

## **Lancaster School District California Community Schools Partnership Program Implementation Plan**

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

[Link to the Single Plan for Student Achievement \(SPSA\)](#)

### **School Site Contact Information:**

<b>School:</b> West Wind Computer Science Magnet School	<b>Address:</b> 44044 36th Street West, Lancaster, CA 63535
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West Wind Computer Science Magnet School has been awarded the California Schools Partnership Program (CCSPP) grant to advance our initiative of creating a whole-child focused community school. Community schools are comprehensive school improvement models that involve close collaboration between educational agencies, staff, students, families, and community stakeholders. We acknowledge that the essential components of a successful community school include integrated student support, family and community engagement, collaborative leadership practices, and extended learning time and opportunities. Our implementation plan is structured to prioritize integrated student supports in Year 1, with a commitment to expanding and enhancing the full range of services outlined in the comprehensive school model throughout the five-year duration of the grant.

### **School Overview, Needs and Assets:**

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

- 16% African-American, 62% Hispanic, 0.8% Native American
- 76% Socio-Economically Disadvantaged
- 8% English Learners
- 13% Students with Disabilities
- 1% 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.
- 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 UTK-5th grade participate weekly in coding skills with their teachers and are learning to integrate academic standards into their coding projects.
- All the kindergarten and second grade 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:

- Continued increase in students who have experienced trauma over the past five to six years.
- Social-emotional learning and strength continues to be a challenge for our students, 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
  - 13% of students say that they do not feel like they belong at school
  - 16% of students say they struggle to stay calm and focused
- Chronic Absenteeism has decreased significantly for many students at West Wind. This impacts academic, social and emotional growth, and behavior as students miss out on vital academic and social and emotional lessons in all areas.
- We have seen an increase in families reaching out for resources for mental health services with our Family Ambassador and Community Liaison. 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 CCSPP Framework. We would categorize our commitments and structures in support of these commitments as evolving; that said, our emergence out of the pandemic for the past few years 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 Kindergarten through 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.

- Heggerty is used in UTK through third grade daily to support early literacy skills.
- SIPPS is used in Kindergarten through third grade for all students and has been added into both 4th and 5th grades for specific students who have been identified as needing the additional support.
- ***Racially Just and Restorative School Climates:*** We have continued to invest 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, 21% of teachers identify as persons of color. All staff members engage in ongoing professional development to ensure instructional practices support our scholars in culturally relevant and responsive practices, particularly in support of Multi-language 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, African American Advisory Council and our newly formed PTA. 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 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. Every student will have

access to high quality Tier I emotional well-being 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 throughout the 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 well-being support, 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 whole class, 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 has provided each school with a Family Ambassador and Community School Liaison who will serve as a liaison between the school and low-income families, provide resources for parents, recruit volunteers, and coordinate and assist in the communication of parent workshops.