

Community Schools Implementation Plan (Attachment II)

School Description

Workman Avenue Elementary School is located in the city of West Covina. Workman Avenue Elementary School opened in 1956 and currently serves approximately 460 students in Transitional Kindergarten through fifth grade. Workman's student population is represented by 81.5% Hispanic, 5.5% White, 3.4% Asian, 2.9% African American, 4% Filipino students, and 2.7% other diverse ethnicities. Approximately 20% of our students are English Language Learners. Workman is a Title I Schoolwide School that receives categorical funding from Title I based on its 81% socioeconomically disadvantaged population.

California Common Core State Standards clearly define what students should know and be able to do in Language Arts, Mathematics, Science, History/Social Science, and English Language Development. Workman teachers meet frequently in Professional Learning Communities to discuss best practices, student learning, assessment results, intervention programs, and other instructional topics. Teachers use research-based instructional strategies that promote the active involvement of all students and continue to receive ongoing staff development. Site priorities are based on ongoing data collection and analysis. Teachers will analyze a variety of data to drive their instruction and measure student progress, including District Interim Assessments, Common Formative Assessments, Accelerated Reader STAR reports, i-Ready Diagnostic Tools, and CAASPP Interim Block Assessments and Summative Assessments.

Workman's top priority is maximizing student learning. Our curriculum and instruction provide an exemplary and balanced educational program to our students with an emphasis on computer science and coding embedded throughout our curriculum. All students have access to highly qualified teachers who employ various instructional strategies to provide a rigorous standards-based curriculum. Students will benefit from the multitude of experiences they enjoy in computer science, the arts, drama, and athletics.

LEA and School Data

2021-2022 Total LEA Enrollment	11,193
2021-2022 Total School Enrollment	379
2021-2022 LEA Unduplicated Pupil Count	7,726
2021-2022 School Unduplicated Pupil Count	293
2021-2022 LEA Dropout Rate	2.9%
2021-2022 School Dropout Rate	N/A
2021-2022 LEA Suspension Rate	2.4%
2021-2022 School Suspension Rate	0.7%
2021-2022 LEA Expulsion Rate	0.0%
2021-2022 School Expulsion Rate	0.00%
LEA Locale Code	21
2021-2022 LEA Non-Stability Rate	10.6%
2021-2022 LEA Non-Stability Rate Foster Youth	58.1%
2021-2022 LEA Non-Stability Rate Homeless Pupils	29.2%
2021-2022 LEA Child Find Rate	12.44%
LEA's Compliance Status for Overall Disproportionality for 2021-2022	Not Disproportionate
LEA's Compliance Status for Disproportionality by Disability Type for 2021-2022	Not Disproportionate

Core Commitments

Covina-Valley Unified School district, under the direction of the Superintendent and the Board of Education, has made a commitment to the mental and physical health of all students and staff. As we continue to develop plans and establish new protocols to address the changing needs of our community, we see that there is so much more that can be addressed with the addition of some key positions and programs. The CCSPP would allow the district to increase and enhance the services for the families in our community.

We have made a core commitment using the following positions and programs to begin building a stronger foundation for all educational partners in our district. It is imperative that this support continues to grow, and with the addition of the CCSPP, Covina-Valley would be able to increase and enhance these much-needed services.

1. Commitment to Asset-Driven And Strength-Based Practice

a. School Counseling

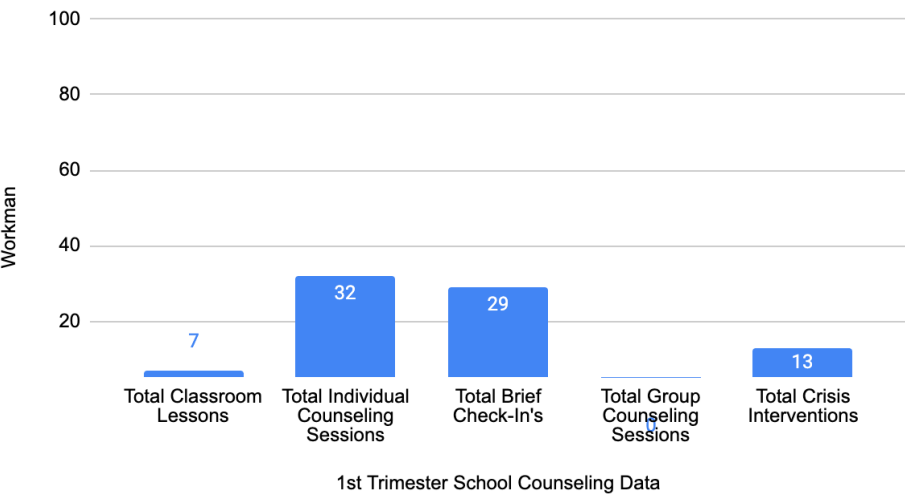
Workman Ave Elementary School and the Covina-Valley Unified School District are committed to providing elementary students with access to certificated school counselors and counseling services on campus. Our elementary school counseling program services are based on the [American School Counselor Association \(ASCA\) Student Standards: Mindsets & Behaviors for Student Success](#), which include teaching knowledge, attitudes, and skills that promote positive student development. These standards help create an inclusive, respectful school culture that eliminates racism and bias in the school. The elementary school counselors achieve this through a Multi-Tiered, [Multi-Domain System of Supports \(MTMDSS\)](#) framework approach that guides the implementation of academic, social-emotional, and college/career interventions, positively impacting measurable student outcomes, including academic achievement, attendance, and discipline. School counselors are present and actively implementing Tier 1 interventions through Social-Emotional Learning (SEL) classroom guidance lessons and school-wide activities, including parent involvement and community-building events. Additionally, they are proactive in facilitating evidence-based, data-driven Tier 2 interventions through small-group counseling tailored to students' needs. Furthermore, our elementary school counselors provide Tier 3 interventions through individual, short-term counseling as well as established processes that support students and their families with referrals to outside mental health support and community resources.

