflective of the make-up and culture of the community and the identified need. The majority of residents in Pico Rivera and students at ERUSD are Hispanic, with a diverse make up of cultural backgrounds. We've ensured that 90% of the members on our CMT are fluent in Spanish and that 70% live in the greater Pico Rivera community. The culture of our CMT integrates patterns of behavior that include thoughts, communications, actions, customs, beliefs and values of the racial, ethnic, religious and social order of our community. We have developed adaptation to service delivery reflecting an understanding of our cultural diversity. These

attitudes contribute to our cultural proficiency and ensure diverse perspectives are maintained in our community schools. Parents and guardians serve on both the CMT and the FSCS Community School Leadership Team to empower families and elevate their voice. ERUSD has a long and successful history of engaging our school community. We include families in community-wide meetings and presentations – allowing them to share their stories, including the impact of programs, successes and struggles. The SARB mentorship program, included in this FSCS proposal, was developed through this process of family engagement. It utilizes parents and guardians as mentors to support other families struggling with attendance and behavior issues, and our students and parents are our best resource for sharing the impact of interventions and programs like this one.

**Services Provided By Our FSCS Grant Project Will Have a Positive Impact on the Intended Recipients.** The research cited in this application (Section 2) has informed the design of our FSCS project and is incorporated into all the services and programs included. According to a 2017 report, comprehensive community school interventions that incorporate most or all of four features, or pillars — integrated student supports; expanded learning time and opportunities; family and community engagement; collaborative leadership and practice — are associated with a range of positive student outcomes.<sup>xxviii</sup> A well-implemented community school leads to improvement in student and school outcomes and contributes to meeting the educational needs of low-achieving students in high-poverty schools. Strong research reinforces the efficacy of integrated student supports, expanded learning time and opportunities, and family and community engagement as interventions strategies.<sup>xxix</sup> ERUSD has included all four of these pillars into our design.

**Impact of the Services and Collaboration of Appropriate Partners.** The proposed programs and services for this project have either (a) been implemented and resulted in positive outcomes for the target population or similar populations within the district, or (b) have been shown to have significant benefits for similar populations in other districts or schools according to What Works Clearinghouse (WWC) standards as well as WWC Practice Guides. See Section 2 for details. The evidence-based activities, strategies, and/or interventions for pipeline services and the likely impact on the intended recipients are delineated in the Logic Model included in this application.

**Activities that Address Need and Support Goal #1: Increase Services to the Target Population (GPRA)**

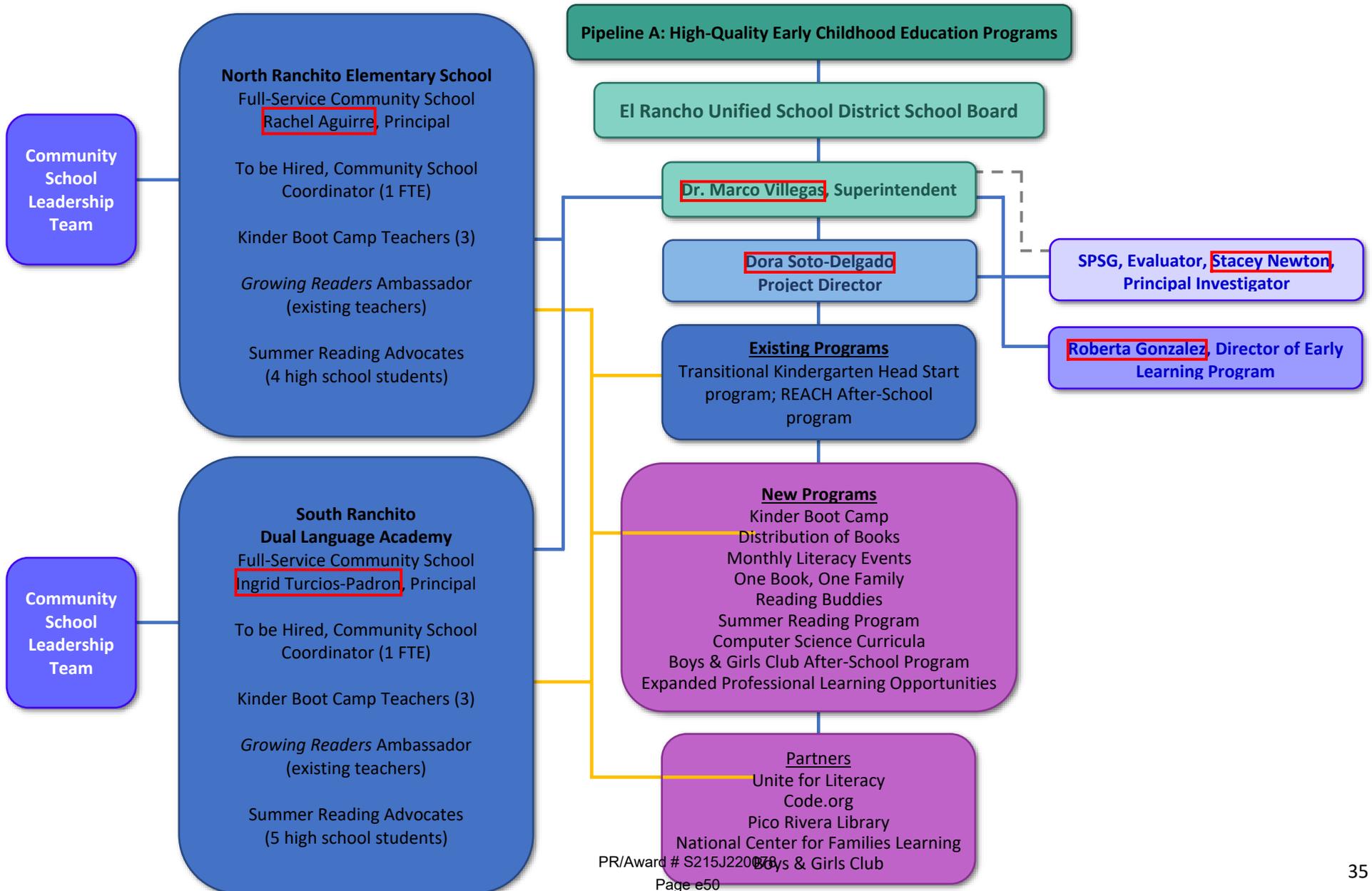
We have identified a Project Director and will recruit, hire, and train two (2) Community School Coordinators — one for each school site. A 2020 study of community schools found that the combination of strong social capital, stable leadership, and a strong instructional program has been associated with improved attendance, on-time grade progression, student achievement in English and Math, and fewer disciplinary incidents.<sup>xxx</sup>

**Activities that Address Need and Support Goal #2: Enhance Early Childhood Education (pipeline a)**

Our program design for this pipeline derives from three simple yet powerful factors that predict literacy development. Research<sup>xxxi</sup> indicates that: 1) Children with a daily habit of reading are more than twice as likely to score at or above proficient levels in reading; 2) Children with more than 100 books in their homes are almost five times more likely to score

at or above proficient levels in reading; and 3) Children with a daily habit of reading AND more than 100 books in their homes are upwards of seven times more likely to score at or above proficient levels in reading. Activities include: professional learning for educators, increased opportunities for student learning, increased opportunities for family literacy events, introduction of Computer Science curriculum, and multiple opportunities to increase daily reading habits. Classroom teachers and after/summer school providers will receive professional learning in early childhood education, English Language Acquisition, and Computer Science curriculum. Each community school will operate a 4-week Kinder Boot Camp (KBC) for 4-year-old children in the community. More evolved reading, writing, spelling, and math skills rely upon foundational attention, memory, listening, language, visual, and motor processing. The KBC provides an opportunity for children to grow in these areas as well as those of social learning, academic learning, gross and fine motor skill development, verbal communication, imagination and creativity, and the exploration of personal interests. KBC will provide a fun, engaging, and grounded environment where foundational building processes (ability to wait, focus, follow directions, collaborate, cooperatively negotiate in play) will occur in a positive and successful social learning experience. The after-school Boys & Girls Club program will be expanded to serve students in the two community schools and will include a pre-K program. The community schools will conduct monthly family literacy events; engage older students to read to pre-school students through our Reading Buddies program; and work closely with the Pico Rivera library to encourage families to participate in their literacy events and activities, including obtaining a library card. Our partnership with Unite for Literacy will provide 100 books for each family with children aged 3 to 7 and provide resources and technical assistance to increase family reading habits.

Full-Service Community Schools (FSCS)  
Pipeline A: High-Quality Early Childhood Education Programs Organizational Chart



**Activities to Address Need and Support Goal #3: Implement High-Quality School and Out-of-School Programs and Strategies (pipeline b)**

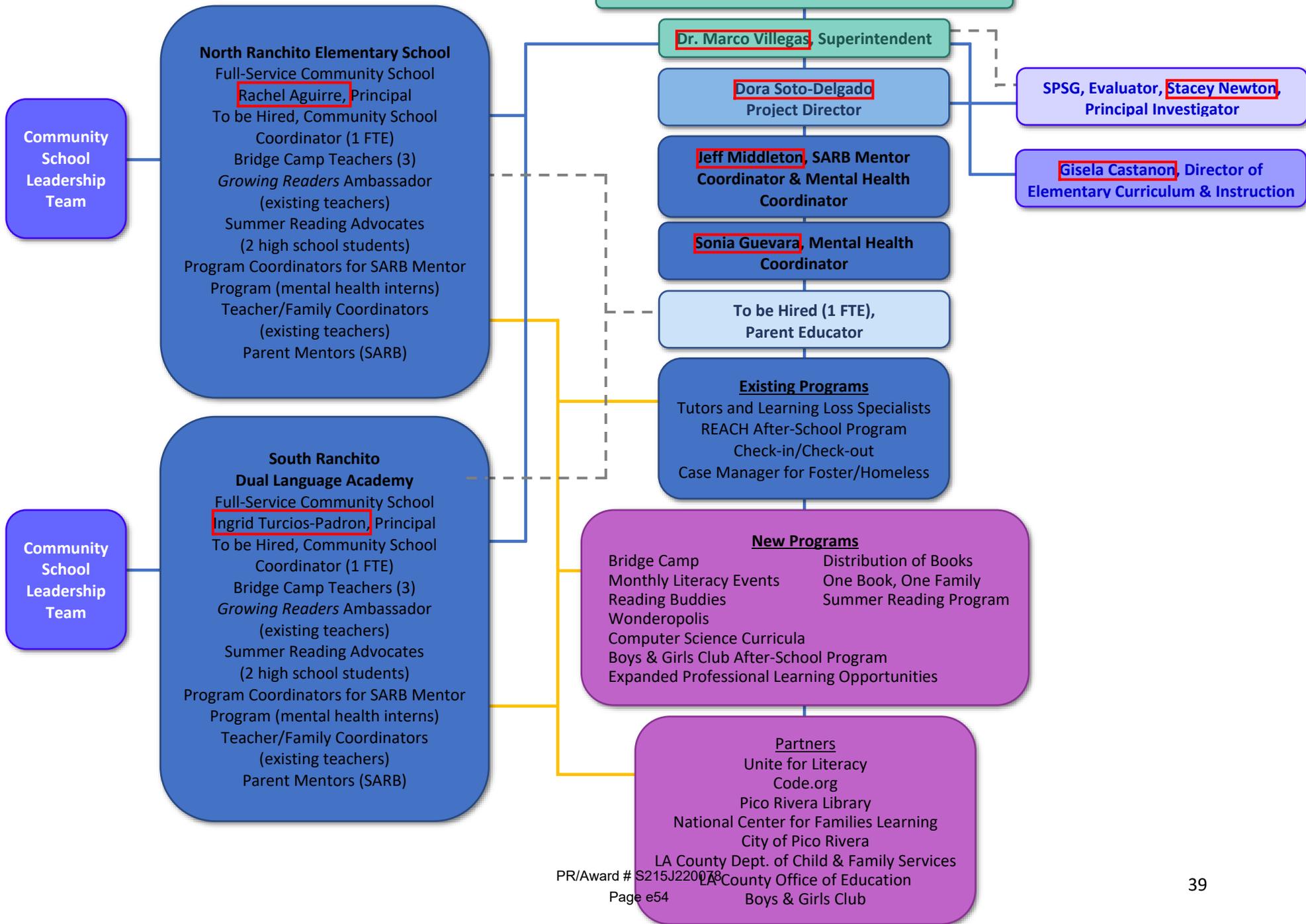
Community school teachers will provide after-school tutoring, as well as conduct small learning groups during the school day. Existing teachers will serve as Teacher/Family Coordinators and conduct home visits to families with children enrolled in the community schools. Home visits will provide an opportunity to discuss academic and behavioral issues and to provide helpful tips and strategies for parents and guardians to support their child(ren) in improving academic performance and attendance. A wide variety of programs and activities will be implemented to support literacy and adopting a daily habit of reading in the home: Monthly Literacy Events; One Family/One Book will provide books to families that are appropriate for all ages (i.e.: Charlie and the Chocolate Factory) with the intent of the family reading the books together; and families with children aged 3 to 7 will receive 100 free books through our partnership with Unite for Literacy. This program provides for 25 weekly mailings that contain 4 books and guides for family reading, as well as encourages families to utilize Unite for Literacy's on-line library containing over 4,000 books in 40 different languages. Literacy events in the schools include implementing a Reading Buddies program where older students (grades 3 to 5) read to younger students (grades K-2) on a weekly basis. Schools will also implement the Wonder of the Day program through National Center for Families Learning's (NCFL) Wonderopolis program. Wonderopolis is a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages. Each day NCFL poses an intriguing question — called the Wonder of the Day — and explores it in a variety of ways. As an example, today's Wonder of the Day might be *"How do you make a Snow Cone?"*

The Wonder of the Day includes discussion questions, such as: “When did snow cones become popular? What are the most popular snow cone flavors?” Questions also include images, sounds, and additional learning opportunities to discover more about the Wonder of the Day. We will also integrate Camp Wonderopolis into our *Growing Readers* program. Camp Wonderopolis is an online summer-learning destination full of fun, interactive STEM- and literacy-building activities. NCFL’s multi-disciplinary content purposefully aligns to Common Core State Standards, the STEM Educational Quality Framework, and Bloom’s Digital Taxonomy. The community schools will host a summer reading program: *Growing Readers* with support from the Pico Rivera Library. Science curriculum will be enhanced through our partnership with Code.org and the adoption of their curriculum. Six different studies show children who study computer science perform better in other subjects, excel at problem-solving, and are 17% more likely to attend college. Recent research also demonstrates positive links between Computer Science Fundamentals and reading comprehension, problem-solving, and planning skills. Students with resourceful teachers scored higher on standardized reading comprehension exams when they did extra Computer Science Fundamentals activities. Computer Science Fundamental students also outperformed other STEM students at problem-solving, executive function and planning skills. Computer science fosters creativity and teaches students critical thinking skills to become proactive learners, making elementary school the ideal time for students to be introduced to computer science. The Code.org curriculum will be incorporated into each grade’s curriculum and will also be utilized during after-school programming and our summer reading program. The Boys & Girls club will provide after school and summer programming for students enrolled in the community schools.

Programming will include academic support and tutoring, physical activity, social-emotional support and enrichment activities. ERUSD will provide a robust professional learning program for community school staff. All classroom teachers employed in ERUSD's community schools will receive training to implement Code.org in the classrooms. Code.org's professional learning workshops are designed for teachers who are new to CS curricula and will provide teachers with inspiring and hands-on support to implement Computer Science in the classroom. Code.org will also provide high-quality, one-day workshops for individual teachers and school-wide professional development. Teachers and after-school providers will receive instruction in Code.org's six Computer Science Fundamentals courses that are flexibly designed for teachers new to Computer Science to provide accessible and equitable introductory CS courses to the students. The Code.org curriculum will also be featured in our summer reading program, *Growing Readers*. Code.org will provide technical assistance, professional learning, and their curricula to the community school sites that have been identified for our FSCS grant. An English Language Acquisition consultant will be hired to provide professional learning for all educators in community schools. All school staff will also receive professional learning from the Los Angeles County Office of Education.

Full-Service Community Schools (FSCS)  
 Pipeline B: High-Quality In-School and Out-of-School Programs and Strategies Organizational Chart

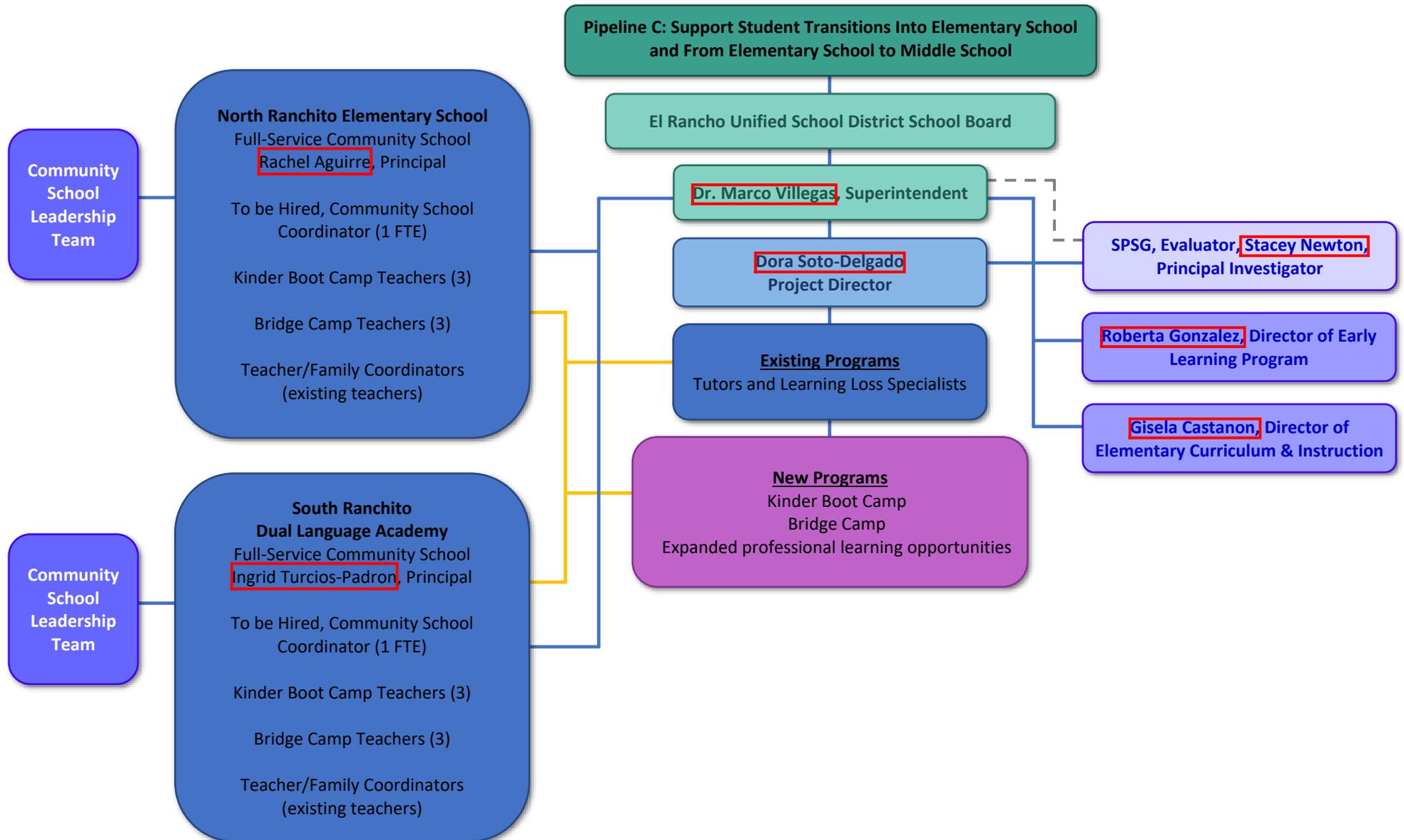
**Pipeline B: High-Quality In-School and Out-of-School Programs and Strategies** School District  
 Full-Service Community Schools Grant  
 Narrative



**Activities that Address Need and Support Goal #4: Support Transitions Into Kindergarten and Middle Schools (pipeline c)**

Activities include: professional learning for educators, increased opportunities for student learning, and introduction of Computer Science curriculum. Classroom teachers facilitating the Kinder Boot Camp (KBC) and Bridge Camp (BC) will receive professional learning in English Language Acquisition and Computer Science curriculum. Each community school will operate a 4-week Kinder Boot Camp (KBC) for four-year-old children in the community. (See Goal #2 activities for additional information.) Community schools will also operate a 4-week Bridge Camp for 5th grade students transitioning into Middle School. The biggest shift in K–12 education is the transition from Elementary School to Middle School. So much is suddenly new and different: campus size and location, the numbers of students in each class, the accessibility of teachers, how lessons are implemented, student expectations, and the interaction with families. Bridge Camp reflects the ethos of what it means to be a full-service community school: it includes core instructional programming, integrates systems and services for youth and families, and provides students with enriching learning opportunities. Bridge Camp supports positive social, physical, emotional and intellectual development, provides opportunities for skill building, and fosters a sense of belonging that helps to prepare students for this milestone transition.

