

Lancaster School District 2022–23 Community Schools Implementation Plan (Attachment II)

Lancaster School District is seeking funding for 22 schools via the California Community Schools Partnership Program. Each school has a detailed plan for their community schools work aligned with the broader community schools vision of the district and community.

Nancy Cory Elementary School (Principal: David Denning)

Nancy Cory Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 23% African-American, 55% Hispanic, 0.3% Native American
- 84% eligible for free or reduced lunch
- 10% English learners
- 16% students with IEPs
- 4% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor to support students experiencing challenging personal and academic situations
- Breakfast in the classroom to support students in poverty
- After school programs for enrichment
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- More access to physical and mental health community partners
- Assistance for families improve student attendance

- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 59% of students say that they do not feel like they belong at school
 - 28% of students say they have difficulty with maintaining relationships at school

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. Our school focuses on the positive and encourages best efforts for all staff and students. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. We provide Trauma-informed training for all staff members.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 10% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- ***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Our teams meet regularly to analyze data and get SMART goals for our students. Further, we have recruited highly engaged parents to lead our School Site Council

Measurable Goals and Activities: Identify the school’s goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social worker / counselor to support the significant emotional needs of our student community.

- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader =School Counselor
- Leadership Team =Principal, Assistant Principal, ILT Team
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

New Vista Middle (Principal: Torray Johnson)

New Vista Middle is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 33% African-American, 55% Hispanic, 0.5% Native American
- 95% eligible for free or reduced lunch
- 15% English learners
- 17% students with IEPs
- 4% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Two full-time counselor to support students experiencing challenging personal and academic situations
- A part-time social worker to support the needs of students and their families
- Trauma-informed practices training for all staff members
- A foster liaison to support the socio-emotional needs of our foster students and families
- School-based mental health services
- SEL training for all teachers and staff
- Focused Capturing Kids' Hearts training for staff and students
- PBIS Team that meets to review student behavior progress
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meets X times per week and is designed to develop relationships, foster community,

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Access to physical and mental health supports on campus
- Strong connections to community partners
- Students arrival and departure from school and home

- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 63% of students say that they do not feel like they belong at school
 - 45% of students say they struggle to stay calm and focused

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 42% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- ***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited parents to lead our School Site Council.

Measurable Goals and Activities: Identify the school’s goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social worker / counselor to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school

- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.
- Full-time safety supervision staff to support our campus.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Principal
- Leadership Team =Principal, Assistant Principals, Site Instructional Coach, Instructional Leadership Team
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

Piute Middle (Principal: Joseph Lomonaco)

Piute Middle School is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 31% African-American, 61% Hispanic, 0.4% Native American
- 96% eligible for free or reduced lunch
- 23% English learners
- 20% students with IEPs
- 4% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- 3 full-time counselors to support students experiencing challenging personal and academic situations
- A full-time social worker to support the needs of students who fall under Tier 3 within the MTSS framework and their families
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program called Warrior PRIDE that meets 5 times per week and is designed to develop relationships, foster community, and reinforce SEL concepts
- A foster liaison to support the socio-emotional needs of our foster students and families
- School-Based mental health services
- Implementation of a “Dream Center” Dream Centers to support students of color and their allies with resources, programs and leadership development.

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019

- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- Disproportionate suspensions and expulsions for our African American and Special Education students.
- Adequate staff training on culturally responsive teaching and practices.
- Negative perceptions of school and community
- Lack of visible parental support
- Improve Chronic Absenteeism
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 60% of students say that they do not feel like they belong at school
 - 45% of students say they struggle to stay calm and focused

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. We provide designated SEL time and resources built into the school day. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. Our school has a foster liaison to support the socio-emotional needs of our foster students and families. All staff are Capturing Kids Hearts trained, and this leads to stronger and healthier relationship building amongst staff and students.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 41% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support Piute’s students in culturally relevant and responsive practices, particularly in support of English learners. All teachers are receiving professional development in teacher clarity and building relationships with students.
- ***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted

through this team. Further, we have recruited highly engaged parents to lead our School Site Council. Our teams meet regularly to analyze data and get SMART goals for our students

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals)

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social worker / counselor to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each day.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on our SEL Web assessment. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Self Control, Self Awareness, Social Problem-Solving, and Understanding Others.
- Students will experience a stronger sense of belonging, as measured by pre/posts on Youth Truth. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Kimberly Porter - Principal

- Leadership Team =Principal, Assistant Principal, Site Instructional Coach, Teachers
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district’s LCAP, specifically under the following objectives and goals: Cooksey LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.

- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

Promise Academy (Principal: Amy Westlake)

Promise Academy is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community that services significant populations of students who have been historically underserved:

- 27% African-American, 47% Hispanic, 0% Native American
- 92% eligible for free or reduced lunch
- 100% students with IEPs
- 0% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Implementation within all autism classrooms of Evidence Based Practices for students with Autism.
- Training and support is being provided through the Antelope Valley SELPA Captain team coupled with onsite support from district support staff.
- Capturing Kids Hearts Practices and training for all staff members
- Contracted Behavior Certified Board Analyst (BCBA) to conduct monthly training for staff members on effective classroom practices and strategies for students with autism.
- Ensuring continuous staff training and support in regards to assistive technology to support student growth in communication.
- Specifically designed school campus for students that are medically fragile with global delays and severely impacted
- Parent involvement through monthly attendance assemblies, Individual Educational Plan meetings, and parent training to create a community/team approach to support our students growth and development.

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Chronic absenteeism is negatively impacting student progress toward IEP goals and overall growth in all functional areas. Need more assistance for families to support improved student attendance.
 - Assistant Principal would support attendance issues with parent conferences and community outreach.
- A significant lack of quality and experienced Special Education teachers is limiting student growth and potential. Our most profoundly impacted students have suffered the most loss and continue to have difficulty with recouping in areas of behavior, communication, and functional progress
- Increased support in the classroom to guide teachers and classroom staff with the implementation of functional skills curriculum.
- Providing appropriate modeling and support to teaching staff that is struggling with significant student behavior and larger classroom numbers.
- Most students at Promise Academy are non-verbal or have limited access to express themselves on district surveys

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. Training and support is being provided through the Antelope Valley SELPA.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. Our school uses Capturing Kids Hearts Practices and training for all staff members
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 10% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.
- ***Shared Decision Making and Participatory Practices:*** Our school has a committed Instructional Leadership Team that includes teachers and other core

staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council. We include parents and advocates in regularly scheduled IEP meetings.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social workers.
 - This position would support the 6 classrooms at the Promise Academy and the additional 13 Moderate-to-Severe Classrooms on comprehensive campuses throughout Lancaster School District. These classrooms do not currently have any support for teachers or classroom staff. This would positively impact the growth and development of 19 special education classrooms throughout the Lancaster School District.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to an administrative team (principal and assistant principal) to support ongoing classroom needs and implementation of evidence based practices to ensure student growth and success.
- 100% of our moderate-to-severe students will have access to a collaborative team that will ensure access to needed services and continuous support that ensures goals are met and improved scores on the California Alternative Assessment. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. 8th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation

Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Assistant Principal
- Leadership Team = Principal, 1LT Team
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that

increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.

- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

Sierra Elementary (Principal: Rebekah McConnell)

Sierra Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 26% African-American, 56% Hispanic, 0% Native American
- 90% eligible for free or reduced lunch
- 16% English learners
- 12% students with IEPs
- 3% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full inclusion in UTK and Kindergarten to ensure that all students are benefitting from our MTSS systems, while ensuring that students with special needs are in the least restrictive environment
- Full-time counselor and social worker to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meets 1 time a week and is designed to develop relationships, foster community, and support students and families
- Weekly Social-Emotional Learning team meetings to ensure that students receive necessary supports at the Tier 2 and Tier 3 levels

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals have increased significantly from the 2021-2022 to the 2022-2023 school year)
- Student YouthTruth results demonstrate significant needs in student emotional wellbeing
 - Only 50% of students say that they feel like they belong at school

- Only 64% of students say they have an adult from school that they can talk to
- Only 22% of students say that they feel that students behave well in their class
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 44% of lower grade students are below average or well below average in the domain of social perspective taking
 - 33% of lower grade students are below average or well below average in the domain of social problem solving
 - 39% of lower grade students are below average or well below average in the domain of self control
 - 45% of upper grade students are below average or well below average in the domain of understanding others
 - 34% of upper grade students are below average or well below average in the domain of social problem solving
 - 44% of upper grade students are below average or well below average in the domain of self control
- 47.26% of Sierra students are chronically absent students. Students who are chronically absent display significant needs in social-emotional and behavioral learning, as well as struggle with academics. Our chronically absent students also struggle to develop a sense of belonging and to create meaningful relationships with adults and peers on campus.

Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. We provide Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including daily SEL instruction to support students in conflict, discipline and community. We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community.

- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 41% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners. Our teachers have culturally relevant classroom libraries.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited highly engaged parents to lead our School Site Council. Parents are regularly invited to participate in school events, communities and forums.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social worker / counselor to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.

- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Site Principal
- Leadership Team = Site Principal, Assistant Principal, Instructional Coach, Teacher representatives from various grades/departments, Family Ambassador
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

Sunnydale Elementary (Principal: Dr. Melissa Wood)

Sunnydale Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 27% African-American, 54% Hispanic, 1% Native American
- 92% eligible for free or reduced lunch
- 14% English learners
- 13% students with IEPs
- 4% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented in Kindergarten to be modeled for all grades.
- Two full-time counselors to support students experiencing challenging personal and academic situations
- Trauma-informed practices and suicide prevention training for all staff members
- Designated SEL time and resources built into the school day
- Teachers have been trained in SIPPS and Heggerty for Grades K-2; and trained in SIPPS and Magnetic Reading and SIPPS Plus for grades 3-5. These programs are used daily to support foundational skills in ELA.
- Intramural sports and afterschool activities
- Counselors deliver monthly SEL lessons in all classes on campus.
- All Kindergarten through 6th grade classrooms implement Kelso's Choices, which teach the students how to tell the difference between big problems and small problems, and how to take care of the situation.
- Restorative Justice circles for conflict resolution have decreased suspension rates.
- Social Contracts, and Schoolwide/Grade level matrices (PBIS) are communicated daily.

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- 43% of students are chronically absent and would benefit from more parent involvement, engaging activities and engaging instruction. Students who are chronically absent display significant needs in social-emotional and behavioral learning, as well as struggle with academics.
- Significant increase in students who have experienced trauma
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic
- According to the Social Emotional Assessment given in the fall of the 22/23 school year these are the areas with the most need:
 - 42% of lower elementary students scored below or well below average in social perspective-taking
 - 53% of upper elementary students scored below or well below average in self control
- Student Youth Truth survey results demonstrate significant needs in student emotional well-being
 - 54% of students say they feel a part of a community
 - 46% of students say students are friendly to them
 -

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. As we believe that regardless of the challenges we face, we are capable and we are stronger for them. Sunnydale has been a community school since 1958. Our community is proud of the foundation it has provided generationally.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. We embrace monthly visits from the Director of Equity to view campus climate from a culturally responsive perspective.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners. Counselors follow a cultural calendar and conduct sitewide culturally responsive activities for all classes to participate in.

- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we value our School Site Council, English Language Advisory Committee, and African American Advisory Council.

Measurable Goals and Activities: Identify the school’s goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time counselor / social worker / school psychologist to support the significant emotional needs of our student community.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier II interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 6th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 6th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader = Counselor
- Leadership Team = Principal; Asst. Principal; Teachers; Counselor
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.4 The district will provide additional certificated, and administrative support, to ensure and increase safety at all schools and facilities with increased monitoring as we implement various campus safety programs and equitable environments for our low-income student group.
- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be

trained in a dual capacity framework in order to provide for expectations at the site level for families.

- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

The Leadership Academy (Principal: Jeff Westreicher)

The Leadership Academy is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 57% African-American, 30% Hispanic, 0% Native American
- 89% eligible for free or reduced lunch
- 3% English learners
- 46% students with IEPs
- 15% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Project- based learning and leadership curriculum built into the day
- Two full time counselors for intensive student support
- ESports program to improve student engagement and attendance
- Adult to student ratio is 1 to 5 on campus to support students with intensive needs
- Family ambassador to connect with families
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meets 1 time a week and is designed to develop relationships, foster community,

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Need for social worker to provide extra support for students and families
- More opportunities for families to create positive relationships on campus
- More support for students who transition back to a regular campus
- Measures to address chronic absenteeism such as transportation, food, supplies, clothing, medical and dental support
- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)

- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 54% of students say that they do not feel like they belong at school
 - 84% of students say they struggle to stay calm and focused

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSPP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches. **Assets-Driven and Strength-Based Practice:** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment.