School counselors are an integral part of C-VUSD's proactive mental health support and crisis response team. Our counselors collaborate closely with caregivers, teachers, social workers, psychologists, and other educational and mental health partners to ensure students are receiving the support and accommodations they need in the classroom and beyond. Workman currently has a part-time school counselor on campus for 2.5 days per week. The part-time school counselor has been making a significant impact on students by establishing a comprehensive school counseling program that is proactive and effective in nature. Counseling data from this academic year 2022-2023 (as of March 24, 2023), in comparison to the data from 2021-2022 (March - June 2022), shows a paramount increase in counseling services, access, and equity, that has positively shifted the response to students' needs. The Workman Elementary School Counseling Data 2021-22 & 2022-23 Academic Year

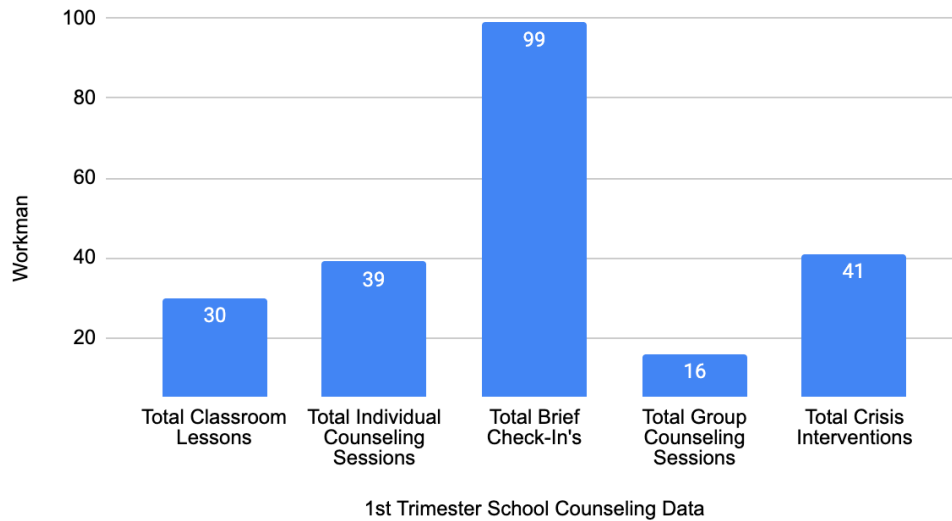
Comparison of Services Delivered graphic highlights the astounding difference in increased services, especially with Tier-1, universal instruction, and Tier-2, targeted intervention supports.

The increase in certificated counseling staff has made a tremendous difference in the overall expansion of counseling services available for all students, and they can easily double services with a full-time counselor. The number of services delivered and the number of students reached by counseling supports thus far has been made possible through effective Tier-1 and Tier-2 interventions, including counselor-guided classroom lessons and targeted small groups that are data-driven and based on student needs. Tier-1 classroom lessons have focused on proactive social-emotional and character trait topics that strengthen our students' interpersonal skills and social-emotional regulation, increasing self-regulating, restorative practices, and decreasing disciplinary actions. Lesson topics include Anti-Bullying, Gratitude, Perseverance, Growth Mindset, Kindness, Honesty, Empathy, Responsibility, Labeling and Managing Feelings, Conflict Resolution, and Cooperation. The part-time counselor this year has managed to successfully deliver classroom lessons to 71% of Workman students, reducing the need for Tier-3 individualized services and using time more effectively to increase more universal access for all students. Tier-2 services have also been increased via targeted interventions such as small groups focusing on topics including Stress and Anxiety Reduction, Building Healthy Relationships and Friendships, Increasing Self-Esteem, Strengthening Social Skills, Impulse Control, Personal Space, Developing Healthy Boundaries, Managing Hard Emotions, Study Skills, Conflict Resolution, and Managing the Elementary to Middle School Transition. The following data graphics show a comparison between the previous academic year, 2021-2022, and this academic year, 2022-2023, direct and indirect services.