Full-Service Community Schools (FSCS)  
 Pipeline C: Support Student Transitions into Elementary School and  
 From Elementary School to Middle School Organizational Chart



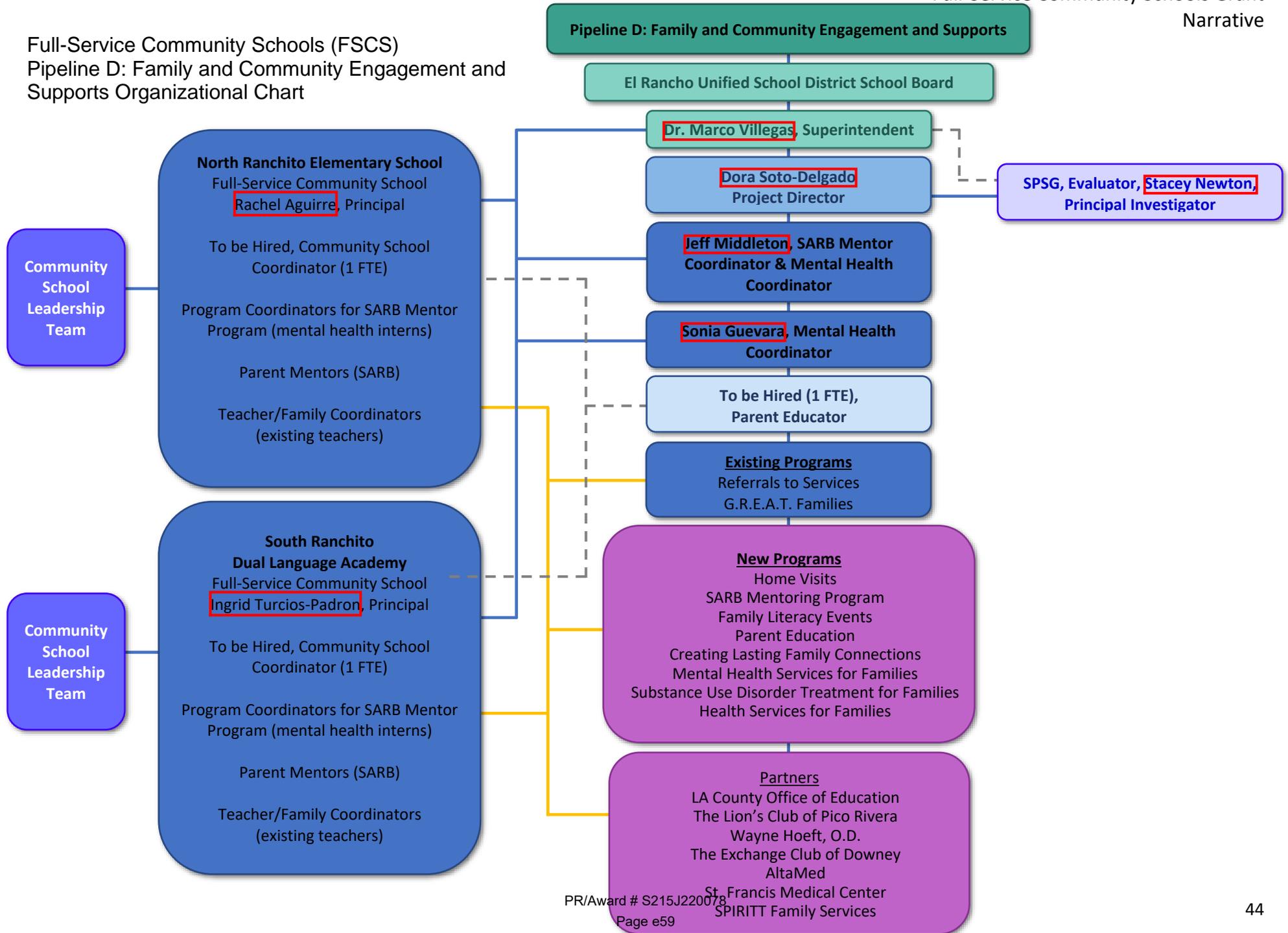
**Activities to Address Need and Support Goal #5: Enhance Engagement and Supports for Family and Community (pipeline d)**

The community schools will provide a wide-variety of services to enhance engagement and provide support to our families and community at-large. Home Visits and the SARB Mentoring Program will improve our families' ability to support their children's education. Home Visits will be conducted by classroom teachers serving as Teacher/Family Coordinators to provide academic and behavioral support to families in their home. The SARB Mentoring (School Accountability Review Board) program supports families with chronic attendance issues. Parent Mentors, individuals who have already gone through the SARB process, will work directly with parents who have recently been referred to the SARB process due to their child's attendance, and will serve as advocates, answer questions about the process, and provide emotional support. A Parent Educator will be hired to support the community schools and he/she will provide a wide variety of workshops and classes to support parents and families. There is growing recognition that mental health is as essential to overall well-being as is physical health. When people feel emotionally, psychologically, and socially secure, they are able to thrive and reach their full potentials. Individuals who are exposed to chronic stress from financial worry, work and family demands, job insecurity, unsafe living environments, social isolation, or discrimination are at a greater risk for developing mental health conditions, such as depression, anxiety, or post-traumatic stress disorder. Having a mental health condition in turn increases the risk for other adverse outcomes such as substance abuse or death from suicide or drug overdose. Our FSCS program provides access to timely and affordable mental health interventions and services in order to effectively treat mental health conditions. We will

also promote well-being at the community level to help prevent these conditions from developing. Our partnership with The Exchange Club will enroll families in their Parent-Aide program. Parent-Aides provide support to parents under stress and whose children are at-risk of abuse or neglect. Our partnership with SPIRITT Family Services and St. Francis Medical Center will provide therapeutic mental health services and substance use disorder treatment to families at each consortium school site and their clinics. Services will utilize evidence-based interventions, such as Motivational Interviewing, Cognitive Behavioral Therapy, and Creating Lasting Family Connections.

Our FSCS program will provide a variety of activities to support health and well-being: vision screenings and eyeglasses, dental check-ups and cleanings; blood pressure and vaccinations; and nutrition and healthy lifestyle classes. Families from each community school will enroll in Alta-Med's Parent Nutrition Education program. This six-week program, conducted three times each school year, uses foods smarts curriculum to teach parents healthy nutrition and cooking skills that in turn empowers families to eat fresh, whole foods and to live healthier lives. The classes will be conducted at El Rancho High School and the Community School Coordinators will work with the local business community and local food banks to provide the ingredients for the classes, as well as healthy food to-go bags for participants. The Parent Nutrition Education program will also facilitate STOMP (Solutions & Treatment to Obesity Management and Prevention) — a fun, interactive childhood healthy weight program that helps children and their families develop healthy habits around nutrition, fitness, and stress management. STOMP is a full year of hands-on support that includes visits with doctors, nutritionists, fitness instructors, and other health professionals.

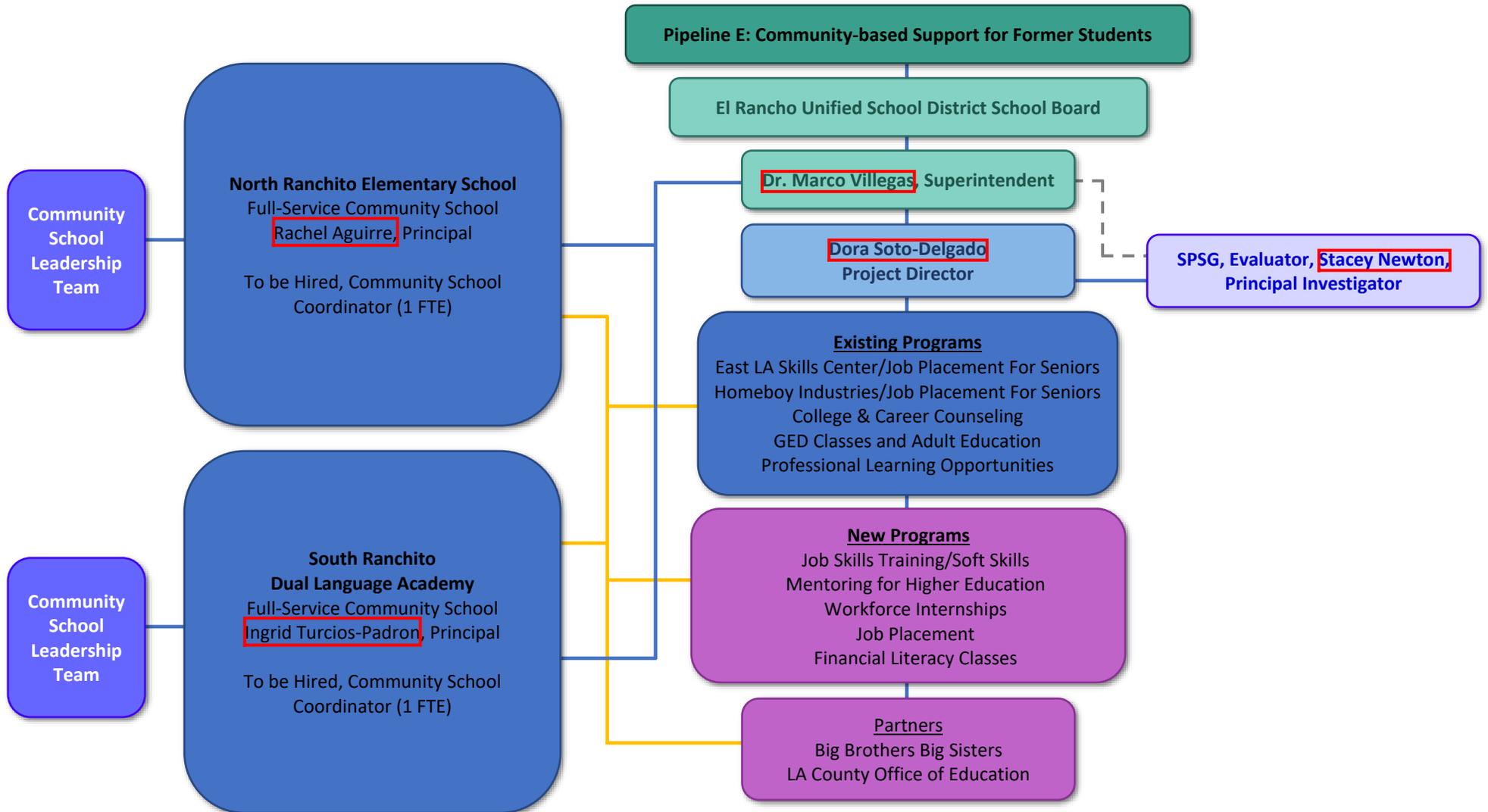
Full-Service Community Schools (FSCS)  
Pipeline D: Family and Community Engagement and  
Supports Organizational Chart



**Activities to Address Need and Support Goal #6: Facilitate Continued Connection to Former Students to Foster Success in Postsecondary Education and the Workforce (pipeline f)**

ERUSD will partner with Big Brothers Big Sisters (BBBS) to deliver their Work-Place Mentoring Program to young adults in our community who are former ERUSD students, including students who have dropped out or graduated and are struggling to identify a career path or enter the workforce. The Work-Place Mentoring Program provides educational, vocational, and cultural opportunities by matching company employee mentors with our target population, meeting at company headquarters. BBBS will work closely with the business community in Pico Rivera and the surrounding communities to secure business participation. These partnerships will not only provide mentors for our target population, but also a pipeline from mentee to employment. BBBS will also conduct monthly jobs skills seminars for our target population. Topics include: job and/or trade industries, 21st Century soft skill development, and career preparation. Their Mentoring and On-Site Career Exploration program includes matching mentees with a 1:1 mentor at a corporate headquarter in one of California's 15 industry sectors for CTE Pathways. BBBS staff members will process interviews and assess, match, and assist/facilitate the job skills learning. Enrollment in this program is voluntary and requires a one-year commitment by the mentee and mentor. After successful completion of this program, mentees will receive a Certificate of Completion, a recommendation letter, and community services hours.

Full-Service Community Schools (FSCS)  
 Pipeline E: Community-based Support for  
 Former Students Organizational Chart

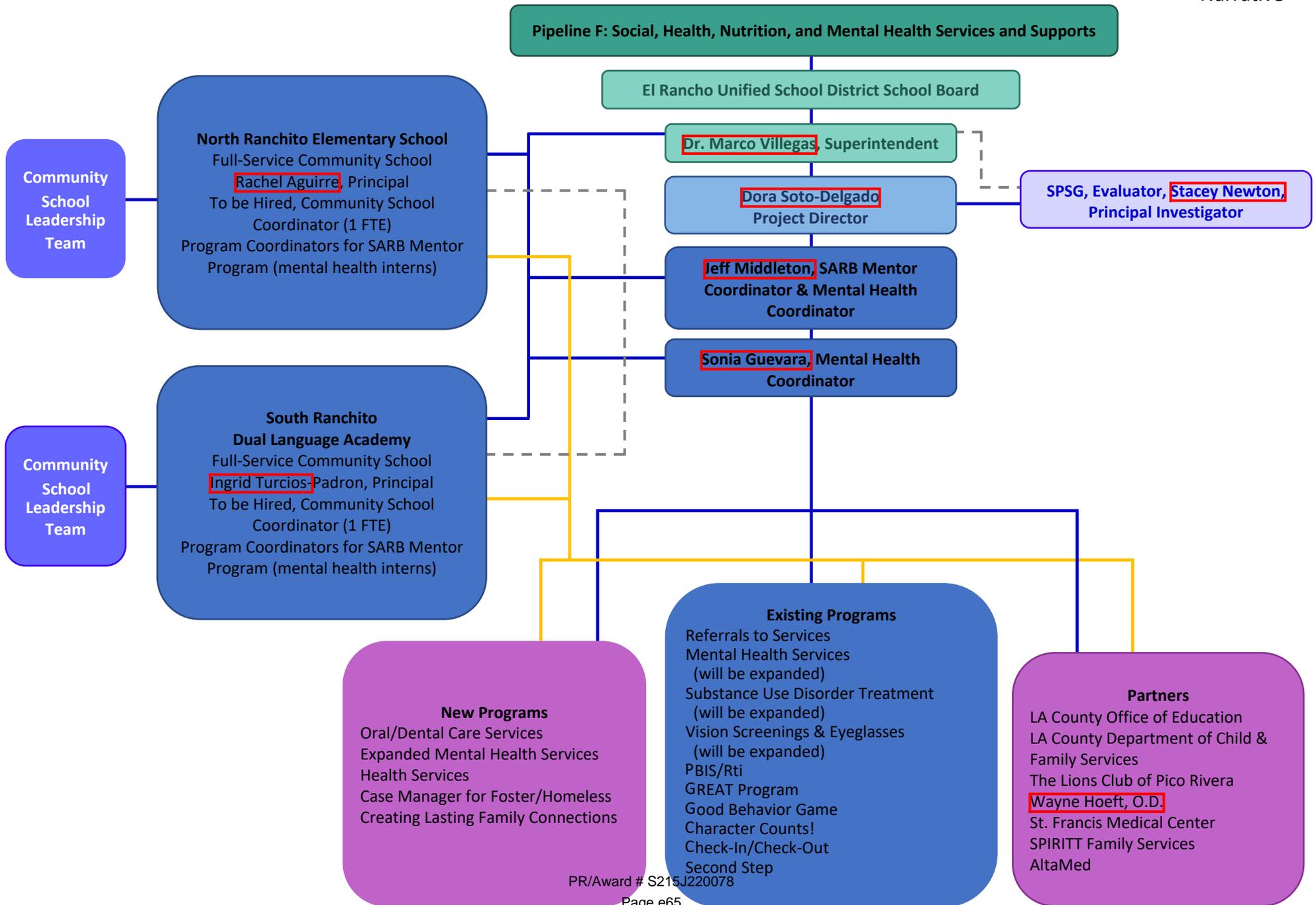


**Activities to Address Need and Support Goal #7: Enhance Social, Health, Nutrition and mental Health Services and Supports (pipeline g)**

Existing evidence-based programs and strategies will be enhanced with new programs to address students' social, health and nutrition and mental health needs. Existing Programs: ERUSD adopted the overarching strategy for delivering a continuum of evidence-based programs and practices with the implementation of PBIS (Positive Behavior Intervention Supports) in 2014. PBIS is a systems approach to creating and maintaining positive school climates where teachers can teach, and students can learn. This evidence-based framework emphasizes preventing school discipline problems. PBIS provides ideas to support teaching; models and recognizes positive, appropriate behavior in schools; and identifies systems for logically responding to student problems. PBIS is a systems change framework that guides selection, integration, and implementation of the best evidence-based practices for improving behavior outcomes for all students while increasing opportunities for academic engagement. Along with PBIS, ERUSD implemented the *Rtl Model* (Response to Intervention) which is a process of documenting change in performance as a function of an intervention and making decisions based on the child's response. Rtl is the practice of serving all students through a continuum of care— proactively identifying students who are at-risk, matching evidence-based interventions to student need, frequently monitoring student progress to make decisions with regard to an intervention or goal, and collecting treatment integrity data to make legally sound and valid educational decisions. LACOE will provide technical assistance and coaching to community schools to support PBIS and Rtl, with an emphasis on Tier 2 and 3 interventions. The following programs and activities will be maintained at community schools, with new hires receiving training in each program and

coordinators receiving Trainer-of-Trainers certification. All programs listed below are included on SAMHSA's National Registry of Evidence-Based Programs and Practices. *Character Counts!* is the most widely implemented approach to character education and is a framework based on basic values called the **Six Pillars of Character**: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The Josephson Institute's *Youth and Violence Report* found that successful implementation of *Character Counts!* reduces actual violence, reduces the risk factors that lead to violence, strengthens the protective factors that guard against violence, reduces criminal acts, reduces ties to antisocial or delinquent peers, raises attendance, improves student behavior, and increases developmental assets and protective factors. PAX's *Good Behavior Game (GBG)* teaches students to "flip on" their internal focus switch, which is required for any learning. It teaches students how to work toward valued goals, as well as how to cooperate with each other to reach those goals. *GBG* also significantly improves multiple measures of academic success such as reading test scores, high-school graduation and university entry. *GBG* is implemented in all community schools' classrooms for students in grades K through 2. The G.R.E.A.T. (Gang Resistance and Education Training) program, provided to 5<sup>th</sup> grade students, was created by the Office of Juvenile Justice and Delinquency Prevention and is recommended by CrimeSolutions.gov and the Office of Juvenile Justice and Delinquency Prevention Model Program Guide. The G.R.E.A.T. school component consists of a competency-based life skills curriculum designed to produce knowledge and attitudinal and behavioral changes through the use of facilitative teaching, positive behavior rehearsal, and cooperative and interactive learning techniques. The goal is to help youth avoid gang membership, prevent violence and criminal activity, and develop a positive relationship with

law enforcement, resulting in safer communities. G.R.E.A.T. Families is a research-based, family-strengthening program consisting of a six-session family curriculum and a family/community resource guide designed to complement the School program. New FSCS Programs: The elementary years are the ideal time to nurture social-emotional competence and develop foundational learning skills. We will implement Second Step in our community schools, which will help students gain the skills they need to becoming caring, confident, and capable learners and problem-solvers. SPIRITT Family Services and St. Francis Medical Center will increase the amount of services available to meet the mental health needs of our student population. A Case Manager for homeless/foster youth will be provided by the LA County Department of Child and Services. Our FSCS program will provide a variety of activities to support health and well-being: vision screenings and eyeglasses, dental check-ups and cleanings; blood pressure and vaccinations; and nutrition and healthy lifestyle classes, such as the STOMP program listed under Pipeline E. LACOE will also provide a Dental Hygienist for each community school who will offer cleanings, basic fillings, and education on oral hygiene.



## **B.2 The Services Provided by our FSCS Project Involve the Collaboration of Appropriate Partners for Maximizing the Effectiveness of Project Services.**

All of the services offered in this initiative are grounded in linkages between schools and their partners. In fact, partnerships between schools and community partners cement the services included in this application and are delineated in the chart below (see Figure 2). Although collaboration between school and community partners is the cornerstone of community schools, authentic collaboration is often difficult to achieve. Profession-driven differences in expectations regarding confidentiality, turf issues, extensive pre-existing responsibilities, and a lack of understanding of school culture among community-based professionals<sup>xxxii</sup> have all been cited as key challenges to school-linked services, including community schools. Given the significant challenges associated with cross-systems collaboration, many partnerships between schools and community partners fail. Throughout this initiative, we will focus specifically on building new relationships and strengthening existing ones. We will build on the foundation for community and cross systems collaboration that began in 2009 with the support of technical experts from the Los Angeles County Office of Education (LACOE), the California Department of Education (CDE), and the FSCS grant resources and technical assistance provided through this grant program. Our program includes a robust professional learning program which includes support to our Core Management Team (CMT). LACOE will provide professional development for our CMT focused on cross-systems collaboration. These sessions will address many of the identified challenges to collaboration including developing shared language, discussing expectations of confidentiality, clearly defining the roles of school and community-based partners, and describing model collaborations

that work as a direct result of the strong partnerships between schools and community partners. Throughout the grant period we will utilize tools<sup>xxxiii</sup> for assessing school-community collaborations and will use selected items to examine the current strength of existing partnerships for each school. The CMT and local evaluator will meet with key stakeholders to discuss their experiences with collaboration and hopes for future partnerships. We will also map the relationships between schools and their community partners using a blend of geographic information systems and social network analysis to identify patterns in current partnerships and missed opportunities for collaboration. As schools build new partnerships and strengthen existing collaborations, LACOE will also provide support as needed in structuring and maintaining these relationships. Based on research and experience in this area, we anticipate that our grant services will result in new linkages/resources, more effective Memorandums of Understandings, improved collaboration, and sustainability of our current community school.

Schools are the place where children spend most of their time. Teachers and other support staff often identify unmet needs through the normal course of a school day. The power of the community school model lies in the natural connection to services that occurs when services are provided at the school site and relationships exist between the school and the service provider. From vision screenings and mental health services, to free books and eyeglasses, the expertise and resources integrated into our community schools with this proposal are well beyond the scope of what schools operating separately and unconnected from the community can provide.