- **Racially Just and Restorative School Climates:** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. Our school serves students who have been expelled or have had significant disciplinary issues on a regular campus. Our schools works to build their leadership skills and create positive relationships.
- **Powerful, Culturally Proficient and Relevant Instruction:** We have made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 50% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of Special Education students. Teachers regularly attend professional development and focus on relevant educational experiences for our students.
- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Further, we have recruited parents to lead our School Site Council. We need more parent participation in our school and actively work to create positive relationships with the adults supporting our students.

Measurable Goals and Activities: Identify the school’s goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Full-time social worker / counselor to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 8th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader =Principal
- Leadership Team = Counselors, 2 teachers, campus security
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.

West Wind Elementary (Principal: Michelle White)

West Wind Elementary is seeking funding to invest in our plan to build a whole-child focused community school. We recognize that the key components of a community school include integrated student supports, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. We have designed our implementation to focus on **integrated student supports** in Year 1, and will continue to build and develop across the comprehensive school model over the course of the 5-year grant.

School Overview, Needs and Assets:

We serve a beautifully diverse community, including significant populations of students who have been historically underserved:

- 11% African-American, 59% Hispanic, 0.3% Native American
- 70% eligible for free or reduced lunch
- 8% English learners
- 8% students with IEPs
- 2% foster youth

Summary of Assets Overview: We have invested significantly in our school model to support these student populations. For example, we have the following systems of support in place:

- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselor to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Teachers and support staff use Positive Behavior Interventions and Supports to promote positive behavior.
- Foundational Advisory program that meets 1 time a week and is designed to develop relationships, foster community,
- Our teachers in K-2 are being trained in Early Literacy Skills to teach all students the foundational skills that are essential for reading to learn throughout their time in school.
- Students in 3rd-5th grades who meet specific criteria, work with the site intervention teacher on reading skills daily using the MyLexia program.
- Students in UTK-5th grade participate weekly in coding skills with their teachers and are learning to integrate academic standards into their coding projects.
- Our Junior Coaches Program is in use daily on the playground. Trained 5th graders participate on a rotating schedule during the 1st, 2nd, and 3rd grade recesses to model behavior expectations on the playground, promote Kelso's Choice and to teach and include students in playground games.
- All the kindergarten classes have an MTSS paraeducator in the classroom to support and reinforce skills being taught by the classroom teacher.

Summary of Needs Assessment: However, we continue to have significant needs that we must address holistically:

- Significant increase in students who have experienced trauma/ACES since 2019
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic, however, we have seen an increase of students seeking out the counselor or other adult for assistance and/or support when they become upset.
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 18% of students say that they do not feel like they belong at school
 - 38% of students say they struggle to stay calm and focused
- Chronic Absenteeism continues to be a barrier for many students at West Wind. This impacts academic, social and emotional growth, and behavior as students miss out on vital lessons in all areas.
- We have seen an increase in families reaching out for resources for mental health services. As families reach out, we are able to provide information on community resources as well as school-based resources.

Core Commitments: Describe the school’s commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

As a leadership team, we are deeply committed to the Cornerstone Commitments identified in the CCSP Framework. We would categorize our commitments and structures in support of these commitments as **evolving**; that said, our emergence out of the pandemic has tested many of our baseline practices in a way that requires new thinking and approaches.

- ***Assets-Driven and Strength-Based Practice:*** We recognize that our community has significant strengths alongside needs. For example, students and families demonstrate incredible resilience in the face of challenges. We seek to extend that strength to the academic environment. As a computer science magnet school, our students are learning to code in the classroom on a weekly basis. Teachers in K-2nd grade are using Early Literacy strategies to explicitly instruct students on early literacy skills which is the foundation needed for academic success throughout their time in school.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support system over several years, including restorative practices to support students in conflict, discipline and community. We have seen our students learn valuable problem-solving strategies using Kelso’s Choice. West Wind uses Positive Behavior Interventions and Supports in promoting positive behavior in all grade levels. Second Step is also used school wide to support students with their social-emotional growth and well-being.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We have made a concerted effort to recruit and hire staff members that reflect the demographic

profile of our students; for example, 26% of teachers identify as persons of color. All staff members engage in consistent professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of English learners.

- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team that includes teachers and other core staff members; all significant data and decisions related to instruction are vetted through this team. Based on the data that is reviewed and discussed, decisions are then reached to ensure our students receive the best possible education and experience at West Wind. Further, we have recruited highly engaged parents to lead our School Site Council, English Language Advisory Committee, and our newly formed African American Advisory Council. We value the partnership and input from all of our stakeholder groups at West Wind.

Measurable Goals and Activities: Identify the school's goals and activities, and describe how progress towards goals will be measured (i.e., SMART goals).

Using these grant funds, our school will invest in the following over the course of our five-year plan:

- Access to a full-time social worker / counselor to support the significant emotional needs of our student community.
- Access to additional medical, dental and emotional support on campus
- Assistance for providing safe routes to and from school for our students who walk to and from school.
- Ongoing professional development and training to ensure all staff members are aligned and committed to the core aspects of our community school practices (includes internal and external training opportunities).
- A comprehensive social-emotional growth system (Sown To Grow), where students can share their emotional wellbeing and experience at school and also build critical SEL skills over time.

We have established clear, measurable goals in support of our plan:

- 100% of teachers will be trained on the core aspects of our community school practices and how new roles/partnerships will expand whole-child supports.
- 100% of students will have access to high quality Tier I emotional wellbeing support on a weekly basis. We will begin with a weekly emotional check-in, and expand into academic check-ins and social-emotional skill-building. We will adjust the master schedule to include at least 20 minutes of SEL-focused learning time each week.
- 100% of students will have access to high quality Tier II and Tier III interventions based on their determined needs. We will expand our MTSS system to include emotional wellbeing inputs, and we will demonstrate a response to those inputs in a timely manner. Families will be a collaborative partner in this process.
- Students will improve their social-emotional learning capacity, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show

improvement or high levels of capacity in Self-Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills.

- Students will experience a stronger sense of belonging, as measured by pre/posts on an annual SEL screener. By 5th grade, 80%+ of students will show improvement or high levels of capacity in Sense of Belonging measures.

Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

The following roles are designated as leaders of the community school approach at our school:

- Community Schools Implementation Leader =Principal
- Leadership Team = Principal, Assistant Principal, Instructional Coach, PBIS Chair, Six Teachers
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team
 - Quarterly progress updates to all staff

LCAP Connections: Our community school goals are fully aligned with our district's LCAP, specifically under the following objectives and goals:

LCAP Goal 2 Equitable Learning Practices and Positive Learning Environments – We will provide the necessary resources and supports to create and maintain positive learning environments to eliminate barriers to success for all students.

- 2.1 Counselors will provide small group and individual support targeted towards foster students to ensure their social/emotional and behavioral needs are addressed through social-emotional programs (such as but not limited to Second Step) based on their needs.
- 2.3 The Department of Equity, Access, and Student Outcomes will provide a tiered system of support for academics, social/emotional, and behavior through the implementation of a Multi-Tiered System of Support that targets low-income students' need for individualized, small group, and personalized, equitable learning environments.

LCAP Goal 3 Safe and Supportive Environments – We will provide safe, secure, equitable and operationally efficient environments at all facilities for students, staff, and community members

- 3.5 School sites will provide alternative schools/programs to offer placement for low-income and foster students as an alternative to suspension and expulsion, while increasing low-income student access to mental health services, and social-emotional learning.

LCAP Goal 4-Family and Community Engagement – We will build positive partnerships with families and the community by increasing participation and active involvement on campuses and at site and district events.

- 4.1 School sites and the district will implement programs and supports for families to increase their engagement, and sites will be offered specific feedback on their increased capacity towards family engagement throughout the school year.
- 4.3 The district will assist sites in implementing parent support and training programs and opportunities for both virtual and face-to-face environments that increase parent capacity to assist students in academic achievement and the social development of low-income students. Subsequently, staff will also be trained in a dual capacity framework in order to provide for expectations at the site level for families.
- 4.5 The district will provide each school with a family ambassador who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and both coordinate and assist in the communication of parent workshops.