August 2021-December 2021



August 2022-January 2023

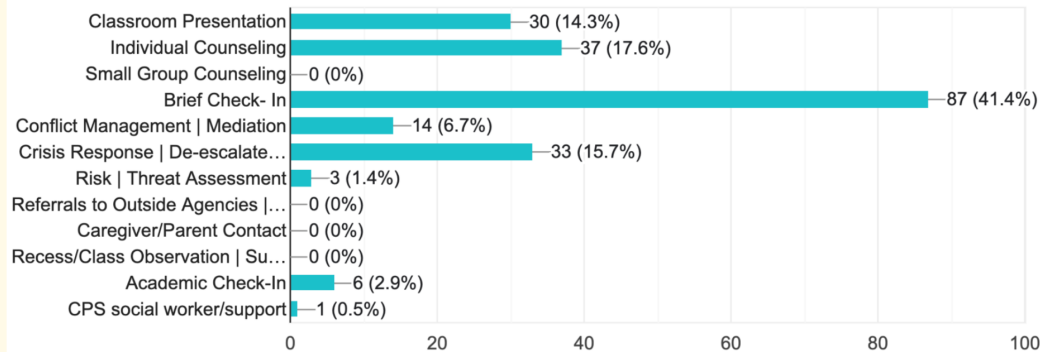


The American School Counselor Association (ASCA) recommends school counselors increase the delivery of proactive rather than reactive direct and indirect services. Per the [ASCA National Model and Framework Standards](#), school counselors are to define, manage, deliver, and assess their comprehensive school counseling program in order to make measurable gains in student outcomes, including academic achievement, attendance, and discipline. The Workman Elementary comprehensive school counseling program and C-VUSD district recognize the need for a full-time counselor that can successfully strengthen and sustain the program and can continue to support students' needs. It is our goal to align our counseling program standards to the ASCA Student Standards and continues to deliver tiered-level counseling services that are data-driven and meet the ASCA direct and indirect student support services goal of 100% for Tier-1 (Universal Instruction), 20% for Tier-2 (Targeted Interventions), and 5-10% for Tier-3 services (individualized support and outside referrals). Per the graphic below, a full-time school counselor at Workman Ave Elementary would be able to successfully implement the supports needed to reach these goals as well as accurately collect and analyze student outcome data, measure student progress, and assess program effectiveness.

Tier 1 (14.3%) Tier 2 (41%) Tier 3 (33%) August 2022-January 2023 Data

Service Type

210 responses



A full-time counselor would be able to adhere to the ASCA standards and effectively manage their time, spending 20% in program planning and school support activities and 80% of their time in direct and indirect student services, ensuring positive changes in student academic achievement, social/emotional development, college/career readiness, and most importantly, making strides in closing the equity and achievement gap.

The need for a full-time school counselor is evident in the data collected this year. Funding a full-time counselor at Workman Ave Elementary would ensure that every student and their family have access to a holistic academic success plan and mental health support system. An established full-time school counselor would be able to successfully reach 100% of our students, increase Tier 1 and Tier 2 interventions, and further implement and sustain a strong and effective ASCA-driven program that supports a positive school climate/culture with effective and proactive procedural restorative practices. This year, the counseling program has not only helped our students learn how to advocate for their social, emotional, personal, academic, and behavioral needs in a more positive way, but it has also made resources available for their families and our community. Our program has increased services for our diverse population and is strengthening our mental health advocacy efforts to support our families. The CCSPP implementation grant will create the essential full-time school counselor position at Workman Ave Elementary School, providing all students with access to a school counselor every day of the week, promoting equity and wellness, and overall increasing our community's access to essential mental health services.

b. School Social Workers

Workman Elementary students receive school-based mental health support through the district social worker, who individualizes school-based mental health support by following a Multi-tiered system of support. Universal interventions (Tier 1) include mental health-promoting activities, including the strengthening or reinforcement of positive social, emotional, and behavioral skills designed to support the well-being of all students, regardless of whether they are at risk for mental health problems. The mental health support activities include efforts to support a positive school climate and staff well-being. These interventions have been implemented schoolwide, at the grade level, and/or at the classroom level. Schoolwide social-emotional learning lessons and grade-level or classroom presentations for all students, regardless of whether they are at risk for mental health problems, include mental health awareness, empathy, and effective coping strategies.