We also highlight how the collaboration of appropriate partners will maximize the effectiveness of services in Figure 1. The table below illustrates how our partners and

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collaborations are built into the fabric of each pipeline incorporated into our community schools and are all vital to meeting our identified goals, objectives and outcomes.

PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
<b>High-Quality Early Childhood Education Programs (Pipeline A)</b>					
Kinder Boot Camp Program operates 4- weeks before the start of each school year.	Community school employees	At each community school	Children entering Kindergarten		180 Annually 900 Total
Distribution of free books. Beginning in 2024.	Unite for Literacy	Received in the home	Families with children aged 3 to 4		200 Families receive 100 books in the home annually. 800 families Total
Computer science curriculum	Code.org	At each community school site	Children enrolled in Transitional Kindergarten and who attend after-school, or summer activities		140 children participate each year.
Transitional Kindergarten	ERUSD	At each community school	Four-year-old children	36 Annually 180 Total	
Head Start Program	State/Federal government	In the city of Pico Rivera	Four-year-old children	40 Annually 200 Total	
REACH After-School program	City of Pico Rivera	At each community school	Children enrolled in Transitional Kindergarten	8 Annually 48 Total	
<b>High-Quality in-school and out-of-school programs and strategies (Pipeline B)</b>					

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
Bridge Camp Program operates 4- weeks before the start of each school year	Community school employees	At each community school	Students matriculating from 5 <sup>th</sup> grade to 6 <sup>th</sup> grade (elementary school to middle school)		200 Annually 1,000 Total
Social-Emotional Learning: Second Step	Community school employees	At each community school	Students in grades K through 5 enrolled in community schools	912 Annually 4,560 Total	
Distribution of free books (100 books per family). Beginning in Year 2	Unite for Literacy	Received in the home	Families with children aged 5 to 7		200 Annually 800 Total
Literacy Events (monthly, One Book/One Family, and Reading Buddies)	Community school employees  Pico Rivera Library	At each community school and special events at Pico Rivera Library	Students in grades K through 5 enrolled in community schools		912 Annually 4,560 Total
<i>Growing Readers</i> : 8- week Summer Reading Program	Community school employees; Pico Rivera Library; National Center for Families Learning; ERUSD high school students hired to support program facilitation	At each community school site	Students in grades K through 5 enrolled in community schools		120 Annually 480 Total

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
<i>Wonder of the Day</i> <i>Camp Wonderopolis</i>	National Center for Families Learning	At each community school site	Students in grades K through 5 enrolled in community schools		912 Annually 4,560 Total
Computer science curriculum	Code.org	At each community school site	Students in grades K through 5 enrolled in community schools and who attend after- school, summer activities		912 Annually 4,560 Total
After-School and Summer School Programs	Boys & Girls Club	At each community school site	Students in grades K through 5 enrolled in community schools		40 Annually 200 Total
Home visits	Teacher/Family Coordinator (serving both community schools	In the home	Students in grades K through 5 enrolled in community schools		300 Annually 1,500 Total
SARB Mentor Program	Mental health interns from partnering institutions of higher education  Parent mentors from the community	At school and in the home	Parents and guardians who are enrolled in the SARB process		30 Annually 150 Total
REACH After-School program	City of Pico Rivera	At each community school	Students in grades K through 5 enrolled in community schools	90 Annually 450 Total	

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
Tutors and Learning Loss Specialists	Teachers from community schools	At each community school	Students in grades K-5 enrolled in community schools who are identified as needing additional academic support	65 Annually  325 Total	
Check-in/Check-out	Staff from community schools	At each community school	Students in grades K-5 enrolled in community schools	60 Annually  320 Total	
<b>Support Student Transitions into Elementary School and from Elementary School to Middle School (Pipeline C)</b>					
Bridge Camp Program operates 4- weeks before the start of each school year	Community school employees	At each community school	Students matriculating from 5 <sup>th</sup> grade to 6 <sup>th</sup> grade (elementary school to middle school)		912 Annually  4,560 Total
Tutors and Learning Loss Specialists	Teachers from community schools	At each community school	Students in grades K-5 enrolled in community schools who are identified as needing additional academic support	65 Annually  325 Total	
<b>Family and Community Engagement and Supports (Pipeline D)</b>					
Home visits	Teacher/Family Coordinator (serving both community schools)	In the home	Families of students in grades K through 5 enrolled in community schools		300 Annually  1,500 Total

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
SARB Mentor Program	Mental health interns from partnering institutions of higher education.  Parent mentors from the community	At school and in the home	Parents and guardians who are enrolled in the SARB process		30 Annually 150 Total
Parent Education: Nutrition, Child Development	The Exchange Club of Downey  St. Francis Medical Center	At school and in the providers' clinic	Parents and guardians whose children are enrolled in community schools		25 Annually 125 Total
Parent Education	LA County Office of Education	At community school sites	Parents and Families		100 Annually 500 Total
Creating Lasting Family Connections	SPIRITT Family Services	At school or clinic (client choice)	Families with children enrolled in community schools		15 Annually 75 Total
Mental Health Services	SPIRITT Family Services  St. Francis Medical Center	At school or clinic (client choice)	Family members of children enrolled in community schools		40 Annually 200 Total
Parent-Aide Program	The Exchange Club	Provider office	Families with children enrolled in community schools exposed to abuse		20 Annually 100 Total

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
Substance Use Disorder Treatment	SPIRITT Family Services	At community school sites or clinic (client choice)	Family members of children enrolled in community schools		20 Annually 100 Total
Vision Screenings	Wayne Hoeft, O.D.	Community school sites	Parents and guardians of children enrolled in community school sites		70 Annually 350 Total
Health services	AltaMed	At Community school sites	Parents and guardians of children enrolled in community school sites		50 Annually 250 Total
G.R.E.A.T. Families	El Rancho Unified School Police Department	At community school sites	Parents and guardians of children enrolled in community school sites	30 Annually 150 Total	
<b>Community-Based Support for Former Students (Pipeline E)</b>					
Work-Place Mentoring Beginning in 2024.	Big Brothers Big Sisters	At community school sites; and  Local businesses	Former ERUSD students, including high-school drop- outs, who live in our community		155 total participants
Job readiness training	LA County Office of Education	At community school sites and district facilities	Former ERUSD students, including high-school drop- outs, who live in our community		150 Annually 750 Total
College and Career Counseling	ERUSD	El Rancho High School	Expanded to former students, including	25 Annually 125 Total	

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
			students who have dropped out, and represent our target population		
Job skills training, certification and placement	East LA Skills Center	El Rancho High School	High school students in grades 11 and 12 enrolled in ERUSD schools	15 Annually	
Solar panel installation certification	Homeboy Industries	Homeboy Industries	High school students in grades 11 and 12 enrolled in ERUSD schools	5 Annually	
<b>Social, Health, Nutrition, and Mental Health Services and Supports (Pipeline F)</b>					
Case Management	LA County Department of Child & Family Services	At community school sites	Foster/homeless students enrolled in community schools	20 Annually 100 Total	
Dental Hygienist	LA County Office of Education	At community school sites	Students enrolled in community schools	90 Annually 450 Total	180 Annually (increase of 90 each year) 900 Total (increase of 450)
Health Services	AltaMed	At community school sites or clinic	Students enrolled in community schools		250 Annually 1,250 Total
Mental Health Services	SPIRITT Family Services  St. Francis Medical Center	At community school sites or clinic	Students enrolled in community schools	50 Annually 200 Total	75 Annually (increase from 50 each year) 375 Total (increase from 200)

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PROGRAM	PROVIDER	LOCATION	PARTICIPANTS/ Recipient of Services	EXISTING PROGRAM	EXPANDED AND/OR NEW PROGRAM UNDER
Vision screenings	Wayne Hoeft, O.D.	At community school sites	Students enrolled in community schools		250 Annually 1,250 Total
Eyeglasses	The Lions Club	At community school sites	Students enrolled in community schools		100 Annually 500 Total
Positive Behavior Interventions and Supports (PBIS)	LA County Office of Education	At community school sites	Students and staff	912 Annually 4,560 Total	
Response to Intervention (Rti)	LA County Office of Education	At community school sites	Students and staff	912 Annually 4,560 Total	
Gang Response Education and Training (G.R.E.A.T.)	El Rancho Unified School Police Department	At community school sites	5 <sup>th</sup> grade students enrolled in community schools	134 students Annually	
Good Behavior Game	Classroom teachers at community schools	At community schools	All students enrolled in community schools	912 Annually 4,560 Total	
Character Counts!	Classroom teachers at community schools	At community schools	All students enrolled in community schools	912 Annually 4,560 Total	

**Figure 1: Participants Served by Pipeline and Program**

#### 4. Adequacy of Resources

A full-time coordinator will be assigned to each of the high-needs elementary schools participating in our FSCS grant: North Ranchito Elementary School and South Ranchito Dual Language Academy to plan, integrate, coordinate, and facilitate a pipeline of programs and services at each school. The Community School Coordinators (CSC) will be hired to manage all programs, activities, and interventions at their respective school sites. The CSCs will lead the annual school and community assessments of needs and

assets and identify ways to sustain the services and partnerships beyond the duration of the grant. The CSCs will facilitate alignment of school, family, and community resources; lead their Community-School Leadership Team (CSLT); facilitate communication between partners; and manage data collection. CSCs serve as the primary contact for families for resource identification, allocation, and referrals. The CSCs will attend community-related events, such as the annual Health Fair, City Council meetings, and fundraising events conducted by our partners. The CSCs will organize school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessments. The Coordinators will be responsible for maintaining a comprehensive list of resources for students and their families at their respective schools, which will include a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, and delivering pipeline services, and plans for joint utilization and management of school facilities with community partners. The CSCs will organize school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessments. The working teams, aligned with our pipelines, include: early childhood education; in-school and out-of-school programs and strategies; transition into Kindergarten and Middle School; family and community engagement; community-based support for former ERUSD students; and social, health, nutrition, and mental health services and supports. These teams meet weekly throughout the school year. The CSC roles are full-time, year-round positions. Successful candidates will be fluent in both English and Spanish, possess excellent oral and written skills, as well as strong organizational skills. They must be flexible, adaptable, and able to bring groups together for a common goal with the

willingness and ability to collaborate with classroom teachers, administrators, students, families, and members of the community. A Bachelor's Degree is required.

ERUSD is committed to retaining the CSCs after the period of federal funding has ended. One of the objectives of our grant program is sustaining the community schools after the five-year grant period. Planning for sustainability began during the needs assessment and preparation of this grant application as evidenced in the attached budget narrative. As an example, ERUSD worked closely with the Boys & Girls Club to design a program to not only meet identified needs, but that could be sustainable. Funding for the Boys & Girls club decreases the use of federal funds and increases private funds in a progressive manner throughout the five-year grant program which results in the Boys & Girls Club being self-sustaining by Year 5 without the need for any grant funds going forward. The national Boys & Girls Club has a fundraising infrastructure in place to sustain the Clubs throughout the country. The five-year grant period allows our local chapter to capitalize on this methodology and secure private funding for the on-going maintenance of this Club. A similar process will be conducted for all programs, services and interventions provided at the Community Schools. Furthermore, Goal 1 includes the objective to increase the number of partnering agencies and organizations to support the community schools and the communities they serve. The outcome from this goal will increase the amount of services, including financial commitments, made by outside partners to meet identified needs and gaps. Identifying additional resources for services for the Community Schools provides an opportunity and an appropriate timeframe for the District to reallocate funds to support these two positions after the period of federal funding has ended. We also expect that meeting Goal 7 (enhance social, health, nutrition and mental health services

and supports) will increase attendance and consequently increase revenue for the Community Schools as state and federal allocation for public education is predicated on attendance. This increase in revenue will also be utilized to fund the CSCs, as well as sustain the full scope of programming to meet the needs of their students and community.

## **5. Quality of Management Plan**

### **5.A Community Needs met by wide ranging partnerships**

Our FSCS grant program is a collaboration with a broad representation of stakeholders that provide direct services and support to our two elementary full-service community schools. Representation from each partnering organization will comprise the Core Management Team (CMT) for this grant initiative. The broad spectrum of partnerships across local government and the business and non-profit communities ensures ample local resources and expert national assistance, leveraging a multitude of funding streams as full-service community schools almost always grow out of a diverse composite of funding streams.<sup>xxxiv</sup> While ERUSD is the applicant, we are not applying for the district alone, but on behalf of a dedicated consortium of agencies and school sites that will use systems and policy to bring local resources into alignment, focus those resources on our target population, and employ the best possible expertise for steadily improving practices from across the nation. If funded, our program will expand and implement services to two Community Schools that support academic, social and health services that are designed to improve education outcomes for children. Students, their family members, and many community members will be eligible for services. The partners listed below will collaborate on implementing school-based approaches that support multi-tiered efforts focused on prevention, intervention, and accountability through a multi-disciplinary, multi-agency team

of stakeholders. All our partners have indicated their commitment to assume and perform the roles and responsibilities included in this application with the attached letters of support in the furtherance of ERUSD's Full-Service Community Schools grant program. Organizations contracted with FSCS funds will provide services within school settings, in the community, and in homes to address academic, social, and health needs for students and their families through evidence-based programming and interventions. The CMT is reflective of the makeup and culture of our community and identified need. All members of the CMT were thoroughly involved in all phases of our FSCS application, which included completing a needs assessment to identify relevant services and promising practices to meet the objectives and goals of our grant project. A thorough review of all proposed project activities was conducted to ensure that services include both universal and intensive strategies and use developmentally appropriate materials for all targeted age groups. Feedback from all the planning meetings, forums, and surveys is incorporated into our project design. The CMT will leverage resources and financial support, create procedural systems change, and sponsor public awareness campaigns and community events. The CMT will also serve as a vehicle to provide services to our target population through a multifaceted programming strategy that addresses prevention and intervention at the systems, community, and individual levels in order to contribute to achieving the project's goals. The roles and responsibilities of the CMT and each partnering agency are included in the attached Memorandum of Understanding (MOU). The following chart (Figure 2) provides an overview of the relevance and demonstrated commitment of each partner in our proposed FSCS project to the implementation and success of the project. Founding members of our CMT are indicated in **bold** text.

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Organization	Area of Support	Pipeline(s)	Expanded Partnership	New Partnership	Contributed Match over the Life of the Grant
Alta-Med	Health care services and health and wellness workshops	F	✓		\$91,200
Big Brothers Big Sisters	Job skills training, internships, and placement	E		✓	
Boys & Girls Club	After-school and summer programming	A, B	✓		\$88,000
<b>City of Pico Rivera</b>	<b>After-school program: REACH</b>	<b>B</b>	<b>✓</b>		
Code.org	Computer Science curriculum and professional learning for teachers	A, B		✓	\$36,000
U.S. Department of Justice	GREAT Program/Training	F	✓		\$10,750
Wayne Hoeft, O.D.	Vision Screenings	D, F	✓		\$40,000
<b>Los Angeles County Department of Child and Family Services</b>	<b>Foster/homeless services and case management</b>	<b>B, F</b>	<b>✓</b>		<b>\$108,750</b>
<b>Los Angeles County Office of Education</b>	<ul style="list-style-type: none"> <li>• <b>Dental hygienist</b></li> <li>• <b>Training for staff and parents</b></li> </ul>	<b>B, E, F</b>	<b>✓</b>		<b>\$165,000</b>

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Organization	Area of Support	Pipeline(s)	Expanded Partnership	New Partnership	Contributed Match over the Life of the Grant
	<ul style="list-style-type: none"> <li><b>Technical assistance for implementation of PBIS</b></li> </ul>				
National Center for Families Learning	Literacy: Wonderopolis	A, B		✓	\$51,792
Pico Rivera Library	Summer reading program, literacy events	A, B	✓		N/A
SPIRITT Family Services	Mental health and substance use disorder treatment	D, F	✓		\$80,000
St. Francis Medical Center	Mental health services, with focus on family therapy	D, F		✓	\$65,280
The Exchange Club of Downey	Parent-Aide Program: Parent/Family Support and Education	D, F		✓	\$112,500
The Lions Club of Pico Rivera	Free eyeglasses	D, F	✓		\$9,000
Unite for Literacy	Early childhood literacy, family literacy, book distribution	A, B		✓	

**Figure 2: Overview of FSCS Partners**

Alta-Med Medical Group's mission is to eliminate health disparities in our communities, with personalized, culturally-inclusive care and support. Alta-Med will support our students and their families by utilizing the Community Mobile Unit, conducting Parent Nutrition Education that aims at addressing and mitigating childhood obesity, and providing primary health care and teen health services.

Big Brothers Big Sisters (BBBS) makes a difference in the communities they serve by creating professionally supported, one-to-one mentoring matches for youth and young adults who want to realize their full potential. Through mentoring, BBBS aims to decrease the number of disconnected youth and empower them to realize their potential to make a positive impact in their communities. ERUSD will partner with BBBS to deliver their Work-Place Mentoring Program for young adults in our community who are former ERUSD students, including students who have dropped out or graduated and are struggling to identify a career path or enter the workforce. The Work-Place Mentoring Program provides educational, vocational, and cultural opportunities by matching company employee mentors with our target population, meeting at company headquarters. BBBS will work closely with the business community in Pico Rivera and the surrounding communities to secure businesses participation. These partnerships will not only provide mentors for our target population, but also a pipeline from mentee to employment. BBBS will also conduct monthly jobs skills seminars for our target population.

Boys & Girls Club of Pico Rivera (B&GC) currently operates an after-school club and summer programming for high school students. This program will be expanded to both of our elementary community-school sites. Club services include: physical activity, such as boxing and dance classes; academic tutoring and mentorship, with an emphasis on

coding; and other enrichment activities. The B&GC has a vision of assuring success is within reach of every young person, with all participants demonstrating good character and citizenship and living a healthy lifestyle. Our partnership with B&GC includes a financial partnership, as well, with the percentage of grant funds decreasing and the percentage of match funds increasing over the life of the grant. At the end of the five-year federal funding period, B&GC will have secured funding to sustain their programs at our two community schools.

The City of Pico Rivera and ERUSD have a long history of partnering to provide critical services for the community. The City of Pico Rivera will provide direct services to students enrolled in the community schools through their after-school program, REACH, which provides homework/class work assistance and tutoring. REACH also engages students in physical activity as well as science projects and art activities.

Code.org is a non-profit dedicated to expanding access to Computer Science (CS) in schools and increasing participation by girls and students from underrepresented groups. Their vision is for every student in every school to have the opportunity to learn Computer Science as part of their core K-12 education. As the leading provider of K-12 Computer Science curriculum in the largest school districts in the United States, Code.org also created the Hour of Code campaign, which has engaged more than 15% of all students in the world. Under our FSCS grant program, Code.org will provide training to classroom teachers and after-school program staff to deliver the Code.org curriculum. All classroom teachers employed in ERUSD's community schools will receive training to implement Code.org in the classrooms. Code.org's professional learning workshops are designed for teachers who are new to CS curricula and will provide teachers with inspiring and

hands-on support to implement Computer Science in the classroom. Code.org will also provide high-quality, one-day workshops for individual teachers and school-wide professional development. Teachers and after-school providers will receive instruction in Code.org's six Computer Science Fundamentals courses that are flexibly designed for teachers new to Computer Science to provide accessible and equitable introductory CS courses to the students. The Code.org curriculum will also be featured in our summer reading program, *Growing Readers*. Code.org will provide technical assistance, professional learning, and their curricula to the community school sites that have been identified for our FSCS grant.

Wayne Hoeft, O.D. will provide vision screenings to students and their families enrolled in our two community schools. He will also work closely with the Lions Club of Pico Rivera, which provides free eyeglasses to individuals in need. Dr. Hoeft will support ERUSD's effort to increase the number of partnering organizations supporting the schools and community, with a focus on health care needs. ERUSD has partnered with Dr. Hoeft for the past decade and the FSCS grant opportunity provides an opportunity to enhance this partnership and increase services.

Los Angeles County Department of Child and Family Services (DCFS) is the branch of child protective services that responds to reports regarding the safety of children in ERUSD. DCFS has legal guardianship over hundreds of students in ERUSD who have been placed in kinship care, foster care, shelter care, and group homes. DCFS is a founding member of our CMT (2009) and has conducted research on the impact of school-based social workers for which El Rancho High School was one of several study sites across the State of California. As a part of our grant program, DCFS will bring their

Foster Youth Services Coordinating Program to the identified elementary community schools. This program provides support services for students who suffer the traumatic effects of displacement from family and school, which sometimes includes multiple placements in foster care. DCFS's goal with this program is aligned with our FSCS goal: to build capacity and increase multi-sector collaboration amongst child welfare, probation, education, and community agencies to improve educational outcomes. One Educational Counselor from DCFS will serve students in their custody through case management and advocacy as part of the match for this grant.

Los Angeles County Office of Education (LACOE) has served an invaluable role in supporting ERUSD's growth in providing comprehensive academic, health, mental health, and support services to students, staff, and families. LACOE has served on our CMT since its inception, serving in an advisory capacity to support a results-based vision; data and evaluation; finance and resource development; alignment and integration; professional learning and technical assistance; and sharing best practices throughout the county and state. LACOE will support our targeted community schools by providing training, technical assistance, and coaching for the continued implementation of PBIS, with a focus on Tiers 2 and 3, and RtI. LACOE will work closely with the community schools to complete annual fidelity assessments for PBIS, which include the Tiered Fidelity Index, School-Wide Evaluation Tool, and Benchmarks of Quality. LACOE will provide training to community school staff and parents on a wide variety of topics, including transformational change, homeless/foster students, student attendance, health and mental health, special education students, policies and initiatives, and ED Code.