Early intervention services and supports (Tier 2) to address mental health concerns are provided for students who have been identified through screenings during counseling sessions, needs assessments, referral, or other school collaborative processes as experiencing mild distress or functional impairment or being at risk for a given problem or concern. When problems are identified, early support is put in place, positive youth development is promoted, and the district social worker engages a student and their family in exploring solutions/interventions to reduce or eliminate the problems. Mental Health Services provided include small-group interventions for students identified with similar needs (e.g., students with anxiety and/or depression), brief individualized interventions (e.g., mental health awareness, social skills, problem-solving), mentoring, and/or low-intensity classroom-based supports such as a daily report card or daily teacher check-in. Treatment services and supports (Tier 3) to address mental health concerns are provided for students who need individualized interventions for the significant distress and functional impairment they are experiencing. Services include individual or group therapy for students and engagement and psychoeducation for parents and families who have been identified, and often diagnosed, with social, emotional, and/or behavioral needs.

The district social worker provides mental health services at Workman Elementary and Covina Valley Unified District. The district social worker specialized in training to meet students' social-emotional needs. The district social worker designs and implements school-based programs to promote a positive school climate among all students. They work with the entire student body to identify students in need of more intensive interventions and connect Workman students to additional services in the community where needed. The district social worker also serves as a

resource to the principal and other educators, providing consultation and training on identifying students with mental health needs and a referral process when services are sought. Working more closely with individual students and their families, Workman's district social Worker additionally creates a bridge between the school and the community when linking such services. This coordination is critical to Workman's successful school and community partnership to maximize limited resources, facilitate better service delivery, and maintain communication between partners.

c. Site Wellness Center

Workman believes that the physical, emotional, social, intellectual, cultural, and environmental dimensions of our students are the foundation of a well-balanced approach to personal success. The student wellness center is committed to providing students with a safe and comfortable space with access to wellness resources and healthy strategies to support students' mental health and well-being in order to access social and emotional support, develop healthy coping strategies, improve the school climate/culture and promote academic success by addressing social-emotional needs first. The wellness center is a school-wide support service that promotes an inclusive, nonjudgmental space available for all students.

d. School, Family, and Community Outreach Liaisons

Our Outreach Liaison works effectively with people of all cultures. They serve as a communications liaison between families, community agencies, and the school to promote positive attendance, behavior, academics, and family engagement. In addition, they assist in scheduling parent education, family events, and parent meetings and provide referrals to community agencies for needs relating to food, clothing, glasses, medical care, and mental health support. Workman has a 6-hour liaison position, and the CCSPP grant will provide the liaison with additional training and resources to support the school community.

e. Health Services Coordinator

Workman receives school-based health support through a school nurse, who individualizes school-based health service support. As the health care expert within the school, the school nurse assesses the overall system of care and develops a plan for ensuring that health needs are met. Responsibilities include the development of plans for responding to emergencies and disasters and confidential communication and documentation of student health information. The school nurse must assess the student's health status, identify health problems that may create a barrier to educational progress, and develop a health care plan for the management of the problems in the school setting. The school nurse educates and trains staff members throughout the school on how to best support our students with acute and chronic illnesses.

The school nurse is a leader in the development and evaluation of school health policies. These policies include health promotion and protection, chronic disease management, coordinated school health programs, school wellness policies, crisis/disaster management, emergency medical condition management, mental health protection and intervention, acute illness management, and infectious disease prevention and management. The school nurse also provides health screenings, which can decrease the negative effects of health problems on education by identifying students with potential underlying medical problems early and referring them for treatment as appropriate. Early identification, referral to the medical home, and use of appropriate community resources promote optimal outcomes. Screening includes but is not limited to vision and hearing screenings. The school nurse is a liaison between school personnel, family, health care professionals, and the community.

The school nurse participates as the health expert on the IEP and 504 teams. IEP teams identify the special education needs of students; 504 teams plan for reasonable accommodations for students' special needs that impact their educational programs. As the health expert for students with health problems, the school nurse ensures that there is adequate communication and collaboration among the family, physicians, and providers of community resources. The school nurse also works with community organizations and primary care physicians to make the community a healthy place for all children and families.

Under the direction of the Health Services Coordinator, Covina-Valley Unified School District has partnered with COVID Clinic to provide no-cost COVID-19 testing to students and staff throughout our school district located at our Health and Wellness Center. Families can also come to the Health and Wellness Center to receive health screenings from our Registered Nurses, who provide BMI, vision, hearing, and vital sign screenings. The Registered Nurses also provide health education to families, such as diabetes, asthma, seizures, anaphylaxis, etc. Health Services has also partnered with Mercy Pharmacy to provide no-cost routine immunizations to our students as well as COVID-19 and Flu vaccinations located at the Health and Wellness Center. Mercy Pharmacy has also assisted the Health Services Coordinator in placing tuberculosis tests for Covina-Valley High Schools Medical Pathway students to meet the requirements for the students to go to a hospital site for work-based learning. With the CCSPP grant, Health Services can continue to expand the variety of support services to be offered to our families in Covina-Valley Unified School District.

f. Licensed Vocational Nurses (LVN)

Under the supervision of a School Registered Nurse, the Licensed Vocational Nurse (LVN) provides specialized physical health care services to students as needed. Services can include, but are not limited to, catheterization, gastric tube feeding, Tracheostomy care, ventilators, toileting/diaper changing, etc., based on each individual child's need. The LVN provides required medication/treatment for students as ordered by physicians and collaborates with the School Nurse on medication/treatment orders and supervises classroom staff to assure safety of the students at all times. The LVN assists in initiating and maintaining health and other related records along with assisting the school nurse in vision and hearing screenings and other appraisal evaluations.

The LVN maintains a positive school health environment through open communication and effective human relationship skills and team concept directives. Assists in referring parents of pupils needing medical care or welfare assistance to appropriate private or community resources. The LVN serves as a health education resource to staff and students while providing health counseling services for parents, students and school personnel. LVN's provide emergency nursing services for ill or injured students at school along with first aid. The LVN notifies parents of students about illnesses, physical defects and potential health problems and provides health counseling toward pursuit of appropriate action.

g. District Health and Wellness Center

The [Covina-Valley Unified Health and Wellness Center](#) was established in January, 2023 with the vision of providing parent education, physical and mental health resources, and facilitating access to basic need resources of our underserved students and their families. The Health and Wellness Center works in collaboration with the district's social workers, the health services coordinator, community partners, and school/district personnel to identify vulnerable populations. The Health and Wellness Center targets four wellness domains to help stabilize families in crisis including education, mental health, physical health, and basic needs. Each domain is addressed by one of the four service rooms located at the Health and Wellness Center which include the Family Wellness room, the Health Services room, the Family Education room, and the Family Resource room.

Students and their families are referred to the Family Wellness room and meet with a district social worker to complete a basic needs assessment, a mental health services assessment, access individual and group mental health counseling services, obtain community mental health referrals, and access health consultations.

The district family education room hosts parent education workshops that promote mental health and address various mental health topics including depression, anxiety, and ADHD among others. Each mental health topic will educate the community about symptoms related to mental health disorders, provide practical strategies to address these symptoms, and assist families in identifying indicators of mental health needs and discuss district and community based resources available to them that are committed to diversity, equity and inclusion.

Students also have access to the Health Services room which hosts family education nights, conducts brief health assessments, provides community health resources, and engages every district nurse in specialized procedure training.

h. Family Resource Room

The mission is to build strong, healthy families by offering resources, education and supportive services to empower and strengthen our families. We support children and families who are at-risk, experience homelessness or foster youth by providing them with direct access to resources. Through school referrals and a basic needs assessment individual family needs are identified and families are provided private and confidential access to the family resource room where they can access food, laundry supplies, clothing, uniforms, and increase their stability by assuring that the basic needs of vulnerable children and families within our school district, are being met. We work actively in partnership with local centers and agencies to help parents, families and children get information about early intervention services and help navigate access to public resources.

i. After-School/Extended Learning Opportunities

Our community partner, Elevo, provides after-school, summer, and intersession learning opportunities that focus on developing our students' academic, social, emotional, and physical needs and interests of our students through hands-on, engaging learning experiences. Our expanded learning program is student-centered and currently includes one community partner. The CCSPP grant will allow Workman Avenue to explore and work with additional community partners to grow and support student groups beyond the unduplicated students currently targeted for enrollment.

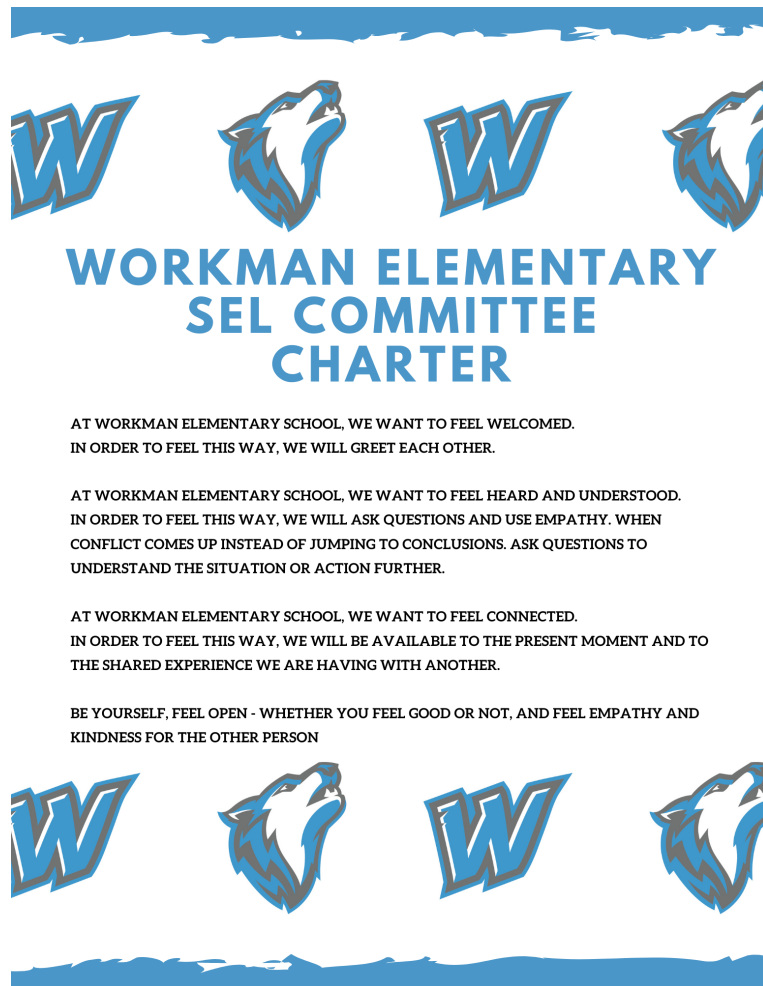
2. Commitment to Racially Just and Restorative School Climate