LACOE will also provide a Dental Hygienist for each community school for one day per month at each site, who will offer cleanings, basic filings, and education on oral hygiene.

National Center for Families Learning (NCFL) works to eradicate poverty through education solutions for families. In NCFL's 31-year history they have changed the lives of millions of families across the country by providing innovative programs, strategies, and resources that support learning, literacy, and family engagement in education. Engaging multiple generations together has been a fundamental and distinguishing aspect of their work. NCFL supports our FSCS initiative by introducing their Wonderopolis program to the families of our community schools. Wonderopolis is a place where natural curiosity and imagination lead to exploration and discovery in learners of all ages. Each day NCFL poses an intriguing question – called the Wonder of the Day – and explores it in a variety of ways. As one example, today's Wonder of the Day is *"How do you make a Snow Cone?"* Each wonder of the day includes discussion questions, such as: How do you make a snow cone? When did snow cones become popular? What are the most popular snow cone flavors? Questions also include images, sounds, and additional learning opportunities to learn more about the Wonder of the Day. We will also integrate Camp Wonderopolis into our Growing Readers program. Camp Wonderopolis is an online summer-learning destination full of fun, interactive STEM- and literacy-building activities. NCFL's multi-disciplinary content purposefully aligns to Common Core State Standards, the STEM Educational Quality Framework, and Bloom's Digital Taxonomy.

Pico Rivera Public Library will support the identified community schools to enhance their school libraries, teach literacy skills, and increase the number of community members with library cards. The Library will work closely with the Growing Reader Ambassadors to

coordinate activities for the Monthly Literacy Events, as well as the summer reading program. Community School Coordinators will work closely with library staff to provide the following library-organized programs: *Building a New Generation of Readers*, including *Ring of Rhymes*, which is a skill-building program for parents and caregivers to help babies learn to read and succeed; and *Leap Into Science* provides open-ended science activities with children's books.

SPIRITT Family Services provides crisis intervention, life skills, and hope for a stable, nurturing, and healthy family. SPIRITT provides human and social services for low-income, underserved residents in eastern Los Angeles County and has provided services to ERUSD students since 2005. SPIRITT, which is an acronym for "Skills for Prevention, Intervention, Recovery, Individual Treatment, and Training," offers education, intervention, and empowerment programs in the areas of mental health, substance abuse, child-abuse prevention, and domestic and community violence. Under this grant initiative, SPIRITT will provide therapeutic mental health services and substance use disorder treatment at the identified community school sites for enrolled students, with an emphasis on strengthening families.

St. Francis Medical Center, Children's Counseling Center (CCC) believes that every child deserves a happy childhood. Their children's counseling center delivers comprehensive mental health care, including personalized therapies and medication when necessary, to meet the unique needs of children. Their goal is to restore children's sense of well-being and instill confidence so they can grow up to achieve their full potential. Problems such as traumatic injury, neglect, or witnessing violence can leave lasting effects on children's emotions and the way they view their world. Many children are too young to put these

feelings into words, which is why early intervention is so important. They provide individual therapy, family therapy, and case management service and employ such evidence-based interventions as Cognitive Behavioral Therapy (CBT) and Trauma Focused CBT. CCC will provide services to students enrolled in the identified community schools and their families.

The Exchange Club of Downey is one of more than 70 separate organizations that have been established by the National Exchange Club as part of its National Project, in conjunction with Local Exchange Club service organizations in each community. The Exchange Club Family Support Center's primary program is the Parent-Aide Program. Parent-Aides are trained, supervised paraprofessionals assisting parents facing various hardships, as well as those whose children are at-risk of abuse or neglect. Parent-Aides work directly in the client's home serving as parent advocates and positive role models. The Exchange Club will also provide parenting classes to our community. Classes include multiple curricula depending on the child's age. The Community School Coordinators will work closely with The Exchange Club to refer parents to this program.

The Lions Club of Pico Rivera is part of Lions Clubs International, which is the world's largest service club organization with more than 1.4 million members in approximately 46,000 clubs worldwide. The Lions Club of Pico Rivera conducts fundraising activities throughout the year to support programs in our community and has partnered with ERUSD for the past five years to provide free eyeglasses to families who struggle with the cost of this vital health care product. They will provide dedicated support to the community schools in this initiative and will work closely with the school sites to expand the number of partnerships — including identifying additional funding streams, with a

focus on securing retailers and manufacturers to donate additional glasses. The Lions Club will provide a financial match to our FSCS grant, contributing eyeglasses to students and their families.

Unite for Literacy (UFL)'s vision and mission are aligned with our FSCS priorities and objectives as they picture a world where all children have access to an abundance of books that help to cultivate a life-long love of reading. UFL seeks to change the literacy landscape of our local communities by introducing families to their free digital library (more than 4,000 books in 40 different languages, including sign language). UFL books are crafted to help children learn to love reading while developing important pre-reading skills. Family members complete a pre- and post-survey in order to assess baseline data and progress made towards adopting a daily habit of reading in the home. UFL's picture books offer a research-based collection of original, print picture books aimed to support emerging readers. Book packages are distributed systematically to provide the best opportunity for sustained family engagement that supports school readiness. Family engagement information cards are included with every book package. The cards were developed in association with the National Center for Families Learning to provide evidence-based support for a two-generation learning model of a self-determined habit of reading; the cards are available in English and Spanish. Additional forms of engagement are focused on digital and other means of communication to educators and families (mobile texting, social media, etc.).

**5.B ERUSD has a history of effectiveness in working with a diverse range of stakeholders, including students and families.**

ERUSD is deeply rooted in the local community. It is the largest employer in the City of Pico Rivera and has established ties with all aspects of local government, business, and community-based organizations that serve children, youth, and families. While ERUSD faces many challenges in addressing the needs of our students, we have a proven track record of managing and evaluating state and federal grants that are similar in size and scope. Federal grant program examples include but are not limited to: the 2009 Safe Schools/Healthy Students Grant (\$6,000,000); the 2015 Elementary and Secondary School Counseling Grant (\$2,300,000); the 2014 Project Prevent (\$3,750,000); the 2014 School Climate Transformation Grant (\$2,500,000); the 2010 COPS Hiring Grant (\$350,000); several 2018 Department of Justice's STOP grants (totaling \$1,525,000); and the 2019 Youth Violence Prevention grant program (\$775,000). State grant programs include: the 2016 Safe Neighborhoods Schools Act (\$1,250,000); the 2017 Learning Communities for School Success Program (\$1,500,000); and the 2018 Prop 47 grant (\$1,500,000). In 2009, ERUSD was awarded the Safe Schools/Healthy Students (SS/HS) grant, which gave us the opportunity to develop our Student Services Department — not only in size but also in mission. Prior to the SS/HS grant, the Student Services Department (named Child, Welfare, and Attendance at the time) employed just three individuals and efforts were focused on consequences for behavior through SARB, as well as disciplinary hearings. The SS/HS grant increased the number of individuals working in the Department (18 presently) and completely changed the approach and direction of the Department. Notable improvements have included: changing the focus from suppression to prevention and intervention; making

data-driven decisions; utilizing evidence-based programs and curricula; and significantly increasing partnerships with external stakeholders. The Department has refined policies to support our at-risk populations that include: alternatives to suspension and in-school suspension; reducing implicit bias in disciplinary practices, discrimination policies, and practices; and, most notably, introducing our ACCESS program, which was created in 2011 and manages all ERUSD student mental health referrals. ACCESS is staffed by existing ERUSD personnel and includes a thorough intake and assessment for all students who are referred to mental health or other counseling services. After the initial intake, our ACCESS program refers each student to appropriate services either within ERUSD or the community at large and includes meeting and conferring with the student's parents or guardians. We anticipate that existing policies will be enhanced and new policies added as we further immerse the district in multifaceted programming, as well as support the growth and development of the two Full-Service Community Schools served by this grant. ERUSD and the CMT have a demonstrated history of effectiveness. ERUSD also began prioritizing the developmental and personal needs of students in addition to their academic needs with the SS/HS Grant from the US Department of Education. The five-year grant provided the support to implement evidence-based interventions that address positive school climate, alcohol and drug abuse, violence prevention, mental health programs, and early childhood social and emotional needs. The SS/HS grant had a significant impact on our district, students, and community. The CMT was created under this grant initiative, beginning with just five community partners and increasing to 12 by the end of the grant period. The CMT was instrumental in the district's adoption of data-driven decision making and evidence-based practices and programs. The CMT strengthened community partnerships and data-sharing,

eliminated silos, and increased collaborative efforts to better serve students and families. As one example, the SS/HS CMT worked diligently for two years to execute MOUs with the Los Angeles County Departments of Mental Health and Probation for data-sharing and cooperation. This was an arduous task as we worked through legal implications and created a protocol that met each agency's operational strategies. These MOUs are renewed on an annual basis and have been invaluable in identifying needs and gaps in service. The SS/HS created system change throughout the district and our community. Under the SS/HS grant, the mental health department was formed along with a mental health database that allows the district and community partners to accurately analyze mental health data and needs, which include wait times, duration and impact of service. The enhancements made to mental health in our district have been recognized by both the Los Angeles County Office of Education and Department of Mental Health as best practice throughout the county. The prioritization of fidelity of implementation was adopted under this grant, which has carried through to all grant programs and reformed how ERUSD and our community partners operate today. Character education (Character Counts!) was implemented under SS/HS, which led to the School Climate Transformation Grant (2014) allowing us to implement Positive Behavior Intervention and Supports (PBIS). PBIS and Response to Intervention (RtI) continue to be staples within the district that enable the CMT to identify the necessary partners to meet students' identified needs through Universal, Targeted and Intensive supports. Sustainability, developed under the SS/HS grant, remains a priority, and working in collaboration with our CMT we have been able to sustain and maintain 83% of programs implemented with grant funds. As one example, the Boys & Girls Club (at the high school) was created under the 2015 CalGRIP grant program – a partnership with the city of Pico

Rivera to address youth violence and gang membership. Prior to this grant initiative the Boys & Girls Club (B&GC) did not exist in our community. The B&GC for high school students was initially funded with 100% grant funds and over time moved to be 100% self-sufficient – a practice we expect to replicate with this grant for the B&GC programs that will be developed at our elementary community school sites. The work conducted under our SS/HS culminated into ERUSD's first full-service community school: El Rancho High School, which was established in 2016. In conjunction with the community partners included in this grant application, the high school has made the following progress (comparing data from the 2016-17 school year to the 2019-20 school year): a) 66% decrease in juvenile recidivism rate; b) 52% decrease in the number of weapons on school campus; c) 34% decrease in suspensions; d) 27% decrease in expulsions; e) 1% decrease in youth gang members; f) 12% increase in English Language Arts proficiency and 18% increase in Math; g) 3 changes to policies and procedures to meet needs of students and their families; and h) 300% increase in CMT membership. Our FSCS grant application incorporates the history of effectiveness from these programs into this initiative

### **5.C Adequacy of Management Plan**

ERUSD has the organizational capacity, staff, infrastructure, and the demonstrated expertise to successfully implement the programs and services as outlined under our FSCS grant program effectively. ERUSD has an annual operating budget of \$110,000,000. ERUSD maintains effective financial management systems that are compliant with the Federal "Common Rule," which broadly established standards for financial management, and Part 200 Uniform Requirements as set out at 2 C.F.R. 200.3030 (standards for financial and program management). The ERUSD system for financial accountability includes all

seven essential elements of an effective financial management system: Financial Reporting, Accounting Records and Source Documentation, Internal Control, Budget Control, Allowable Cost, Cash Management and Compliance. ERUSD uses the accounting software Aries, which includes features that allow for fund accounting — allowing the district to track revenue and expenditures and create financial reports by department and activities, including all grant programs. ERUSD's fiscal management uses standard operating procedures that are aligned with the requirements of both the county and state Departments of Education, as well as FASB and GAAP regulations. Lilian Huntingburg, the Director of Fiscal Services, is a Certified Public Accountant with more than 25 years of experience. The following sections detail the management plan and organizational structure we have established to ensure the successful execution of our FSCS grant project: Governance, Leadership, Alignment With Existing Organizational Structure and Staffing, and Key FSCS Project Team Members.

**Governance** – Our FSCS grant project will be governed by the Core Management Team (CMT), comprised of existing community stakeholders as well as additional partners to incorporate the goals, objectives, and all activities related to the FSCS grant, with a directive of strengthening cross-agency coordination to advance systemic change and developing our community schools.

**The Governing Body** will comprise representatives at a policy-making level from our FSCS partners, which include: El Rancho Unified School District; Principals from the two FSCS, City of Pico Rivera, Los Angeles County Department of Child and Family Services, Los Angeles County Office of Education, AltaMed, Big Brothers Big Sisters, Boys & Girls Club, Code.org, Exchange Club of Downey, Lions Club of Pico Rivera, National Center

for Families Learning, Pico Rivera Library, SPIRITT Family Services, St. Francis Medical Center, Unite for Literacy, **Wayne Hoelt, O.D.**, and parents and guardians.

The CMT **roles and responsibilities** include: establishing mechanisms to assure stakeholder accountability for commitments; identifying opportunities to connect our FSCS grant program to other ERUSD and community initiatives; overseeing instructions regarding data collection and reporting; reviewing progress and annual reports prior to submission to the U.S. Department of Education; implementing sustainability via leveraging resources and expertise gained during the five-year grant cycle; and reporting program activities to their respective community-at-large representatives. The CMT includes a diverse team of experts with significant and relevant experience to appropriately and adequately achieve the project's objectives and support the Project Director in day-to-day management of all initiatives. The CMT will assist the Project Director in higher-level decision making including: leveraging resources and financial support, creating procedural systems change, and sponsoring public awareness campaigns and community events. The CMT will also provide general oversight to ensure that our grant project follows the timeline and meets all objectives.

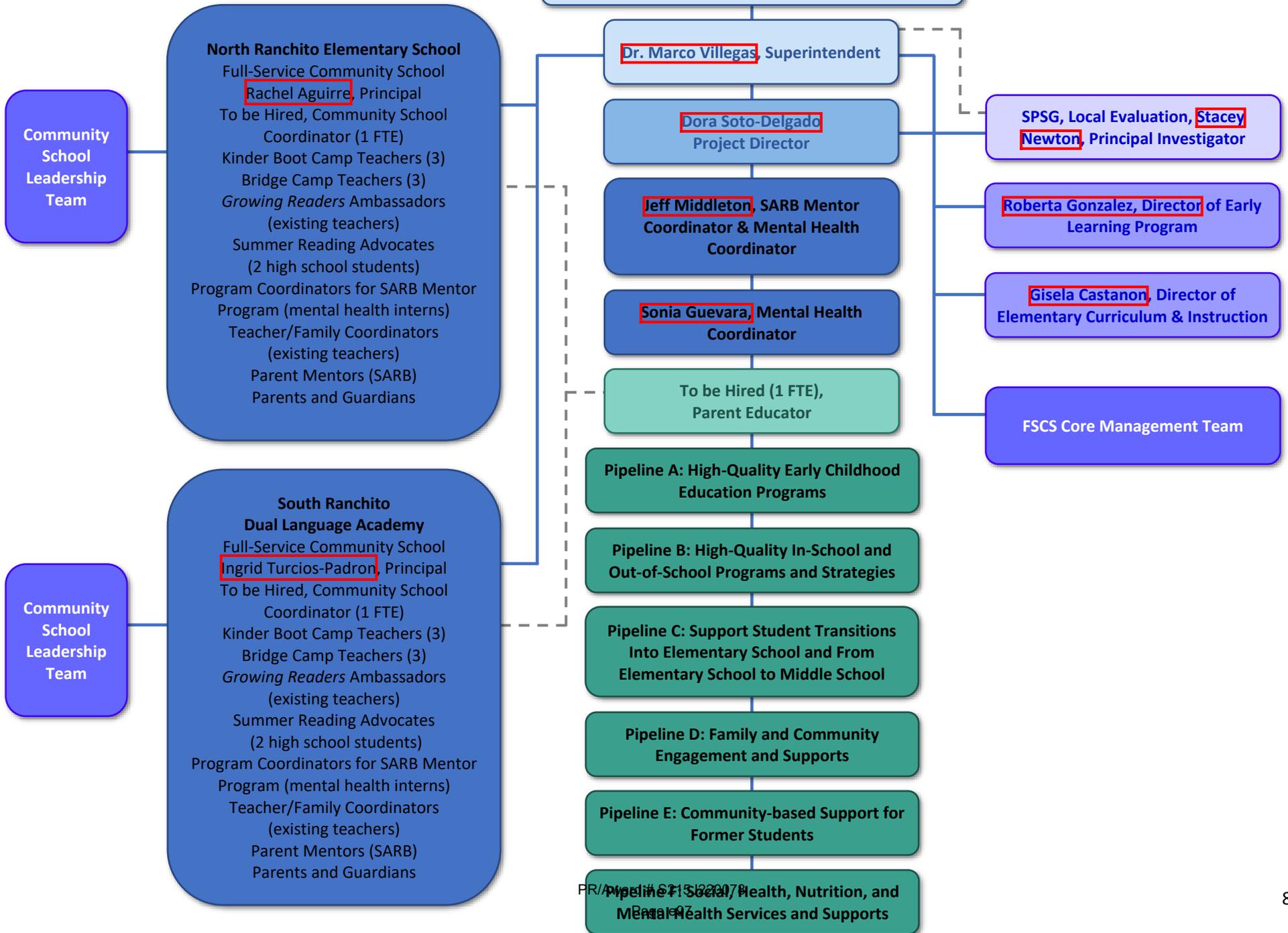
**Leadership – **Dora Soto-Delgado****, Student Services Director, has 25 years of experience in education, with 13 years in an administrative role, and will serve as our **Project Director**. She will ensure that our FSCS grant project achieves all objectives of the proposed program on time and within budget. She reports directly to the Superintendent of ERUSD, **Dr. Marco Villegas**, who will work closely with the ERUSD School Board and the CMT to report on all aspects of the proposed project.

**Alignment with Existing Organizational Structure and Staffing** ERUSD's FSCS grant

will be managed out of the Department of Student Services. The department has the expertise to support all aspects of our FSCS grant program, including all new hires and the seamless integration of new and expanded programs and services with our existing offerings and the four pillars of full-service community schools.

**Key FSCS Project Team Members** All individuals listed below will be held to the same standard of responsibility and participation in ensuring that the project activities and programs meet stated goals and objectives. ERUSD personnel comprise a culturally diverse body that is representative of the community we serve. This intentional diversity will be maintained through the recruitment and training of new hires and contracted service providers to ensure all staff are trauma-informed and culturally competent — including bilingual competency in both English and Spanish. Each member of our FSCS team will keep accurate records of services provided, answering both to committees and key personnel. These records will detail services provided under the grant, the population served, number of training sessions provided, interventions provided, and attendance. All individuals will participate fully in every aspect of the evaluation process and will attend all required meetings, including monthly Core Management Team meetings and weekly Community School Leadership Team meetings. Resumes for key personnel are included in the Appendix.

Full-Service Community Schools (FSCS)  
Organization Chart



Existing ERUSD Personnel

**Dr. Marco Villegas**, Superintendent, will provide oversight of our FSCS grant program (0.05 FTE) and serve as the liaison between the district and the Board of Education, as well as all other external stakeholders. **Dr. Villegas** will serve on the Core Management Team (CMT) and continue to expand school-community partnerships and collaborations. He will continue to foster connections with parents and the community-at-large. **Dr. Villegas** received his Doctorate in Urban Educational Leadership from Claremont Graduate University and has over 30 years of experience in K-12 public education, with the last 12 years in administration. His roles and responsibilities for the FSCS grant project fall under his existing responsibilities and therefore none of her time will be charged to the grant. We estimate that 5% of Dr. Villegas's time will be directly related to our FSCS grant project.

**Dora Soto-Delgado** will serve as the Project Director (0.25 FTE). She will be responsible for the administration and financial fidelity of the FSCS grant project, ensuring it is compliant with all federal, state, and district policies. Under the direction of **Ms. Delgado**, ERUSD has been recognized at the county and state level for implementing innovative programs (teen court, school-based mental health treatment, and SARB) and achieving results that are considered best practices in K-12 education. She will lead, manage, and oversee all aspects of our FSCS program. She will maintain records on the project's operations and the extent to which the program objectives are being met. **Ms. Delgado** will work closely with school-site principals and Community School Coordinators to coordinate FSCS programs and services at each of the two identified schools, ensure students are receiving appropriate services, and support further education and outreach

related to our program. She will ensure that all project goals, activities, and outcomes are met. **Ms. Delgado** will make ongoing project information, findings, and progress available to the CMT to ensure continuous feedback and improvement. **Ms. Delgado** will work closely with the Local Evaluator and ensure compliance with all required evaluation activities and data collection. **Ms. Delgado** will lead the CMT and supervise all FSCS grant personnel, including the Local Evaluator. In addition to providing oversight for our FSCS grant program, she will work closely with ERUSD's Chief Business Officer to ensure the financial integrity of the grant and approve all new hires and contracts. **Ms. Delgado** received her Master of Science degree in Counseling, as well as her Pupil Personnel Services Credential and Clear Administrative Service Credential, from the University of LaVerne. **Ms. Delgado** has served as the Project Director for all the federal and state grant programs awarded (more than \$30 million dollars) to the Student Services Department. She will dedicate 25% of her time to the grant as part of the district's match.