Covina-Valley has invested in comprehensive and research-based programs to address the need for social-emotional learning and increased emotional intelligence for all staff and students with a focus on building positive culture and climates at all school sites. We believe in a continued focus on the whole child

and professional development for all staff members. With the CCSPP grant, we can continue to develop the way we comprehensively address community needs, create racially just and appropriate environments, and promote restorative practices.

a. Yale Center for Emotional Intelligence RULER Training

RULER is a systemic approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence and implemented districtwide. RULER aims to infuse the principles of emotional intelligence into the immune system of PreK to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students.



b. SEL Implementation Plans

Workman has an SEL Committee that convenes monthly to discuss counseling data and current interventions that are in place to support students. Support is ongoing, not only for students, but for staff, and families- [Social Emotional Learning Plan](#).

WORKMAN ELEMENTARY SCHOOL

CHARACTER TRAITS 2022-2023

September: Self Control
October: Courage
November: Honesty
December: Optimism
January: Respect
February: Kindness
March: Integrity
April: Perseverance
May/June: Consideration



c. Restorative Practices

Within the last two years, Karen Junker from Restorative Best Practices has trained and coached Workman teachers. Students benefit from restorative circles, and they use effective language for problem-solving properly. Teachers are able to build community within their classrooms, and students hold each other accountable.

d. PESA Training

With the support of the CCSPP, Covina-Valley will be hosting Parent Expectations Support Achievement (PESA) Training, a parent education program based on research showing that parents' expectations are the greatest predictor of their children's educational success. It is designed to improve participants' skills as a parent or caregivers. The program teaches techniques to help raise a child's academic performance, improve communication with the family, and enhance self-confidence. It is a behavioral change program that teaches by creating a link between home and school through consistent nurturing and high expectations and standards for students.

3. Commitment to Powerful, Culturally Proficient, and Relevant Instruction

Covina-Valley is committed to providing educational excellence for every student, every day. As a result, the district focuses on high-quality teaching and learning and provides high-quality professional development and relevant and culturally appropriate resources.

a. Curriculum Adoption

Teachers are provided with instructional materials to meet the needs of all students. These high-quality materials include district curriculum adoptions as well as supplemental materials to remediate or accelerate students based on need. When adopting the curriculum, Covina-Valley follows the protocol recommended by the Los Angeles County Office of Education (LACOE) and outlined in the LACOE Toolkit for Instructional Materials Evaluation. This protocol involves establishing a committee representative of all school sites and grade levels, developing a district lens, screening materials for alignment to standards, student support, monitoring student progress, and teacher support. Covina-Valley has added the practice of giving careful consideration is given to how the program addresses the needs of student groups like English Language Learners and students performing below grade level. Consideration is now given to how representative the program is of Covina-Valley's student groups, including the culture of Hispanic and African American communities. Connecting students to school and learning is a top priority in Covina-Valley, and providing students with a curriculum that is relevant to our students is part of that priority.

b. Supplemental Programs

In addition to the adopted curriculum, Covina-Valley provides teachers and students with supplemental materials to support students' learning. Supplemental instructional materials include the iReady Diagnostic and Online instruction. The iReady Program provides rigorous and motivating reading and mathematics instruction that engages students of all levels and backgrounds, motivates students to persist in skill building, and provides scaffolded support that meets the needs of all students.

c. Instructional Strategies

Covina-Valley equips its teachers with strategies to engage students in learning. Instructional programs, including Thinking Maps and AVID, provide students with strategies and skills they can use to motivate, organize their learning, motivate themselves, and solve problems. With CCSPP grant funds, Covina-Valley will provide Culturally Responsive Teaching professional development for teachers to incorporate students' cultural identities and lived experiences into the classroom as tools for effective instruction. Research shows this kind of teaching helps marginalized students see themselves and their communities as belonging

in schools and other academic spaces, leading to more engagement and success.