**Gisela Castanon, Director of Elementary Curriculum and Instruction, (0.05 FTE)** will be responsible for the design and integration of curricula for the Kinder Boot Camp and Bridge Program, ensuring alignment with state standards and Common Core, as well as vertical articulation. **Ms. Castanon** will work closely with the identified community schools and classroom teachers for benchmarks and assessments to gauge the impact of these programs on academic performance. **Ms. Castanon** received her Master of Science from California State University, Los Angeles and has 24 years in K-12 education as an elementary school teacher, elementary and secondary principal, and district administrator. She will dedicate 5% of her time to this initiative as part of the district's match.

**Roberta Gonzalez**, Director of Early Learning Program, (0.10 FTE) will lead the Early Childhood Education Program (Pipeline A). **Ms. Gonzalez** will work closely with the two FSCS community school sites to implement the programs and activities included in this grant initiative, which include the Kinder Boot Camp, Unite for Literacy book distribution, Monthly Literacy Events, Reading Buddies, *Growing Readers* (summer reading program), and Code.org. She will be responsible for fidelity for these programs. She will provide supervision to the classroom teachers administering these programs. She will support the Community School Coordinators in recruitment and participation of parents and guardians. She will direct and provide professional learning for classroom teachers on all curriculum and activities included in our proposal. **Ms. Gonzalez** received her Master of Education from Harvard University and has more than 22 years of experience in early childhood education. **Ms. Gonzalez** will dedicate 10% of her time to this initiative as part of the district's match.

**Jeff Middleton**, Mental Health Coordinator, (0.20 FTE) will support our FSCS grant program by serving as the Student Attendance Review Board (SARB) Mentor Coordinator (0.10 FTE) and the Mental Health Coordinator (0.10 FTE) for participating community schools. As the SARB Mentor Coordinator, **Mr. Middleton** will oversee the mental health interns (Program Coordinators) working with parent mentors, as well as facilitate the recruitment of mentors, and ensure fidelity to the program. As the Mental Health Coordinator for our FSCS grant project, he will work directly with mental health service providers and institutes of higher education (University of California, Los Angeles; University of Southern California; and California State University, Long Beach) to facilitate the placement of mental health interns in community schools and add to the mental health

partners offering related services to their students, staff, and family members. **Mr.**

**Middleton** is a Licensed Clinical Social Worker and received his Master of Social Work from California State University, San Diego. He has more than 26 years of successful experience providing therapeutic mental health services to children and youth. **Mr.**

**Middleton** will dedicate 20% of his time to our FSCS grant program as part of the district's match.

**Sonia Guevara, Mental Health Coordinator, (0.10 FTE)** will support our FSCS grant program by providing training related to mental health to students and families as well as leading parent support groups. Workshops and training for parents will include topics such as: Parenting as a Pleasure, Human Trafficking, Suicide Prevention and Awareness, Communication with Your Child, and Breakthrough Parenting. **Ms. Guevara** holds a Master of Education degree from Whittier College and a Master of Social Work degree from California State University, Long Beach. She has seven years of experience facilitating mental health services in a school-based setting. **Ms. Guevara** will dedicate 10% of her time to our FSCS grant program as part of the district's match.

**Classroom Teachers** (part-time) will be utilized to support four initiatives: 1) Kinder Boot Camp; 2) Teacher/Family Coordinators; 3) Bridge Camp; and 4) *Growing Readers* Ambassadors. Teachers participating in these programs will receive a stipend for the additional duty as outlined in their union contract.

- 1. Kinder Boot Camp Teachers, (hourly stipend, 0.23 FTE).** Six (6) existing elementary teachers (3 from each of the participating schools) will facilitate the Kinder Boot Camp (KBC). KBC will operate for four weeks each year prior to the start of school. The program will run four hours per day, Monday through Friday.

Teachers selected for this position will have a love of learning, passion for reading, patience, good listening skills, and the ability to engage children in a variety of learning activities. The KBC teachers will receive an hourly stipend, per their union contract. The total effort for all KBC teachers is 0.23 FTE. The qualifications for KBC teachers will include a background and degree in early childhood learning, with professional learning credentials related to best practices and emerging programs for early childhood literacy.

- 2. Teacher/Family Coordinators (TFC), (hourly stipend, 0.3 FTE).** Existing classroom teachers employed at community schools, on a rotating basis, will conduct home visits to students and their families to check-in and provide support for homework, reading/literacy, academics, school-to-home communication, and issues or concerns regarding attendance, behavior, mental health, and any additional needs that the family might have. This role is voluntary, although our hope is that all teachers in each community school will participate at some point during the grant period. These visits provide an opportunity to increase communication and strengthen relationships between the school, teacher, students, and parents or guardians. The TFC will also serve as an advocate for the families to ensure they receive the supports, services, and interventions needed. Teachers will work in teams of two, and each team will visit two families on visit days, spending one hour per family. A total of 150 days of home visits will occur annually. A total of 300 families will receive visits each year with 1,500 family visits over the life of the grant. TFCs will receive an hourly stipend, per their union contract.

3. **Bridge Camp Teachers (BCT), (hourly stipend, 0.23 FTE).** Six (6) existing 5th grade teachers will conduct the annual summer bridge camp for students matriculating from 5th grade (elementary school) to 6th grade (middle school). Teachers hired for this program will be proficient in eliminating skills gaps, accelerated learning, and preparing participating students for success in middle school. BCTs will utilize data to create individualized goals for participants and embed social and emotional development into all learning experiences as they help students prepare for the challenges they are likely to encounter in 6th grade. Qualified teachers should excel at relationship building, communication, and be enthusiastic about the program. The Bridge Camps will operate four hours a day, five days a week for four weeks prior to the start of the new school year. BCTs will receive an hourly stipend, per their union contract.
  
4. **Growing Readers Ambassadors (GRA), (hourly stipend).** Four (4) existing classroom teachers will be selected each year of the grant to supervise the summer reading program. *Growing Readers* will operate for eight weeks, four hours per day, Monday through Friday. Each community school site will facilitate a *Growing Readers* program; two GRAs will be assigned to each site and will be supported by the Summer Reading Advocates. GRAs will supervise Summer Reading Advocates, create daily and weekly schedules for activities, maintain attendance sheets, and support family recruitment for the free book distribution program (Unite for Literacy). The *Growing Readers* program will include such activities as: Code.org lesson plans, reading, story-time, word puzzles, literacy games, arts and crafts, play-acting, and word puzzles. The program will encourage

membership at the local library, as well as encourage library checkout of books, support book selection, and encourage participation in activities at the library. GRAs will support children with special needs and English Language Learners. GRAs will receive an hourly stipend, 168 hours per ambassador, in accordance with their union contract.

### FSCS New Hires

**Two Community School Coordinators (CSC) (2 FTEs)** will be hired to plan, integrate, coordinate and facilitate the delivery of pipeline services at their respective school sites. A full-time CSC will be assigned to each of the elementary schools participating in our FSCS grant: North Ranchito Elementary School and South Ranchito Dual Language Academy. These positions are integral to the overall coordination of grant services in each school. Please refer back to S 4 for a complete role description.

**A Parent Educator (1 FTE)** will be hired to organize workshops and education programs for parents, guardians, and family members related to our FSCS grant program on a wide-variety of topics, including: parenting skills, coping skills, managing behavior, supporting academic achievement, on-line safety, cyber bullying, and identifying additional needs and resources. The Parent Educator will also work with our grant's designated community partners and the community at large to facilitate guest speakers and programs that meet identified need. As an example, Bank of the West will provide financial literacy seminars for parents that include processes for opening and managing a bank account, getting loans and mortgages, and budgeting money. Guest speakers will include individuals who have been recipients of services, providing an opportunity for them to share their stories about how support services impacted their life. Examples could include parents who feel

their ability to manage their child's emotional needs have improved through our grant programs or family members sharing how they've increased family reading in their home. The Parent Educator will schedule programs with the needs of our community in mind, such as holding events on evenings and weekends. Childcare services will be provided by ERUSD during these sessions and participant satisfaction surveys will be administered after each program. Parents and guardians will have multiple opportunities to provide input on the topic of programs that will be offered, through on-line surveys, newsletters, telephone surveys, and presentations at meetings where they typically attend (Parent-Teacher Nights, DLAC, etc.) The Parent Educator will be fluent in both English and Spanish and comfortable in a public-facing role as he/she will be engaging with members of the community ranging from parent/guardians to local community business leaders. He/she must also possess strong organizational and communication skills, and a willingness to work collaboratively.

**Summer Reading Advocates (SRA), (hourly)** Four (4) High School students, enrolled in El Rancho High School, will be hired annually for our summer reading program, *Growing Readers*. SRAs will facilitate the program under the direction of the Ambassadors, and SRAs will be assigned to each school site. SRA responsibilities include facilitating age-appropriate activities to promote English Language Arts such as: Code.org activities, reading, story-telling, crafts, dramatic play, word puzzles, and tutoring. SRAs will support and encourage membership at the local library, encourage library checkout of books, and support the book selection of participants. SRAs will also facilitate participation in national summer reading activities, such as the Barnes & Noble Summer Reading Program, where kids can earn a free book after they read eight books

and log them in the Barnes & Noble reading journal. Each high school student hired for *Growing Readers* will work approximately 170 hours each summer. This unique program not only supports our young readers with skills development, but also supports our High School students' job skills development and provides a much-needed opportunity for summer employment for youth in our community. SRAs will be hourly employees and reimbursed at the current minimum wage for the State of California.

**Program Coordinators for the SARB Mentor Program (stipend).** Four mental health interns will be hired each year to serve as Program Coordinators for the SARB Mentor Program. The Program Coordinators will be responsible for recruiting and training Parent Mentors and facilitating assignments with families in need of support due to school attendance barriers. The Program Coordinators will work as a partner in the mentorship program with both Parent Mentors and parent/guardians by providing supports, trainings, and tracking meetings and attendance. They will conduct check-ins with both Parent Mentors and parent/guardians and will serve as a liaison between the school and parent/guardians. Program Coordinators will report directly to the SARB Mental Health Coordinator. Individuals chosen to serve in this capacity will be organized, technologically competent (Zoom, Excel, Google Calendar, etc.), motivated, and bilingual in English and Spanish. They will demonstrate initiative and have previous experience conducting mental health field work with adults. They will be paid a stipend for their work.

**Parent Mentors (volunteers)** are parents or other community members that would like to help families who have been referred to the Student Attendance Review Board to increase the attendance of their child(ren). SARB is a community-based effort to bring together resources to assist families with attendance and truancy issues. Referrals to

SARB are initiated after several attempts have been made to work with students and their families to increase attendance. When a student and his or her parent/guardians are referred to SARB, they meet with representatives from the school, school district, community organizations, law enforcement, and child protective services. A SARB contract will be signed and parent/guardians and the student will be given one last opportunity to resolve attendance issues. If improvement is not made, SARB has the authority to refer families to the district attorney. A Parent Mentor is matched with parent/guardians who are referred to SARB. Parent Mentors will offer support and assistance in developing solutions to increase student attendance, as well as help plan, offer encouragement, connect with needed resources, and provide tools and information. All Parent Mentors will receive training to provide support in positive ways. Training topics include Roles and Responsibilities, Boundaries, Expectations for Mentors, Parent Engagement, Empathic Listening Skills, Crisis Issues, and How to Respond (child abuse, suicidal ideation, who to contact for help). Parent Mentors will be selected based on previous successful experience with SARB and exhibit qualities that include responsibility, commitment to program, a compassionate demeanor, and ability to form relationships with other parents. Parent Mentors are volunteers, but after successfully completing this year-long program, they will receive a gift card valued at \$100 (e.g., for local restaurants and retailers) in appreciation of their volunteer work and support.

**Local Evaluation.** SPSG, an independent evaluation firm, will conduct the evaluation for our proposed FSCS grant program. ERUSD will contract with SPSG to perform a comprehensive evaluation as well as provide technical assistance and coaching to each of our two elementary school sites and their respective Community School Coordinators,

to ensure the schools can continue high-quality evaluation after the period of funding has ended. Over the past 26 years, SPSG has successfully provided evaluation services to school districts, municipalities, and police departments for a wide variety of grant programs similar in size to this FSCS grant program which include: Safe Schools/Healthy Students, Project Prevent, School Climate Transformation, Education Innovation Research, Innovative Approaches to Literacy, and Elementary and Secondary School Counseling, to name a few. Additionally, SPSG has provided evaluation services for ERUSD grant initiatives for the past 12 years. SPSG is closely familiar with What Works Clearinghouse Evidence Standards and has successfully conducted evaluations using a variety of designs and methodologies and published the results of these studies. **Dr. Angela James** brings demonstrated experience in research, data collection, and the analysis of complex studies, including evaluating implicit bias and racial disparities. She will be responsible for obtaining IRB approvals and parent consent, and dissemination of findings. **Dr. James** will serve as the team's subject matter expert on race, social inequalities, restorative justice, family studies, and social behavior. **Stacey Newton**, Principal Investigator and Project Coordinator for the Evaluation, will use her subject matter expertise (school safety, climate, and violence prevention) in finalizing and administering surveys; collecting student record data; analyzing all data; providing information for iterative improvement of the model; conducting focus groups and interviews; and submitting progress reports. She will work directly with the FSCS project team to ensure fidelity and serve as the liaison between the grant and the evaluation. She will also oversee data collection processes. **Carlo Schiattarella**, Senior Associate, will work directly with the project intervention team to ensure fidelity. He will use his extension

experience in education reform and curriculum development to lead the assessment of the impact and fidelity of the coding programs and tutoring. A complete overview of the roles and responsibilities of the Local Evaluation is included in Section E.

**Time commitments of the Project Director, Local Evaluator, and all other key personnel are appropriate and adequate to meet the goals and objectives of our FSCS grant project on time and within budget.** ERUSD has created an infrastructure to support the FSCS program that includes the appropriate and adequate time commitments of key personnel. Due to the complexity of our FSCS project, which includes new FTEs as well as ongoing contractual roles for teachers, community partnerships, internships, and volunteer opportunities, ERUSD has identified the time commitment of grant personnel below

- **Dora Soto-Delgado** part-time (0.25 FTE), **Project Director**
- To be hired, two full-time **Community School Coordinator (CSC)** (2 FTE)
- To be hired, one full-time **Parent Educator** (1 FTE)
- El Rancho High School students, four part-time **Summer Reading Advocates** (0.70 FTE)
- Mental Health Interns, four part-time **Bilingual Program Coordinators for the SARB Mentor Program** (2 FTE)
- To be identified, twenty-five part-time **Parent Mentors**

**Existing ERUSD personnel** who will support our grant initiative as part of the district's comprehensive match include:

- **Dr. Marco Villegas**, Superintendent, **Executive Oversight** (0.05 FTE)

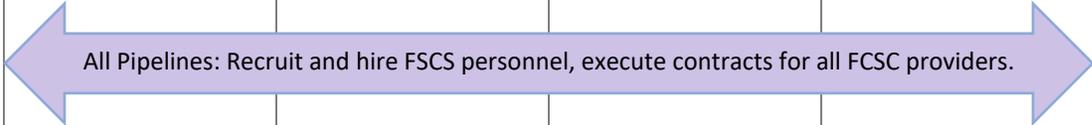
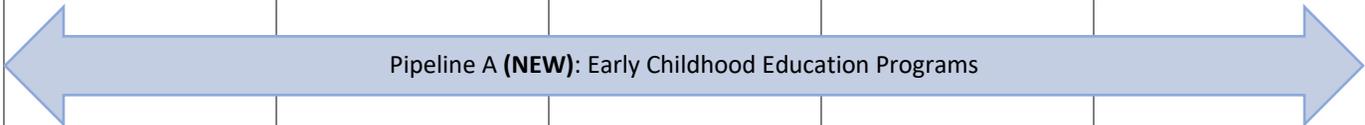
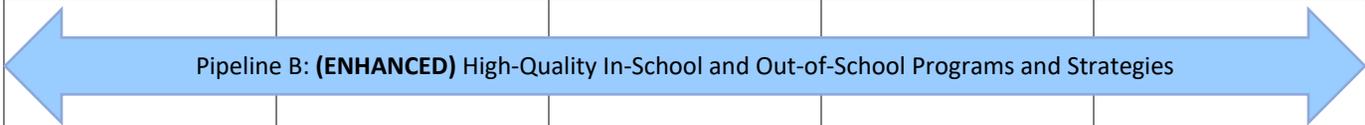
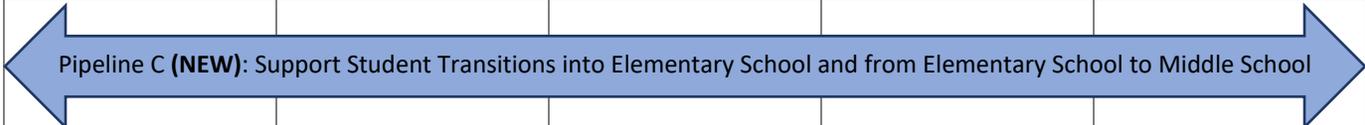
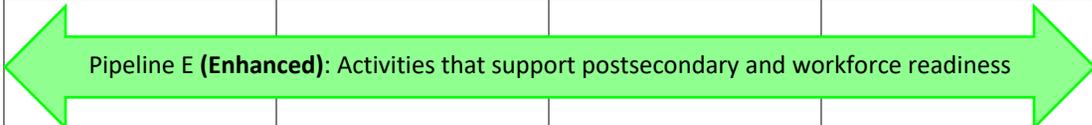
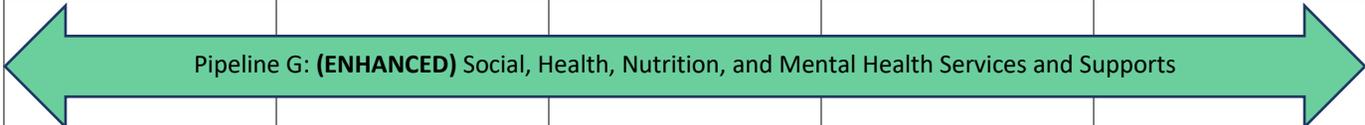
- **Gisela Castanon**, **Director of Elementary Curriculum and Instruction**, (0.05 FTE)
- **Roberta Gonzalez**, **Director of Early Learning Program**, (0.10 FTE)
- **Jeff Middleton**, **Mental Health Coordinator**, (0.2 FTE)
- **Sonia Guevara**, **Mental Health Coordinator/Trainer**, (0.10 FTE)

**Our community school teachers**, already embedded within the culture and community of our designated school sites, will play an essential role in the expansion of supports and programs that we're implementing as a part of our FSCS grant project. All these positions are part-time and in addition to their regular contracted day. The full-time equivalent (FTE) is annualized, but actual programs are conducted during specific time periods. The following provides a summary of the roles that current school-site teachers will perform under this grant:

- 1) **Kinder Boot Camp Teachers (0.23 FTE)**, six (6) elementary teachers will facilitate this pre-K program annually.
- 2) **Teacher/Family Coordinators (0.3 FTE)**, school-site teachers will conduct home visits on an organized and voluntary basis; our goal is for all teachers to participate over the course of the grant period.
- 3) **Bridge Camp Teachers (0.23 FTE)**, six (6) existing 5th grade teachers will conduct the annual bridge camp designed to prepare students for Middle School.
- 4) **Growing Readers Ambassadors (0.32 FTE)**, four (4) school-site teachers will facilitate and supervise this 8-week summer reading program annually.

**The following charts provide timelines for pipeline services and milestones for accomplishing project tasks.**

### FSCS Pipeline Implementation Overview

Year 1		Year 2	Year 3	Year 4	Year 5	
Implementation Period 1/1/23-6/30/23	FSCS Operational Period 7/1/23-12/31/23	FSCS Operational Period 1/1/24-12/31/24	FSCS Operational Period 1/1/25-12/31/25	FSCS Operational Period 1/1/26-12/31/26	FSCS Operational Period 1/1/27-8/31/27	Final Report and Evaluation 9/1/27-12/31/27
	 <p>All Pipelines: Recruit and hire FSCS personnel, execute contracts for all FCSC providers.</p>					All FSCS Activities including 6 pipelines
	 <p>Pipeline A <b>(NEW)</b>: Early Childhood Education Programs</p>					
	 <p>Pipeline B: <b>(ENHANCED)</b> High-Quality In-School and Out-of-School Programs and Strategies</p>					
	 <p>Pipeline C <b>(NEW)</b>: Support Student Transitions into Elementary School and from Elementary School to Middle School</p>					
	 <p>Pipeline D: <b>(ENHANCED)</b> Family and Community Engagement and Supports</p>					
	 <p>Pipeline E <b>(Enhanced)</b>: Activities that support postsecondary and workforce readiness</p>					
	 <p>Pipeline G: <b>(ENHANCED)</b> Social, Health, Nutrition, and Mental Health Services and Supports</p>					

The chart below provides a detailed timeline of activities, start and end dates, staff member responsible for completion, as well as critical activities for accomplishing project tasks (in bold). Some activities span more than one pipeline and are included more than once.

Activity/Description	Start Date		Responsible Party(s)
<b>Activities that support all pipelines</b>			
<b>Institutionalize FSCS CMT and on-going monthly meetings</b>	<b>1/23</b>	<b>12/27</b>	<b>Project Director</b>
Conduct search and finalize contract for all contracted services in compliance with ERUSD's formal procurements procedures	1/23	6/23	Project Director with input from CMT
Conduct search and hire all FSCS positions, including the two Community School Coordinators	1/23	3/23	Project Director with input from CMT
<b>Create/refine logic model, evaluation plan, sustainability plan, and all evaluation tools</b>	<b>2/23</b>	<b>2/23</b>	<b>Local Evaluator</b>
Conduct professional learning for English Language Acquisition	2/23	On-going	English Language Acquisition Consultant
Training for CMT members (collaboration, communication, data sharing, etc.)	2/23	On-going	Project Director, LA County Office of Education
Purchase materials, supplies, and curriculum, including outreach and marketing materials	2/23	On-going	Project Director
Secure substitute teachers for professional learning, schedule professional learning	2/23	On-going	Project Director and CSCs
<b>Institutionalize Community School Leadership Team (CSLT) at each school site</b>	<b>2/23</b>	<b>Monthly meetings</b>	<b>Community School Coordinators (CSC)</b>

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Activity/Description	Start Date		Responsible Party(s)
<b>Monthly data collection for all process measures</b>	<b>2/23</b>	<b>On-going</b>	<b>Local Evaluator</b>
FSCS Conference in Washington, DC	3/23	Annually	Project Director, Local Evaluator, CSC (2)
<b>Plan, integrate, coordinate, and facilitate the delivery of pipeline services at community schools.</b>	<b>4/23</b>	<b>On-going</b>	<b>Community School Coordinators (CSC)</b>
Marketing and outreach to target population	4/23	On-going	Community School Coordinators
Provide on-going analysis of data, including conducting focus groups, interviews, etc. (monthly reports)	4/23	12/37	Local Evaluator
Design of curriculum for Kinder Boot Camp and Bridge Program; including benchmarks for measuring progress.	4/23	On-going review and design	Director of Elementary and Curriculum and Instruction in coordination and consultation with the Director of Early
Design and implementation plan for early childhood education programs, which include Kinder Boot Camp, Monthly Literacy Events, Summer Programs, and adoption of code.org	3/22	On-going review	Director of Early Learning Programs in coordination and consultation with the Director of Elementary and Curriculum and Instruction.
Conduct fidelity assessments using monthly checklists and bi-annual assessment	7/23	On-going	Local Evaluator
Refer target population to FSCS services	7/23	On-going	Community School Coordinators (CSC)
Training for adults working in community schools (early warning signs, suicide prevention, referral protocol, etc.)	7/23	On-going	Mental Health Coordinator
Camp Wonderopolis	7/23,7/24, 7/25, 7/26, 7/27	7/23,7/24,7/25, 7/26, 7/27	Community School Coordinators (CSC)

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Activity/Description	Start Date		Responsible Party(s)
<b>Develop interim report for US Department of Education</b>	7/23, 7/24, 7/25, 7/26, 7/27	7/23, 7/24, 7/ 25, 7/26, 7/27	<b>Project Director, Local Evaluator</b>
<b>Conduct Annual Needs Assessment of Community Schools;</b> incorporate findings into programs, activities, and practices.	8/23, 8/24, 8/25, 8/26, 8/27	8/23, 8/24, 8/25, 8/26, 8/27	<b>CSC with support from LCST, CMT, Project Director and Local Evaluator</b>
<b>Collect and analyze annual outcome data</b>	7/23	Annually thereafter	<b>Local Evaluator</b>
<b>Develop Annual Performance Report for US Department of Education</b>	2/24, 2/25, 2/26, 2/27, 2/28	2/24, 2/25, 2/26, 2/27, 2/28	<b>Project Director, Local Evaluator</b>
Complete post-evaluation and develop Final Report and recommendations	9/27	12/27	Project Director, Local Evaluator with review by FSCS CMT
<b>Pipeline A: High-Quality Early Childhood Education Programs</b>			
Host Boys & Girls Club after-school and summer programs	1/23	On-going	Boys & Girls Club, CSC
Professional learning for educators on Code.org	5/23	Bi-annually thereafter	Code.org, CSC, Project Director
Conduct Kinder Boot Camp	7/23, 7/24, 7/25, 7/26, 7/27	7/23, 7/24, 7/25, 7/26, 7/27	CSC, Kinder Boot Camp Teachers
Distribution of free books	7/23	8/27	CSC, Unite for Literacy
Deliver Code.org curricula	9/23	On-going	Teachers, after-school providers.
Literacy Events (Monthly, One Book/One Family, Reading Buddies)	1/24	8/27	Principals, CSC, Pico Rivera Library, National Center for Families Learning, Unite for Literacy
Recruit, hire, and train Summer Reading Advocates (high school students)	5/24	Annually in May	CSC, Growing Reader Ambassadors

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Activity/Description	Start Date		Responsible Party(s)
Conduct Growing Readers: Summer Reading Program	7/24-8/24	Annually thereafter	CSC, Growing Reader Ambassadors, Summer Reading Advocates, Pico Rivera Library
<b>Pipeline B: High-Quality in-school and out-of-school programs and strategies</b>			
Identify and train Parent Mentors and implement SARB Mentor Program	7/23	On-going	CSC, SARB Mentor Coordinator
Identify and training mental health interns to serve as SARB Program Coordinators	9/23	On-going	CSC, SARB Mentor Coordinator, Mental Health Coordinator
Second step training to all adults working in community schools and implementation	9/23	On-going	CSC, Project Director
Conduct Bridge Camp	7/23, 7/24, 7/25, 7/26, 7/27	7/23, 7/24, 7/25, 7/26, 7/27	CSC, Bridge Camp Teachers
Home Visits	8/23	On-going	CSC, Teacher/Parent Coordinators
Implement Wonder of the Day	1/24	On-going	CSC, Project Director, National Center for Families Learning
Distribution of free books	7/23	8/27	CSC, Unite for Literacy
Host Boys & Girls Club after-school and summer programs	1/23	On-going	Boys & Girls Club, CSC
Deliver Code.org curricula	9/23	On-going	Teachers, after-school providers.
Literacy Events (Monthly, One Book/One Family, Reading Buddies)	1/24	8/27	Principals, CSC, Pico Rivera Library, National Center for Families Learning, Unite for Literacy
Conduct Growing Readers: Summer Reading Program	7/24-8/24	Annually thereafter	CSC, Growing Reader Ambassadors, Summer Reading Advocates, Pico Rivera Library
<b>Pipeline C: Support Student Transitions into Elementary School and from Elementary School to Middle School</b>			
Home Visits	4/23	On-going	CSC, Teacher/Family Coordinators

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Activity/Description	Start Date		Responsible Party(s)
Conduct Bridge Camp	7/23, 7/24, 7/25, 7/26, 7/27	7/23, 7/24, 7/25, 7/26, 7/27	CSC, Bridge Camp Teachers
Conduct Kinder Boot Camp	7/23, 7/24, 7/25, 7/26, 7/27	7/23, 7/24, 7/25, 7/26, 7/27	CSC, Kinder Boot Camp Teachers
<b>Pipeline D: Family and Community Engagement and Supports</b>			
Home Visits	4/23	On-going	CSC, Teacher/Family Coordinators
Identify and train Parent Mentors and implement SARB Mentor Program	7/23	On-going	CSC, Coordinators for SARB Mentor Coordinator
Conduct Parent Education Classes	8/23	On-going	CSC, Parent Educator
Identify and training mental health interns to serve as SARB Program Coordinators	9/23	On-going	CSC, SARB Mentor Coordinator, Mental Health Coordinator
Provide family-based counseling	8/23	On-going	CSC, SPIRITT Family Services, St. Francis Medical Center
Provide Parent-Aides program to parents under stress and whose children are at-risk of abuse or neglect.	8/23	On-going	CSC, The Exchange Club
Provide substance-use disorder treatment to families	8/23	On-going	CSC, SPIRITT Family Services
Conduct vision screenings for parents/guardians, family members	8/23	On-going	CSC, Wayne Hoeft, O.D.
Provide free eyeglasses for parents/guardians, family members	8/23	On-going	CSC, The Lions Club
Provide health services for parents/guardians, family members via Community Mobile Unit	8/23	On-going	CSC, AltaMed
Conduct nutritional health related training and workshops, including Solutions & Treatment to Obesity Management and Prevention (STOMP), and parent Nutrition Education program: Food Smarts.	8/23	On-going	CSC, AltaMed

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Activity/Description	Start Date		Responsible Party(s)
Conduct G.R.E.A.T. Families programs	8/23	On-going	El Rancho Unified School Police Department
Secure SARB mentoring awards from business community	9/23	On-going	CSC
<b>Pipeline E: Community-Based Supports for Former Students</b>			
Implement Work-Place Mentoring program	1/24	On-going	CSC, Project Director, Big Brothers Big Sisters
Job readiness training	1/24	On-going	CSC, Project Director, LA County Office of Education
<b>Pipeline F: Social, Health, Nutrition, and Mental Health Services and Supports</b>			
Continue to provide evidence-based programs and interventions for students enrolled in community schools: PBIS, Rtl, Good Behavior Game, G.R.E.A.T., and Character Counts!	1/22	On-going	School Principals, Trainer-of-Trainers
Provide training and technical assistance for evidence-based interventions (Good Behavior Game, Charter Counts!) for new employees and/or as needed.	2/23	Bi-Annually	Project Director, Service providers, and Trainer-of-Trainers
Participate in ongoing efforts to implement PBIS and Rtl	4/23	On-going	CSC, Project Director, LA County Office of Education (External Coach PBIS)
Community Health Fair at FSCS	5/23	Annually	CSC, Project Director, CMT
Provide therapeutic mental health counseling to community school students	8/23	On-going	Project Director, Mental Health Coordinators, CSC, SPIRITT Family Services, St. Francis Medical Center
Provide case management services to homeless/foster youth	8/23	On-going	CSC, LA County Department of Child and Family Services
Conduct dental cleanings, check-ups for students enrolled in community schools	8/23	On-going	CSC, LA County Office of Education

Activity/Description	Start Date		Responsible Party(s)
Provide general health services for students enrolled in community schools via Community Mobile Unit	8/23	On-going	CSC, AltaMed
Conduct vision screenings	8/23	On-going	CSC, Wayne Hoeft, O.D.
Provide free eyeglasses to students enrolled in community schools	8/23	On-going	CSC, The Lions Club

## 6. Quality of Project Evaluation

### 6.A The Methods of Evaluation Are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes of Our FSCS Project.

SPSG, Inc. will conduct the evaluation of our FSCS grant program in accordance with the requirements set forth under section 4625 (g) of the ESEA. SPSG’s role will include annual evaluations on the progress achieved towards the planning, implementation, and operation of two full-service community schools and the identified goals, objectives, and outcomes. Evaluations will be used to refine and improve activities carried out through the grant. Annual measurable performance objectives and outcomes include 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: (1) prepared for Kindergarten; (2) achieving academically; and (3) safe, healthy, and supported by engaged parents. In conjunction with ERUSD, SPSG will make the results of this evaluation publicly available, including by providing public notice of such availability.

Our FSCS project includes a comprehensive, multi-method evaluation plan to ensure an ongoing review of its progress and a thorough assessment of its overall effectiveness. Evaluation plans include both formative process evaluation and annual summative

reviews. Both are necessary to understand how program plans and goals are translated into action, what problems are encountered, what successes are obtained, and what changes are needed. The multi-method approach to our evaluation will include empowerment, process, fidelity, and outcome procedures:

- **Empowerment Evaluation** uses data collection and facilitated discussion techniques to promote systemic program monitoring and improvement activities. During the first four months of the project, SPSG will meet with the Project Director, other members of the project team, and the CMT to inventory project assets and weaknesses and to develop self-administered logs, worksheets, and other instruments to complete the environmental scan.
- **Process Evaluation** examines various processes mediating inter-agency collaboration, establishing comprehensive service delivery for students and families, and implementing effective, evidence-based and sustainable strategies.
- **Fidelity measures** applied as part of the empowerment evaluation will permit staff and evaluators to determine the extent of adherence to core program principles.
- **Outcome evaluation** will determine the impact of the project on students and their families across project performance indicators. Using ANOVA and multiple regression techniques, SPSG will analyze the data to measure consistency of effects across groups, identify the implementation factors, and determine other process variables that most influence youth and family outcomes.

SPSG's evaluation strategy is a balanced one that encompasses the examination of processes, outcomes, and impacts in a thorough, feasible, and appropriate way. An

analysis of process will provide a rich description of how a program or service actually was delivered to students, schools, families, and the community. It will allow us to determine the extent to which we can make sound conclusions and applications based on available data (generalizability), and also assess whether the data justifies replicating the work elsewhere, especially in high-poverty schools and communities. We will also locate common threads and themes that exist across the two school sites to ascertain key lessons learned about challenges, innovations, barriers, and the overall change process. Our analysis will examine policy questions that drive the overall work, including key questions such as: (1) whether the two schools have been successful in implementing full-service community schools and (2) if there are differences in adoption between the schools, what forces and factors that have enhanced or inhibited adoption can be identified to account for these differences (e.g., program models, theories of change, resources, infrastructure, etc.)?

The following framework, presented in the figure below and adapted from principles and strategies of empowerment evaluation<sup>xxxv</sup>, will guide the evaluation design. It explores specifically the relationship between the project activities and plans and the respective evaluation methodologies. Each component within the framework is described in greater detail below, as it applies to our FSCS grant project.

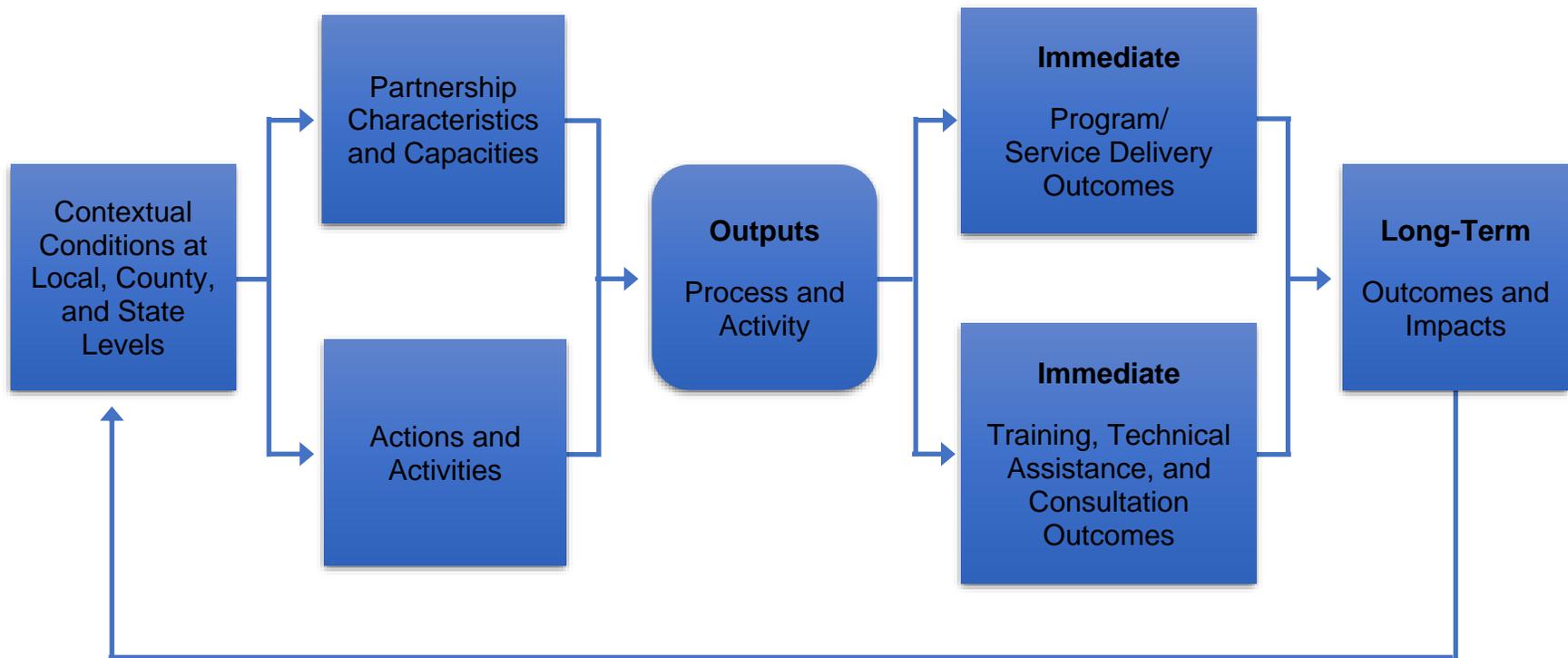


Figure 3. Framework for Evaluation

Partnership characteristics and capabilities. Data on partnership qualities will be tracked, including the number and types of partners, governance and organizational structures, past training, qualifications, and experience of those involved (particularly those training others and those providing services), and the diversity of staff, partners, and students and families served. The capacities within the project will also be assessed, including the examination of the abilities to develop and implement action plans, the creation of collaborative leadership structures, and the ability to connect both inter- and intra-agency initiatives and priorities.

Actions and Activities. Activities occurring both prior to and during the project will be examined, thus providing indication of the strategic activities individuals within the project engage in on a day-to-day basis. Meetings among partners who are linking activities at the local and state level, as well as the goals and actions generated within these meetings, will be tracked to provide insights into the process directing the overall project. The sharing of information, linkage protocols, and lessons learned will also be important actions and activities for monitoring.

Process and activity. These outcomes provide descriptive information regarding how programs and services have been implemented. Measurement of these outcomes will be descriptive and expressed as volumes or amounts, such as who was served (i.e., students, parents/guardians, community participants, etc.); how much: duration (i.e., how much of what was provided, how many referrals were made, how many new tools and resources were developed, etc.); and how often: dosage (i.e., how regularly community workshops and events were held, how regularly professional development opportunities were provided for school site staff, how regularly services were received by students,

etc.). Specifically, we will examine process-level variables such as number of individuals served in relation to the grant's goals, objectives, and activities. (Sample process data that will be collected is included in Section E.2, Figure 5.) In order to accurately attribute participant change to the intervention, it is critical to define the intervention in operational terms. Rigorous record keeping will be implemented to ensure participation in services and programs are meeting or exceeding our project's design. For some services, participants will be assigned a project ID that will be used to record attendance at sessions and all referrals made and services provided.

Immediate service delivery and training, technical assistance, and consultation outcomes.

The examination of outcomes and impacts will explore how students, families, teachers, and others served within the grant have benefited from the programs and initiatives implemented as a part of our FSCS program. More specifically, assessment of outcomes and impacts will address potential positive changes or gains in knowledge, attitudes, skills, and behavior that students, families, service providers, and other participants experience as a result of our efforts. In addition, systems changes will be documented and tracked throughout the project period, which would include tracking the blending and braiding of public and private funds used to support the comprehensive delivery of services, or changes in policies, procedures, or governance structures.

Long-term outcomes and impacts. We expect long-term outcomes related to academic

performance and that children within our target population who are served specifically by FSCS programs and initiatives will feel safer, healthier, and more supported by parents. These outcomes and impacts will be measured systematically through pre- and post-assessment tools completed by students, teachers, parents/guardians, community

members, and service providers. Comprehensive community school interventions that incorporate the four pillars of full-service community schools: integrated student supports; expanded and enriched learning time and opportunities; active family and community engagement; and collaborative leadership and practice — are associated with a range of positive student outcomes. “A well-implemented community school leads to improvement in student and school outcomes and contributes to meeting the educational needs of low achieving students in high-poverty schools. Strong research reinforces the efficacy of integrated student supports, expanded learning time and opportunities, and family and community engagement as intervention strategies.”<sup>xxxvi</sup> Community schools have been associated with improved attendance, on-time grade progression, student achievement, and fewer disciplinary incidents, which is why we have designed our FSCS project to align with these guiding principles.

Objective performance measures and outcomes are specified in the detailed logic model (See below) that include the target for each performance measure included in our grant application, as well as how it will be measured.

### **Fidelity of Implementation (FOI)**

The acceptability/feasibility of all training, interventions, and practices will be indexed by surveying administrators and school staff on the implementation. SPSG will use a Fidelity Matrix to quantify fidelity for the implementation and adherence to the FSCS design included in this application. SPSG will finalize measures of implementation in collaboration with ERUSD and determine the expectations for thresholds based on measures of dosage and fidelity indicators. For the FOI evaluation, indicators and thresholds of program fidelity will be analyzed using a mixed methods approach, with

variation across schools explored based on level of fidelity (i.e., observed and reported by teachers and administrators). SPSG will triangulate data sources — including classroom observations/checklists, teacher/principal reports, TFI, focus groups, student/teacher surveys, and parent/guardian surveys — to assess how well critical components of the program were implemented. Exploratory analyses using implementation levels as mediators also will be conducted. We will use commonly accepted benchmarks for acceptable fidelity (e.g., a score of >80%).