4. Commitment to Shared Decision-Making and Participatory Practices

Covina-Valley Unified values honest and regular input and feedback from our educational partners, including students, staff, parents, and the community. We understand we cannot achieve our goals without the support from and communication with our District and school partners. As outlined in the following advisory forums, engaged educational partners have voiced the need for C-VUSD to continue to support the whole child in an environment that makes them feel safe, valued, engaged, challenged, and healthy. With the CCSPP grant, we can have a communitywide approach to meeting the needs of the whole child, significantly impacting students' educational outcomes and helping close the achievement gap among student populations.

a. District LCAP Parent Advisory Committee

Our LCAP Parent Advisory Committee is one educational partner group that provides feedback and input on matters pertaining to the Local Control and Accountability Plan (LCAP) with the goal of improving the performance of unduplicated English learner, low-income, and foster youth students, as well as the performance of all students in the state priority areas. The committee comprises parents or legal guardians of students enrolled in the District, including parents and legal guardians representing state and district-identified targeted student groups. The committee meets in person four times annually, and childcare and translation services are available. Consistent meeting attendance is required, and every school site is represented.

According to feedback from this committee, school-based mental health should continue to be a priority in C-VUSD and a vital part of the District's student support system. Parents have emphasized the urgency to make sure students who need support are identified early, receive an appropriate referral, and that teachers receive training in early detection and response to mental health interventions. Parents have also requested additional mental health professionals at the school sites to provide mental health services in our schools.

b. District English Learner Advisory Committee (DELAC)/District Advisory Committee (DAC)

Our District-level English Learner Advisory Committee is comprised of parents, staff, and community members designated to advise district officials on English learner programs and services. In addition, our DELAC acts as the English learner parent advisory committee and reviews and comments on the development or annual update of the Local Control and Accountability Plan (LCAP).

The DAC stressed that because children spend most of their time in school, schools play an increasingly critical role in supporting the whole child. The committee reinforced the importance of providing a safe and supportive environment where children can access prevention, early intervention, and support through school-based mental health programs. While this has been a priority in C-VUSD, this committee stressed the continued need to expand school-based mental health services.

c. School Site Council

Our School Site Council (SSC) is a group of teachers, parents, an administrator, and interested community members who work together to develop and monitor our school's School Plan for Student Achievement. It is a legally required decision-making body as our school receives federal funds. In addition to School Site Council responsibilities, this body's active family and community engagement shared the need for continued social-emotional support for Workman students.

d. Educational Partner Surveys

Each year, Covina-Valley requests input from our staff, students, parents, and community members to establish the ways we can align our District actions to directly and coherently respond to the needs of our students. Anonymous surveys help the District prioritize initiatives to align with District goals and the eight state priorities. The 2023 Staff, Student, and Parent/Community Survey results in our School Planning Artifacts folder show that mental health support services are a top District priority for all educational partners. Parents and the community were also asked to indicate the type of parent education opportunities they thought were important. Top results included mental health awareness, strategies to build students' positive self-esteem, stress and coping (promoting resilience during difficult times), identifying and addressing substance abuse (inhalants, vaping, and opioid use), and suicide prevention and intervention. Lastly, according to staff survey results, mental health interventions were among the top two professional development priorities in C-VUSD. Just outside the top 5 priorities for professional development were Social-Emotional Learning (SEL), Character Education, and Culturally Responsive Teaching. Survey results from our educational partners reflect a District and school climate that is comfortable talking about and addressing emotional health.

Research shows that schools collaborating with community partners have found that they can enhance individual students' academic success. According to the research, these partnerships have improved truancy and discipline rates, increased graduation rates, and helped create a positive school environment where students can learn and succeed in school and the community.

Measurable Goals and Activities

Goal/Priority Action 1			
Goal/Priority: Expand access to school counseling and social/emotional support and to increase and expand resources for all students and families.			
Strategies and Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Hire a Student Support Coordinator	Director, Student Services, Personnel	Summer, 2023	Number of Community Partners, Programs, Services, Updated protocols
Elementary School Counseling at Ben Lomond full time	Principal, Personnel	Summer, 2023	Baseline service comparables from 21-22, 22-23, and subsequent years
Expand parent services and access to the District Health & Wellness Center	Student Support Coordinator	Start of 2023-2024 school year	Baseline service comparables from 21-22, 22-23, and subsequent years
Expand Community Partnerships at the District Family Resource Room	Student Support Coordinator	2023-2024 school year	Baseline service comparables from 2023-2024, and subsequent years
Expand Care Solace referrals to connect families in need to community agencies and organizations	Director, Student Services, Student Support Coordinator	2023-2024 school year	Baseline service comparables from 21-22, 22-23, and subsequent years

Goal/Priority Action 2			
Goal/Priority: Increase and expand family and community engagement by implementing increased parent training opportunities			
<ul style="list-style-type: none"> This included culturally relevant training, and outreach, including in the families' target language 			
Strategies and Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Train staff on PESA	Ed Servies Team	2023-2024 school year	Training Surveys, Teacher Surveys,
Implement YALE RULER training for parents	Elementary counselor, district social worker, administrator	By end of 2023-2024 school year (ongoing)	Parenty enrollment numbers, Parent surveys