### **Dissemination of Evaluation Results**

Key stake holders involved with our FSCS grant program will draw upon a range of dissemination mechanisms and partnership strategies to maximize the impact of the project, thereby contributing to the knowledge base of practitioners and policymakers about which practices are effective, for which types of students, and in what contexts. ERUSD will collaborate with SPSG to share findings, the model, and lessons learned in peer-reviewed journals and at professional conferences and webinars. ERUSD's Superintendent and Project Director have been panelists at regional, state, and national conferences, such as the National PBIS conference and the California Association of School Administrators. We will continue to share the results of our FSCS grant project with these organizations, as well as provide presentations, bulletins, and web series with organizations such as the Association of Supervision and Curriculum Development (ASCD) and the Collaborative for Academic, Social and Emotional Learning (CASEL). SPSG will carry out the independent evaluation of the project, producing reports that are useful to both practitioners (implementation study and manual) and researchers, so that they can be replicated with fidelity. These reports will allow for larger replication of our

program nationally by illuminating the lessons learned from implementing our FSCS model — such as whether the professional development model used was effective and why, and the impact of parental participation on student academic performance — and will include adaptations for Middle School and High School. SPSG is well-versed in measurement and research methods — including psychometrics, statistics, study design, logic modeling, and survey design — and will present project findings at professional conferences such as the American Educational Research Association (AERA) and American Evaluation Association (AEA). We will make our interim and final evaluation report public using the avenues described above. Invitations to review the findings will be sent through ERUSD’s parent messaging system, and ERUSD and SPSG will facilitate question and answers sessions with the public. Project milestones and findings will be shared broadly over the course of the grant cycle, with the final three months focusing on analyzing, reporting, and disseminating our outcome data. In addition to the reports to the U.S. Department of Education, SPSG will create additional resources that can be shared with others interested in our FSCS grant program. These resources will include interactive webpages on ERUSD’s website, oral and video presentations, and print materials for parents and guardians, our partnering agencies and organizations, and for the community at large. Our presentations will provide an up-close look at how our FSCS grant-driven programs and services are being received at our community schools and will include the perspective of the recipients of services. Other presentations will be created on specific topics, such as collaborative leadership, use of data collection, realignment of the decision-making process, replication at other school sites, and challenges and opportunities. These resources will be shared through the online resource center at

ERUSD, as well as with the Los Angeles County Office of Education and the California Department of Education. Findings from our grant project will also be shared with the Alliance for California Computing Education for Students and Schools (ACCESS), the state's leading advocate for Computer Science education in California. ERUSD will also provide educators with further insights and learning from our grant project through blog posts, how-to guides, published articles, and social media, as relevant.

Locally, evaluation results will be shared with the CMT, the ERUSD School Board, and the community via monthly briefings and workshops, bi-annual interim evaluation reports, a final evaluation report, and monthly evaluation bulletins. These monthly bulletins will highlight recent accomplishments and will use evaluation data via charts, graphs, and social math to illustrate in a user-friendly format project status and outcomes. The bulletins, as well as other project communications and reports, will be sent to community partners, parents and guardians, service providers, and elected officials. Interim and final reports will provide comprehensive analyses, including recommendations for future planning. The evaluation bulletins will summarize selected study results in a non-technical and easily-readable format. Additionally, SPSG will work closely with the Project Director to complete the semi-annual and annual performance reports for the U.S. Department of Education. At the conclusion of the grant cycle, the Project Evaluator will present a Final Report of results and outcomes to all stakeholders within 30 days of submission of the Final Performance Report to the U.S. Department of Education. The Final Report will build on the short and intermediate outcomes and will include recommendations with a focus on findings, challenges, and strategies for sustaining improved outcomes.

## **6.B Methods of Evaluation will Provide High-Quality Data and Feedback and Permit Periodic Assessment of Progress.**

SPSG will work closely with the Project Director to submit Annual Performance Reports (APRs) that demonstrate our progress in meeting project objectives, along with the most current financial and performance measure data for each year of the project. They will also work together to submit the Final Performance Report to the U.S. Department of Education at the end of the project period. To quantify implementation, we will use ratings comparing best practices to existing practices based on project documentation, participant records, on-site observations (for Tier 1 interventions), and key administrator interviews, as well as surveys and interviews completed by those delivering and receiving services. We will collect data from multiple sources, objectives, and behaviorally-anchored criteria to reduce inference and dichotomous items. Data will be compiled monthly into a quantified Fidelity Matrix that will allow us to periodically assess the extent and quality of each component, serve as a guide to implement our project as intended, and allow supervising staff to monitor quality. ERUSD has extensive successful experience with data collection and reporting of performance data on many federal grant projects of similar size and scope.

As a part of our evaluation plan, SPSG developed a preliminary logic model (See Figure 7) explicating the mechanisms through which we will achieve desired outcomes. Over the course of the grant cycle, SPSG will evaluate our project on an ongoing basis to determine if it is being implemented according to plan as well as assess and document the degree of fidelity and variability in expected/unexpected and planned/unplanned program implementation. (See Fidelity of Implementation, Section E.1.) SPSG will also: compare

fidelity across our two school sites; establish validity for the relationship between the interventions and the outcomes; measure the extent to which components of the project are responsible for outcomes; and demonstrate the relationship between program context and program processes. Our mixed-method approach combines qualitative and quantitative techniques to triangulate multiple sources of data and significantly enhance the validity of the evaluation. Sources of quantitative data include: mental health referrals and treatment logs, student discipline referrals, behavioral records, student attendance and truancy records, California Healthy Kids Survey (CHKS), student grade point averages, and attendance logs for in-service training and professional development. Sources of qualitative data include: open-ended surveys, interviews, focus groups, observations, meeting minutes, and pre- and post-surveys from evidence-based curriculum programs. Combining qualitative and quantitative methods will increase the depth of our information and provide feedback that enables us to make critical mid-course corrections and program adjustments in a timely manner. These methods include performance measures clearly related to assessing fidelity and outcomes. The chart below summarizes the type of quantitative and qualitative measures to be used to answer our primary evaluation questions.

Primary Evaluation Questions for FSCS			
To what degree and in what manner has/have:	Implementation aligned with the program model?	Key elements & approach have been described?	Participants made & maintained gains in proposed outcomes?
<b>Quantitative Measures</b>			
FSCS Fidelity Matrix	✓	✓	
Mental Health Referrals and Treatment Logs	✓	✓	✓
Surveys: Close-ended Questions (CHKS, Staff, and Parent Surveys)			✓
Student Academic Records			✓
Student Conduct Records: attendance, referrals, suspensions/expulsions.			✓
Attendance and Activity Logs			✓
Memorandums of Understanding			✓
Personnel Records	✓	✓	✓
<b>Qualitative Measures</b>			
Administrative Records	✓	✓	
On-Site Observations	✓	✓	
Focus Groups	✓	✓	
Key Informant Interviews	✓	✓	
Surveys: Open-ended	✓	✓	

**Figure 4: Quantitative and Qualitative Measures**

Evaluation Instruments Created Under the Grant:

Evaluation Instrument	What Will It Measure/Collect?	Who Will Create It?
Fidelity Matrix and Thresholds	Fidelity of all grant programs and processes	SPSG
Existing ERUSD Mental Health Database enhanced to reflect FSCS goals and objectives	Mental health referrals, treatment logs, discharge forms	SPSG
Informant Interviews	Individual student progress, progress on overall program	SPSG
Focus Group Protocols	Participant satisfaction, progress and effectiveness of program	SPSG
Participant Satisfaction Survey (Training)	Effectiveness of training programs	SPSG
Site Visit Protocols	Program implementation and progress	SPSG

**Figure 5: Evaluation Instruments**

Periodic Assessment of Progress: Our project-specific objectives and outcomes are presented in Section 1, which include benchmarks to enable us to monitor our progress, reflecting the annual increases anticipated as our project matures and service delivery becomes more refined. We will use short-term performance indicators to assess progress towards long-term intended outcomes and annual benchmarks to graphically chart actual progress against targeted progress. Evaluation methods such as surveys, interviews, and focus groups will be used to assess short-term change in students' risk factors, protective factors, attitudes, and perceived self-efficacy aspirations logically linked to long-term outcomes.

When Will Data Be Collected, Analyzed and Distributed Process data will be collected, analyzed, and distributed monthly by SPSG. Monthly distribution of evaluation data will allow ERUSD and the CMT the opportunity to make changes and enhancements when necessary. Project staff will provide time and effort documentation to SPSG on a monthly basis. Monthly project team meetings and project review meetings will be used to continually identify emerging issues and to brainstorm mitigation strategies. Outcome data — such as the results from the California Healthy Kids Survey, behavioral discipline reports, pre- and post-surveys from evidence-based curriculum programs — will be collected, analyzed, and distributed by SPSG annually. The annual outcome data will also include the 12-month aggregate of all process data. Change in student behavior will be scored quarterly. Qualitative data — such as focus groups, site visits, and interviews will be collected and analyzed annually and the results will be incorporated into the annual performance reports.

**6.C Methods of Evaluation will provide Valid and Reliable Performance Data on Relevant Outcomes.**

SPSG will collect, analyze, and report on valid and reliable performance data on relevant outcomes. For the duration of the grant period, SPSG will provide annual summaries of the quantitative outcome measures. SPSG will report progress on measures to the Project Director and the CMT through Annual Performance Reports (APRs) and annual evaluation report. The performance data and quantitative and qualitative data collection methods are organized below according to the six (6) pipelines of our FSCS grant program.

*Pipeline a: High-quality early childhood education programs.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively preparing children to enter school through early childhood education and services? (2) providing high-quality literacy and Computer Science instruction to early childhood students? Data related to these evaluation questions will be collected using the Student Information Systems and SPSS assessment instruments to assess the learning, development, and progress of children enrolled in the FSCS early childhood programs. SPSS will analyze the percentage of students who meet targets for the cumulative measure of the social and emotional development and cognition — including Math and Science domains. SPSS will also analyze Kindergarten first-quarter assessment data to gauge the percent of students proficient in number recognition. Preschool enrollment, attendance, and demographic information for the children who participate will be analyzed to assess the extent to which the program is meeting its enrollment and attendance targets. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, teachers, and parents on early childhood program development and implementation, in addition to review of program documents and Kindergarten transition plans.

*Pipeline b: High-quality in-school and out-of-school programs and strategies.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively providing a safe and supportive environment for students in school, after-school, and during summer? (2) prioritizing English Language Learners and socioeconomically disadvantaged students for enrollment? And (3) impacting student growth in English Language proficiency, Math, and Computer Science?

Data to respond to these evaluation questions will be collected through student achievement data, including standardized state test scores, and benchmark assessment data to assess the percentage of students who meet targets related to proficiency in English Language Arts, Math, and Computer Science. SPSG will also analyze after-school and summer program enrollment and attendance data, and student demographic data, to assess the extent to which the program is meeting its enrollment and attendance targets and prioritizing English Language Learners and socioeconomically disadvantaged students. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, teachers, and parents regarding in-school and out-of-school program development and implementation, in addition to review of program documents, including curriculum materials and schedules.

*Pipeline c: Support for a child's transition into Elementary School, and from Elementary School to Middle School.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively impacting Kindergarten readiness? And (2) reducing learning loss between Elementary School and Middle School? Data to respond to these evaluation questions will be collected through student achievement data, including standardized state test scores, benchmark assessments data to assess the percentage of students who meet targets related to proficiency in English Language Arts, Math, Computer Science, and Kindergarten readiness assessment (DIBELS). SPSG will also analyze Kinder Boot Camp and Bridge Camp enrollment and attendance data, and student demographic data, to assess the extent to which the program is meeting its enrollment and attendance targets and prioritizing English Language Learners and

socioeconomically disadvantaged students. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, teachers, and parents on in-school and out-of-school program development and implementation, in addition to review of program documents, including curriculum materials and schedules.

*Pipeline d: Family and community engagement and supports.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively providing parents with education services to increase family reading and literacy? (2) effectively providing families with targeted support services? And (3) connecting families with the school community and helping them understand the resources available? Data to respond to these evaluation questions will be collected through parent education program enrollment and attendance data, to assess the extent which our project's programs and services are meeting its targets. SPSG will also analyze parent survey data on change in at-home literacy behaviors and Kindergarten readiness assessment data to assess the extent to which the program is meeting its targets related to these outcome measures. Qualitative data will be collected through interviews with project leadership, Community School Coordinators and the Parent Educator on family and community engagement and support of program development and implementation, and with parents/guardians on their experience with the literacy education program, specifically, as well as general understanding of community resources available overall. In addition, reviews of program documents — including referral data, case management logs, behavior management plans, and event agendas — will be conducted to understand program implementation and level of family engagement.

*Pipeline f: Community-based support for students who have attended ERUSD and who are members of our community, facilitating their continued connection to the community and success in postsecondary education and the workforce.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively impacting job skills and workforce? And (2) effectively impacting postsecondary education? Data to respond to these evaluation questions will be collected through student enrollment data (post-secondary education and internships), unemployment rates, juvenile crime data, Work-Force Mentoring data, attendance data for all related training. SPSG will also collect participation data from our target population, such as attendance sheets, intern logs, etc. Qualitative data will be collected through interviews with project leadership, Community School Coordinators, Work-Force Mentors, participating businesses, and recipients of services, in addition to review of program documents, including curriculum materials and schedules.

*Pipeline g: Social, health, nutrition, and mental health services and supports.*

Evaluation questions related to implementation and impact include: How and to what extent is our FSCS project: (1) effectively providing support to students who are chronically truant or present discipline issues through a caring adult, intensive counseling, and case management services? And (2) effectively providing students and families with referrals to services and/or agencies based on their needs? Data to respond to these evaluation questions will be collected through student information system attendance and discipline to assess the extent to which they are meeting targets related to enrollment in case management supports and behavioral change. SPSG will also analyze students' self-esteem/self-efficacy survey data to assess any improvement in these areas for

participating students. Qualitative data will be collected through interviews with project leadership, Community School Coordinators on case management support program development and implementation, and parents on their experience with referrals to agencies based on their needs, in addition to review of program documents — including treatment logs, disciplinary action artifacts, behavior management plans, case management logs, and referrals — to understand how and to what extent students are engaging with the supports offered.

### Outcomes (Impact) Evaluation

The process evaluation described above will provide detailed information on the extent to which performance objectives are met during the five-year grant project period. It will also provide information on the level of exposure to project activities for target groups and, in some cases, individual students and families. In the final months of the grant project, the Impact Evaluation will address the question: “What changes occurred and to what extent are these changes due to project activities?” In order to answer this research question, the proposed Impact Evaluation will utilize a multi-tiered design to assess the impact of the program on the wellbeing of children in the school sites that participated in our FSCS project. The goals, objectives, and outcomes include specific targets for each identified outcome; how it will be measured is included in the Logic Model. (See Figure 7 at the end of this section.)

### Evaluation Design

SPSG will conduct a single-case design study that utilizes observations of a single case (e.g., a student eligible for intervention) over time in the absence and presence of a

controlled treatment manipulation to determine whether the outcome is systemically related to the treatment. In projects such as this one, it is not feasible to use a true control group — that is, to randomly select participants and non-participants from a pool of individuals eligible for services. The Impact Evaluation will implement a multi-tiered design in order to triangulate findings.

Evaluation design will include:

*Level of Exposure* – This approach to impact analysis entails comparisons of sub-groups of participants based on their levels of exposure to project strategies. The detailed measurement of both the extent and nature of participation described in the process evaluation section above will provide for participants to be divided into groups and cut-offs to be established, based on program statistics.

*Time-series/longitudinal* – A second level of analysis will be time-series or trend analysis. Change in impact indicators will be plotted against exposure to the intervention. In addition, changes in measures over time will be analyzed with comparisons to pre-program indicators.

*Comparison to non-participating schools* — Some measures, such as academic performance, attendance, and behavioral data — are available for schools and communities that are not involved in our grant project. While these comparison schools/communities are not true controls, they will be selected for similarity on key variables.

*Cohort Analyses* — This involves following grade cohorts over time where repeated measures are available. Onset or initiation of problem behaviors will be calculated as a

cohort moves from grade to grade. It is possible to measure the increase in prevalence of a risk factor or problem behavior for 3rd grade students in 2022 and calculate changes in prevalence for that cohort as they move to 5th grade in 2024. Using grade cohorts from Year 1 of the grant who will provide comparisons as the cohorts progress to higher grades throughout the five-year grant program as project strategies are implemented.

All comparisons can be analyzed for change over time. Thus, absolute levels of measures are not as important as degree of change of project relative to comparison groups. Analyses will include calculations of tests of proportions for non-parametric variables and comparisons of mean scores for appropriate interval measures. Analysis of academic performance and certain other interval measures will be done using normalized gain analysis; some measures are specifically appropriate for time-series or trend analysis. Measurement of impact will involve assessing changes in each of the identified outcomes; some outcomes will share a common data source and will be subjected to similar analyses.

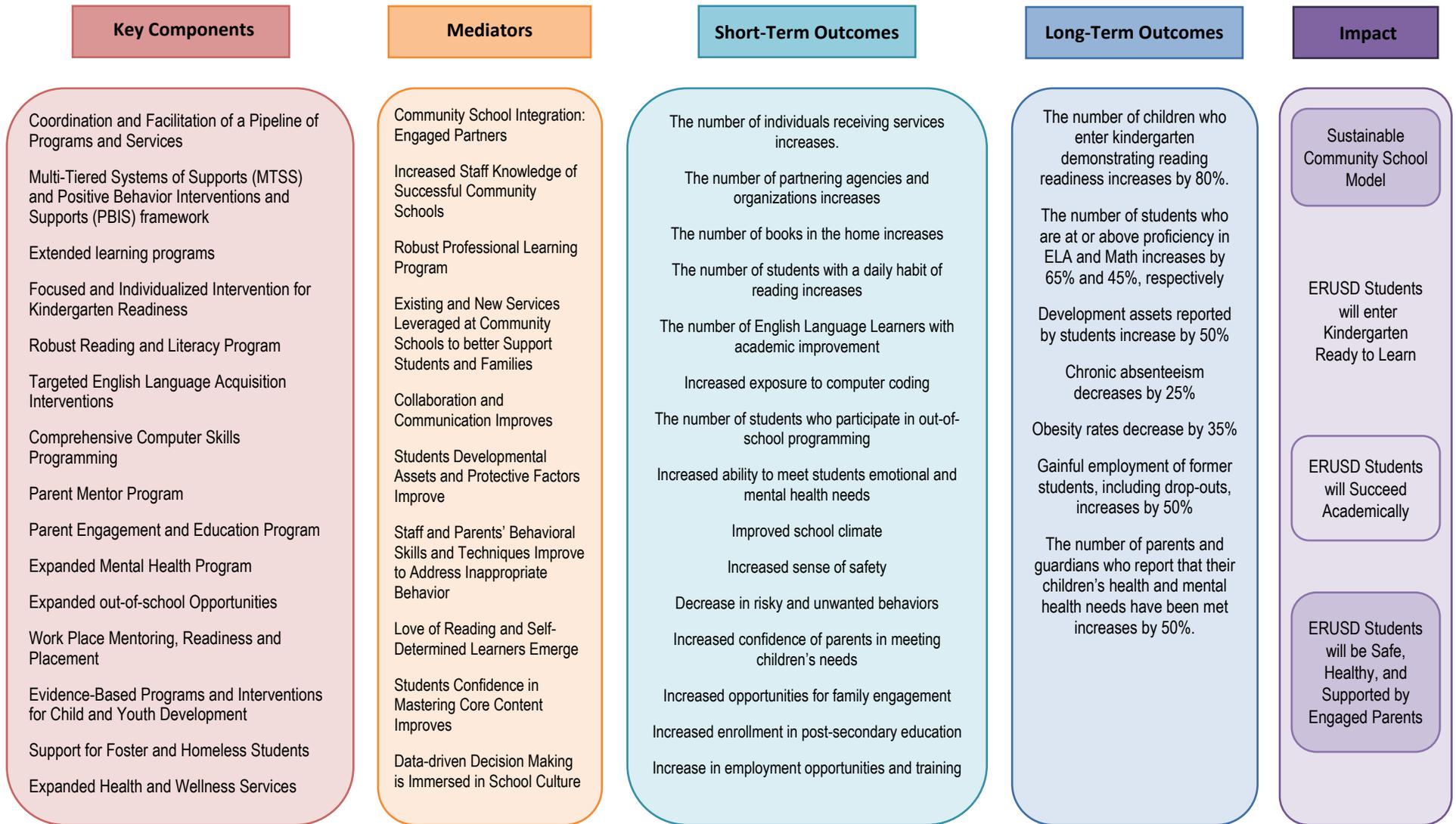
The evaluation is guided by the following research questions.

Research Questions		Project Goal
Fidelity of Implementation	To what extent were the FSCS interventions implemented with fidelity in the community schools over time?	All Goals
	How do school factors related to the implementation of fidelity differ across FSCS and comparison schools over time?	
	Is there significant variation in implementation fidelity across FSCS schools and teachers over	

Research Questions		Project Goal
		time?
Impact	Student (Confirmatory)	How do FSCS programs and services impact students' academic CSAAP scores and social-behavioral (e.g., social competence, disciplinary referrals) outcomes, relative to comparison students?
		What is the impact of FSCS programs and services on students' academic and social-behavioral outcomes during the transition into Kindergarten and into Middle School?
		What is the impact of FSCS programs and services on academic and social-behavioral student outcomes over time?
	Teacher (Exploratory)	How does the implementation of FSCS programs and services impact teachers' instructional quality, classroom climate, and disciplinary referrals?
		What is the impact of FSCS programs and services on teachers' practices and social-behavior outcomes over time?
Subgroup Impacts		<p>How are the effects of FSCS programs and services moderated or mediated by:</p> <ul style="list-style-type: none"> <li>• Student factors (i.e.: grade, gender, race/ethnicity, free- or reduced-price lunch status, English language learner (ELL) status, percentage low income, parent perception of school climate, and level of implementation)?</li> </ul>

Research Questions		Project Goal
	<ul style="list-style-type: none"> <li>• School factors (i.e.: size, percentage of ELL students, percentage low-income students, parent perception of school climate, and level of implementation)?</li> <li>• Teacher factors (i.e., teaching experience, grade, gender, and race/ethnicity)?</li> </ul>	
Mediator Impacts	Is there a significant relationship between teacher (i.e.: fidelity of implementation) and student outcomes (i.e.: student academic achievement and SEL skills)?	Goals 1, 2, 3, 4

**ERUSD Full-Service Community Schools Program Logic Model**



Goal #1: Increase Services to the Target Population (GPRA)					
Baseline Data/Needs	Objectives	Activities	Partners	Process Measures	Outcomes and GPRA
<p><b>Need:</b></p> <p>Lack of personnel to coordinate services to students, staff and families.</p> <p>Lack of Specialized Instruction and Professional Learning.</p> <p>Underutilization of Facilities.</p> <p>Diminishing Resources to Support Need</p>	<p>1.a To increase FSCS staff’s knowledge of best practices in Community Schools.</p> <p>1.b. To increase the number of individuals from our target population who receive FSCS services.</p> <p>1.c. To provide a robust professional learning program</p>	<p>1.a Recruit, hire, and train two full-time Community School Coordinators (one for each community schools: North Ranchito and South Ranchito elementary schools).</p> <p>1.b Actively seek new partnerships to support the needs of the Community Schools.</p> <p>1.c Conduct outreach and education campaigns for Community Schools’ services and programs.</p> <p>1.d Conduct Needs Assessments (annually, minimum) to continually update the needs of the target population.</p> <p>1.e Employ data-driven decision making to refine services to target population.</p> <p>1.f Facilitate professional learning for community schools and CMT, related to practices and programs included in the FSCS grant program.</p>	<p>1.a All FSCS partners.</p>	<p>1.a The number of number of personnel hired to support the FSCS, including Community School Coordinators.</p> <p>1.b The number of new partnerships made, including financial contributions.</p> <p>1.c The number of Needs Assessments conducted and the results of each assessment.</p> <p>1.d The number of professional learning sessions conducted, including attendance, duration, and dosage.</p> <p>1.e The number of outreach and educational campaigns completed, including distribution lists.</p> <p>1.f The number of individuals referred to and receiving FSCS</p>	<p>1.1 The percentage and number of individuals targeted for services and who receive services during each year of the project period (GPRA 1).</p> <p>1.2 The number of partnering organizations providing services to community schools will increase by 4 annually for a total of 20 by September 30, 2026, as measured by executed Memorandums of Understanding.</p> <p>1.3 The amount of leveraged funding will increase by at least \$250,000 per school for a total of \$500,000 by September 30, 2026, as measured by</p>

Goal #1: Increase Services to the Target Population (GPRA)					
Baseline Data/Needs	Objectives	Activities	Partners	Process Measures	Outcomes and GPRA
		1.g Refer and coordinate referrals of services to the target population.  1.h All programs and activities included in Goals 2 through 7.  1.i Institutionalize Core Management Team and Community School Leadership Teams  1.j Conduct professional learning for English Language Acquisition  1.k Design and implement curriculum programs for Kinder Boot Camp and Bridge Camp		services, including duration and dosage.	commitments from external resources.

**Goal #2: Enhance Early Childhood Education Program (pipeline a )**

Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need:</b></p> <p>17% of children from our community schools enter Kindergarten demonstrate reading readiness.</p> <p>Only 60% of Kindergarten children finished the academic year (2018-19) achieving significant gains in oral language skills.</p> <p>48% of English Language Learners complete Kindergarten proficient in reading and language skills.</p> <p>57% of families in our community have 0 to 10 books in the home.</p> <p>13% of families report a daily habit of reading.</p>	<p>2.a To increase Kindergarten readiness.</p> <p>2.b. To Increase oral language skills for Kindergarten students.</p> <p>2.c To Decrease the achievement gap for English Language Learners.</p> <p>2.d To increase the number of Kindergarten students who receive Computer Science (coding) curriculum.</p> <p>2.e To increase the number of families who report a daily habit of reading.</p> <p>2.f To increase the number of families who have 100 or more books in the home.</p>	<p>Provide professional learning for English Language Learners for Kindergarten and pre-school teachers.</p> <p>Provide professional learning on implementing the Code.org curriculum to Kindergarten teachers.</p> <p>Conduct the Kinder Boot Camp for incoming Kindergarten students.</p> <p>Conduct Monthly Family Literacy Events.</p> <p>Embed code.org curriculum into academic schedule.</p>	<p>Code.org</p> <p>The Boys &amp; Girls Club of Pico Rivera</p> <p>The Pico Rivera Library</p> <p>National Center for Families Learning</p> <p>Unite for Literacy</p> <p>SPIRITT Family Services</p> <p>St. Francis Hospital</p>	<p>2.a The amount and duration of professional learning received by Pre-K and Kindergarten teachers and aides.</p> <p>2.b. The amount and type of computer science curriculum delivered to students.</p> <p>2.c The number of children participating in Kinder Boot Camp, including duration and dosage.</p> <p>2.d The number of families participating in literacy events, including duration and dosage.</p> <p>2.e The number of families who receive free books, including duration and dosage.</p> <p>2.f The number of families who register for new library cards.</p> <p>2.g The number of children who participate</p>	<p>2.1.a The number of children who enter Kindergarten demonstrating reading readiness to 80% by September 30, 2026, as measured by DIBELS exam.</p> <p>2.1.b The number of four-year old/Pre-K children who achieve significant gains in oral language skills will increase to 80%, by September 30, 2026, as measured by DIBELS.</p> <p>2.2. The number of students who improve academic proficiency by the end of their Kindergarten will increase to 90%, by September 30, 2026, as measured by DIBELS scores (test administered 3 times each year).</p> <p>2.3 The number of English Language Learners who improve academic proficiency by the end of Kindergarten will increase to 80%, by September 30, 2026, as measured by the California English Language Development Test (CELDT) (test administered 3 times each year).</p>

Goal #2: Enhance Early Childhood Education Program (pipeline a )					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Gap:</b> Kindergarten curricula does not include STEM coursework that prepares children for computer science skills.</p>		<p>Distribute free books to families with children aged 3 to 7.</p> <p>Implement a Reading Buddy program where 5<sup>th</sup> grade students read to Kindergarten students.</p> <p>Enroll children in Boys &amp; Girls Club and Summer Reading Programs</p>		<p>in after-school and summer reading programs, including duration and dosage.</p> <p>2.h The number of students who participate in the Reading Buddies program, including duration and dosage.</p> <p>2.f The number of children and their families who participate in the Creating Lasting Family Connections program, including duration and dosage.</p>	

Goal #3: Implement High Quality School and Out of School programs and Strategies (pipeline b)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need:</b></p> <p>80% of students perform below standards in English Language Arts, including 69% of 4<sup>th</sup></p>	<p>3.a To increase academic proficiency for the target population.</p> <p>3.b To increase the number of students</p>	<p>ERUSD’s classroom teachers will provide after-school tutoring, as well as conduct small learning groups during the school day.</p>	<p>The Boys &amp; Girls Club of Pico Rivera</p> <p>The city of Pico Rivera</p>	<p>3.a The number of ERUSD teachers and staff in Community Schools who receive professional learning in evidence-based practices, including duration and dosage.</p>	<p>3.1 The number of students who meet or exceed English language Arts standards in each grade by 65% by September 30, 2026, as measured by the California Assessment of Student</p>

Goal #3: Implement High Quality School and Out of School programs and Strategies (pipeline b)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p>graders and 84% of 8<sup>th</sup> graders.</p> <p>37% of 5<sup>th</sup> grade students meet or exceed science standards.</p> <p>3.3 Current after-school programming is at capacity and does not meet need.</p> <p><b>Gaps:</b></p> <p>Current STEM curriculum is lacking and does not include computer science or coding.</p> <p>Lack of professional learning for educators, including English Language Acquisition.</p> <p>Academic support in the home for families is minimal.</p>	<p>who receive Code.org curricula.</p> <p>3.c To increase the type and amount of individualized support and tutoring to our target population.</p> <p>3.d To increase the number of students from participating schools that attend before and after school programs.</p> <p>3.e To increase the amount and quality of professional learning opportunities for educators.</p> <p>3.f To increase the number of home visits to families.</p> <p>3.g To incorporate social emotional learning in community schools.</p>	<p>Enroll students in the REACH program.</p> <p>Implement and operate the Boys &amp; Girls Club at each Community School.</p> <p>Distribute free books to families with children aged 3 to 7.</p> <p>Implement the Code.org curriculum in all grade levels at Community Schools.</p> <p>Conduct the Growing Readers summer literacy program.</p> <p>Conduct monthly literacy events for students and their families, including One Book/One Family and Reading Buddies.</p> <p>Implement the Wonder of the Day in Community Schools.</p> <p>Incorporate Camp Wonderopolis in all</p>	<p>The LA County Department of Child and Family Services</p> <p>The LA County Office of Education</p> <p>The Pico Rivera Library</p> <p>National Center for Families Learning</p> <p>Unite for Literacy</p>	<p>3.b The number of students enrolled in Community Schools who receive evidence-based programs, interventions and activities, including duration and dosage.</p> <p>3.c The number of students from the Community Schools who receive additional tutoring, including duration and dosage.</p> <p>3.d The number of students enrolled in the Community Schools who participate in after-school and summer school programs, including duration and dosage.</p> <p>3.e The number of families who receive free books, including amount.</p> <p>3.f The number of students enrolled in the Community Schools who receive the Code.org</p>	<p>Performance and Progress (CAASPP).</p> <p>3.2 The number of students who meet or exceed Math standards in each grade will increase by 45% by September 30, 2026, as measured by CAASPP.</p> <p>3.3 The number of 5<sup>th</sup> grade students in participating schools who meet or exceed Science standards will increase by 60%, by September 30, 2026, as measured by the California Science Test.</p> <p>3.4 The number of classroom teachers who report they are proficient in addressing the needs of English Language Learners will reach 100%, by September 30, 2026, as measured by the CHKS Staff Survey.</p> <p>3.5 The number of families who report greater confidence in addressing their child(ren)'s academic and emotional needs will increase</p>

Goal #3: Implement High Quality School and Out of School programs and Strategies (pipeline b)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
		<p>summer programs at Community Schools.</p> <p>Provide comprehensive, high-quality professional learning opportunities for educators.</p> <p>Teacher/Family Coordinators will conduct home visits to provide academic, attendance, and behavioral support to families.</p> <p>Implement the SARB Mentor Program.</p> <p>Implement the Second Step, social-emotional curriculum.</p>		<p>curriculum, including duration and dosage.</p> <p>3.g The number of students enrolled in the Community schools who participate in the Growing Readers program, including duration and dosage.</p> <p>3.h The number of families from the Community Schools who participate in the monthly literacy events.</p> <p>3.i The number of students enrolled in the Community Schools who participate in the Wonder of the Day and Camp Wonderopolis, including duration and dosage.</p> <p>3.j The number of families who utilize Unite for Literacy’s on-line library, including duration and dosage.</p>	<p>by 75%, by September 30, 2026, as measured by the CHKS Parent Survey.</p>

Goal #3: Implement High Quality School and Out of School programs and Strategies (pipeline b)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
				<p>3.k The number of families who sign up for library cards.</p> <p>3.l The number of families who receive home visits, including duration and dosage.</p> <p>3.m The number of families who participate in the SARB Mentor Program, including duration and dosage</p>	

Goal #4: Support Transitions into Kindergarten and Middle Schools (pipeline c)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need:</b></p> <p>17% of children from our community schools enter Kindergarten demonstrating reading readiness.</p> <p>In comparing proficiency scores of our students at the end of 5th grade, compared</p>	<p>4.a To increase Kindergarten reading readiness.</p> <p>4.b: To increase academic performance for students entering middle school.</p>	<p>Provide professional learning for classroom teachers working in the Kinder Boot Camp (KBC) and Bridge Camp (BC).</p> <p>Market and recruit participants for the KBC and BC.</p> <p>Operate the KBC and BC for prior to the</p>	<p>ERUSD will facilitate and staff these programs, as well as provide training to classroom teachers.</p>	<p>4.a The number of professional learning opportunities conducted, including duration and dosage.</p> <p>4.b The types of evidence-based curriculum provided in the KBC and BC, including duration and dosage.</p>	<p>4.1 The number of children who enter Kindergarten demonstrating reading readiness will increase to 80% by September 30, 2026, as measured by DIBELS exam.</p> <p>4.2 The number of incoming 6<sup>th</sup> grade student who are proficient in English Language Arts and in Math will increase by 50% by September 30, 2026, as measured by CAASPP.</p>

Goal #4: Support Transitions into Kindergarten and Middle Schools (pipeline c)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p>to the start of 6th grade, benchmarking data indicates an average slide of 20% in English Language Arts and 28% in Math.</p> <p><b>Gap:</b> Neither the district nor the schools themselves have the resources to extend learning time, such as summer bridge camps, to support transitions into Kindergarten and Middle School.</p>		<p>start of each school year.</p>		<p>4.c. The number of participants in the KBC and BC, including duration and dosage.</p>	

Goal #5: Enhance Engagement and Supports for Family and Community (pipeline d)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need</b></p> <p>Low academic attainment in community.</p> <p>10% of the community is without health insurance.</p>	<p>5.a To increase the number of family engagement opportunities provided by the FSCS schools.</p> <p>5.b: To increase the number of family and community members</p>	<p>CSCs will work with families and community members to refer them to FSCS services and programs.</p> <p>Teacher/Family Coordinators will</p>	<p>Wayne Hoeft, O.D.</p> <p>The Lyons Club of Pico Rivera</p> <p>The Exchange Club of Downey</p> <p>St. Francis Medical Center,</p>	<p>5.a The number of families referred for service, including type.</p> <p>5.b The number of families receiving services, including duration and dosage.</p>	<p>5.1 The number of family engagement opportunities will increase by 20% annually for a total increase of 100% by September 30, 2026, as measured by program calendars and attendance sheets.</p> <p>5.2 The number of parents and guardians who report increased confidence in relationship building</p>

Goal #5: Enhance Engagement and Supports for Family and Community (pipeline d)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p>11.5% unemployment rate.</p> <p>LA County Department of mental health reports that 75% of mental health needs in the community are related to trauma.</p> <p>High crime rates, including incidents of domestic violence and child abuse.</p> <p>Per LA County Department of Mental Health, 64% of families identify chronic substance abuse problems for one or more parent.</p> <p>The 2020 CHKS Parent Survey revealed that 68% of families desired additional support with their child(ren)'s academic, social, and emotional needs.</p>	<p>who receives FSCS interventions and services.</p>	<p>conduct Home Visits to Families.</p> <p>SARB Parent Mentors will provide mentoring and advocacy services to families.</p> <p>Parent Educator will provide classes to families and the community.</p> <p>Community partners will provide direct services to families to address mental health, substance use disorder, nutrition, and health.</p>	<p>Children's Counseling Center</p> <p>SPIRITT Family Services</p>	<p>5.c The number of home visits conducted, including duration and dosage.</p> <p>5.d The number of parents who serve as Parent Mentors (SARB) including duration and dosage.</p> <p>5.f The number of families who receive SARB Mentoring Program services, including duration and dosage.</p> <p>5.g The number of parent education classes conducted, including type, durations, and dosage.</p>	<p>with their child(ren) will increase by 95% by September 30, 2026, as measured by the California School Parent Survey (CSPS).</p> <p>5.3 The number of parents and community members who report that FSCS programs, activities, and interventions impacted their lives in a meaningful way will increase by 90% by September 30, 2026, as measured by FSCS participant satisfaction survey.</p> <p>5.4 The number of parents and community members who report improved mental health will increase by 50%, by September 30, 2026, as measured by the Strength and Difficulties Questionnaire (SDQ).</p> <p>5.5 The number of parents who report improved health and healthy lifestyle will increase by 40% by September 30, 2026, as measured by the CHKS Parent Survey.</p>

Goal #5: Enhance Engagement and Supports for Family and Community (pipeline d)					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
47% of adults in the community are overweight and 27% are obese, resulting in high rates of asthma, high blood cholesterol, depression, diabetes, and high blood pressure.					

Goal #6: Facilitate Continued Connection to Former Students to Foster Success in Postsecondary Education and the Workforce					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need:</b></p> <p>ERUSD’s drop-out rate for the 2018-19 school year was 18%.</p> <p>ERUSD’s College-Going Rate for the 2017-18 school year was 56.4% compared to 63.1% for the county and 65.8% for the state.</p>	<p>Objective 6.a. To increase the number of individuals from our target population who obtain a GED or High School Diploma.</p> <p>Objective 6.b. To increase the number of individuals from our target population who enroll in post-secondary education, including trade schools; participate in</p>	<p>Provide case management and counseling for postsecondary education and career opportunities.</p> <p>Match individuals from our target population with company mentors.</p> <p>Conduct job skills trainings, workshops, seminars, as well as</p>	<p>Big Brothers Big Sisters</p> <p>LA County Office of Education</p> <p>ERUSD’s College and Career Center will provide case management and counseling services.</p>	<p>6.a. The number of companies participating in this program.</p> <p>6.b. The number of individuals from our target population who receive job skills training, including duration and dosage.</p> <p>6.c. The number of individuals from our target population</p>	<p>6.1 The number of individuals from our target population who obtain a GED or high school diploma will reach 100 by September 30, 2026, as measured by diplomas and certificates.</p> <p>6.2 The number of individuals from our target population who enroll in post-secondary education, including trade schools will increase by 15% annually for a total increase of 75% by September 30,</p>

Goal #6: Facilitate Continued Connection to Former Students to Foster Success in Postsecondary Education and the Workforce					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p>Employment rate for individuals aged 16 through 25 is 62%.</p> <p>Increasing juvenile crime rate.</p> <p><b>Gap:</b> Insufficient resources to support postsecondary education and workforce attainment.</p>	<p>the Work-Place Mentoring Program; receiving training and case management services.</p>	<p>general knowledge training.</p> <p>Recruit the business community to participate in the Work-Place Mentoring program to increase the number of partners.</p>		<p>who are placed with a mentor, including duration and dosage.</p> <p>6.d. The number of individuals from our target population who complete the Work-Place Mentoring program.</p> <p>6.e. The number of individuals from our target population who seek and who receive employment.</p>	<p>2026, as measured by admission records.</p> <p>6.3 The number of individuals from our target population who successfully complete internships from the Work-Place Mentoring program will reach 90 by September 30, 2026, as measured by business contracts, agreements, certification, and licenses.</p> <p>6.4 The number of individuals from our target population who secure gainful employment will increase by 50% by September 30, 2026, as measured by employment records.</p> <p>6.5 The employment rate for individuals aged 16 through 25 will increase by 38% by September 30, 2026, as measured by data from the Bureau of Labor Statistics.</p> <p>6.6 The juvenile crime rate will decrease by 10% by September 30, 2026, as measured by crime reports.</p>

Goal #7: Enhance Social, Health, Nutrition and Mental Health Services and Supports					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p><b>Need:</b></p> <p>10% of students reported missing one or more days of school during the previous 30 days because they felt unsafe at school.</p> <p>24% of students reported feeling very safe at school.</p> <p>28% of students reported a high level of developmental assets.</p> <p>22% of students reported that they felt so sad or hopeless that they stopped doing their regular activities for a period of two weeks or more.</p> <p>January 2020 CHKS survey for all self-reported data.</p>	<p>7.1 To increase the number of students who receive social, health, mental health and nutrition services.</p> <p>7.2: To decrease the number of families in the target population who report a decrease in unmet health and mental health needs.</p>	<p>ERUSD will continue to support existing evidence-based programs and interventions: PBIS, RtI, GREAT, GBG, Character Counts!, Check-in/Check-Out and will implement the Social-Emotional Learning curriculum <i>Second Step</i>.</p> <p>Provide dental services to students and their families enrolled in Community Schools.</p> <p>Provide eye exams and glasses to students and their families enrolled in Community Schools.</p> <p>Provide mental health counseling.</p> <p>Provide health, well-being, and dental services.</p>	<p>The Los Angeles County Office of Education</p> <p>The Los Angeles County Department of Child and Family Services</p> <p>Wayne Hoeft, O.D.</p> <p>The Lion’s Club of Pico Rivera</p> <p>St. Francis Medical Center, Children’s Counseling Center</p> <p>SPIRITT Family Services</p>	<p>7.a. The number of students who receive social, health, nutrition, and mental health services, including type, duration and dosage.</p> <p>7.b The number of educators trained to deliver the Second Step curriculum.</p> <p>7.c. The number of students who receive the Second Step curriculum, including duration and dosage.</p> <p>7.d. The number of professional learning programs conducted, including type, duration and dosage.</p> <p>7.e. The number of students who are in foster care or homeless who receive case management support, including</p>	<p>7.1 The number of Office Disciplinary Referrals from the participating schools will decrease by 50% by September 30, 2026, as measured by discipline records.</p> <p>7.2 The chronic absenteeism rate for the participating schools will decrease by 25% by September 30, 2026, as measured by district attendance records.</p> <p>7.3 The number of students enrolled in community schools who report a high level of developmental assets will increase by 50% by September 30, 2026, as measured by the California Healthy Kids Survey (CHKS).</p> <p>7.4 The number of students enrolled in community schools who report feeling very safe school will increase by 20% by September 30, 2026, as measured by the California Healthy Kids Survey (CHKS).</p> <p>7.5 The obesity rates for the participating schools will decrease by 35% by September 30, 2026, as measured by the Body Mass Index (BMI).</p>

Goal #7: Enhance Social, Health, Nutrition and Mental Health Services and Supports					
Needs and Gaps	Objectives	Activities	Partners	Process Measures	Outcomes
<p>9,619 office discipline referrals (2019-20 SY)</p> <p>Chronic absenteeism rate for N. Ranchito is 16.3% and S. Ranchito is 15.2%.</p> <p>30% of students are obese.</p> <p>56% of students reported eating fresh fruits and vegetables on a regular basis.</p> <p>28% of students have unmet mental health needs.</p> <p>14.91% reported that they seriously considered suicide during the past 12 months.</p>		<p>Provide case management and advocacy to foster/homeless population</p>		<p>type, duration and dosage.</p>	<p>7.6 The number of parents and guardians who report that they and their children have fewer unmet health and mental healthcare needs will decrease by 50% by September 30, 2026, as measured by the CSPS.</p>

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