Social Emotional Learning Workshop Series for Workman Families	Principal and Counselor	Monthly	Behavior and Social Emotional incidences decrease.
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Goal/Priority Action 3

Goal/Priority: Increase overall services and professional practices for all staff

Strategies and Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase and expand Yale RULER training to include all staff members	Principal	Ongoing	As new employees are hired, they are automatically added to the RULER platform where they have access to tools and resources.
Implement Yale RULER program with fidelity in all classrooms	Principal	Ongoing	Student implementation
Implement and expand Restorative Practices training for all staff	Principal	Ongoing	Behavior incidences decrease
Engage in the Grief-Sensitive School Initiative	Principal	Summer, 2023	Membership, teacher resources

Goal/Priority Action 4

Goal/Priority: Increase and expand after school learning time and opportunities for all students.

Strategies and Actions	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Increase and expand the C-VUSD Elevate after school program	Increase and expand the C-VUSD Elevate afterschool program	Director of Student Services/Principal of Afterschool Programs	Summer 2023
Increase and expand online and in person tutoring services for all students	Increase and expand online and in-person tutoring services for all students	Teachers, administrator, home/school liaison, elementary counselor, intervention teachers	Start of 21/22 school year (ongoing)
Increase and expand	Increase and expand	Teachers, administrator,	Start of 21/22 school year

summer school enrichment classes.	summer school enrichment classes.	elementary counselor, district social worker	(ongoing)
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Current Key Staff

Director, Student Services

Under the supervision of the Assistant Superintendent, Educational Services, the Director of Student Services represents and advocates for students' social-emotional, academic, and behavioral well-being. Leads the planning, development, organization, management, direction, and implementation of all aspects of the Multi-Tiered Systems of Support (MTSS) in the District to include Child Welfare and Attendance, Physical and Mental Health Services, Counseling, Foster Youth, and Homeless Youth. Provides an integrated approach to student support by implementing systematic and effective principles of practice to improve student outcomes at the individual, group, school and district levels, paying particular attention to traditionally marginalized, foster youth, homeless youth, and low-income student populations.

Health Services Coordinator

Under the direction of the Director of Students Services, the Health Services Coordinator is responsible for planning, managing, coordinating, and implementing a comprehensive district health services program that includes health education, screening, testing, assessment, and treatment; ensures compliance with applicable laws, procedures, and regulations; assists principals with the supervision of school site health services staff.

School, Family, Community Outreach Liaison

Under the supervision of a School Site Administrator, serves as an outreach liaison to support families with school-aged children. Liaisons work effectively with people of all cultures and serve as communications liaisons between families, community agencies, and the school to promote positive attendance, behavior, academics, and family engagement. Assists in scheduling parent education, family events, and parent meetings.

Elevo Site Coordinator

The Elevate after-school program fosters students' social, emotional, and physical well-being by providing engaging enrichment activities, academic support, and physical activity and games. Under the supervision of the Elevo Site Manager, the Elevo Site Coordinator is responsible for planning, implementing, and evaluating various after-school instructional and enrichment activities. They are also responsible for supervising students and ensuring the safety and well-being of students in the after-school program.

Anticipated Positions with the approval of the CCSPP Grant

Elementary School Counselor

A full-time elementary counselor to the targeted school. Funding a full-time counselor at the targeted elementary schools would ensure that every student and family has access to a holistic academic success plan and mental health support system. An established full-time school counselor would be able to successfully reach 100% of our students, increase Tier 1 and Tier 2 interventions, and further implement and sustain a strong and effective ASCA-driven program that supports a positive school climate/culture with effective and proactive procedural restorative practices.

Secretary Health & Wellness Center

This position will provide direct classified support to the administrators overseeing the California Community School Partnership Program (CCSPP). This position will also act as a liaison for parents seeking assistance. This position will assist the administrators in allocations and expenditures and general fiscal services. Other duties may include establishing and maintaining complex, interrelated filing systems and records; reviewing and checking documents, records, and related forms for accuracy, completeness, and conformance to applicable rules and regulations; giving out information in person or by telephone where judgment, knowledge, and interpretation of policies, and regulations are necessary; receive visitors, set up appointments, screen visitors and telephone calls, and refer to appropriate staff members.

Student Support Coordinator/Lead Social Worker

This position manages, monitors, and facilitates the work responsibilities of departmental and contracted school social workers and coordinates the assignments for school social worker intern(s). The position supports instructional programs by reviewing reports of team members, mentoring colleagues, and supporting professional accountability. Position collects, interprets, and synthesizes information about a student's social history, community environment, family dynamics, economic differences, and significant crises that influence academic and behavioral functioning. The position works cooperatively as an interdisciplinary team member to provide services and to devise an appropriate service plan for referred students and their families.