

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. The schools are as follows:

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Amargosa Creek Middle (Principal: Richelle Pulos)

Amargosa Creek 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:

- 27% African-American, 54% Hispanic, 0.3% Native American
- 85% eligible for free or reduced lunch
- 8% 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:

- A PBIS team that meets weekly to review student process
- Regular meetings with parent groups to help establish goals for the school
- SEL training for all teachers and staff
- 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
- 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:

- Access to physical and mental health supports on campus
- Strong connections to community partners
- Support from a social worker to assist with students experiencing trauma
- More support for students getting to and from school safely
- 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
 - 64% of students say that they do not feel like they belong at school
 - 54% 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. Through our electives we offer classes for students to prepare for real world challenges and sustainability within their career and life.
- ***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 will be establishing a SEL period to support students with restorative practices and opportunities to create a deeper relational capacity with our school 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, 15% 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, ELAC, & AAAC. Our family Ambassadors and counselors provide opportunities for families to participate in the decision making process. During Back to School Night, Welcome BBQ and open house we provide information on how these parent community groups meet and work together to encourage more parent involvement.

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.
- 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 8th grade, 80%+ of students will show improvement or high levels of capacity in Self-Awareness, Self oManagement, 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 = Lead counselor
- Leadership Team = Principal, APs, Instructional Coach, Counselors, Campus Security, LVN, and 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.

Desert View Elementary (Principal: Misty Gale)

Desert View 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:

- 29% African-American, 60% Hispanic, 0.4% Native American
- 92% eligible for free or reduced lunch
- 15% English learners
- 17% students with IEPs
- 6% 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 including 2nd Step curriculum.
- All teachers are being trained in Teacher Clarity and the importance of students being able to clearly articulate what they are learning.
- 90% of our teachers have been trained in Capturing Kids' Hearts.
- Teachers are currently utilizing Capturing Kids' Hearts methods in their classrooms.
- All instructional staff are being trained and coached in restorative practices to increase time spent in the classroom.
- SEL Room will begin after Spring Break - This room will support small groups of students needing additional emotional attention/assistance. It will also serve as a

place to assist with discipline, and a paraprofessional will assist students with academic needs.

- Playworks will be implementing this playground program beginning March 14th (Reboot)
- Teachers have been trained in SIPPS and Heggerty for Grades K-2; and trained in SIPPS and Magnetic for grades 3-5. These programs are used daily to support foundational skills in ELA.
- 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:

- Parents are struggling, especially parents of homeless and foster children, to get their children to arrive at school on a consistent basis.
- Desert View has a high rate of chronically absent and tardy students who would benefit from more parent involvement, engaging activities and engaging instruction (training in Universal Design for Learning strategies).
- As an ATSI school, Desert View struggles with AA, EL, Homeless, Foster, Students with disabilities, high SEL needs, and low academic performance.
- AA, Foster and Homeless students are more likely to receive office referral for defiance, disrespect, and aggression.
- Staff is trained in CKH, Second Step PBIS strategies and could benefit from more comprehension training around support that supports student trauma especially during Covid.
- Lack of school based physical and mental health services for our students and families
- Desert View has a large population of students with disabilities that require intensive behavioral interventions as well as interventions related to SEL development.
- There is a large number of students who regularly need Tier 2&3 SEL intervention daily. This is especially true of grades 3rd-5th. Referrals for additional services have increased significantly year over year since the COVID pandemic.
- The appearance of the school is in need of care and does not reflect the “home away from home” sentiment that is embodied in Desert View’s vision statement. This has an adverse impact on the climate of the school as a whole.
- 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
 - 42% of students say that they do not feel safe at school
 - 47% of students say they do not like attending class

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. Desert View's tagline is *"Home Away From Home"*. *We value the connection between the school and our families and the ability to hold events that are family oriented. Further, that connection creates a climate in which our students are eager to come to 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 embrace the concept of educating students in place of punitive practices. Desert View values educating students using conflict resolution whenever possible.
- **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, 32% 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. Desert View teachers understand different racial and ethnic groups' cultural values, traditions, and contributions to society, and incorporate that knowledge into their instruction. Desert View teachers help students achieve academic success while still validating their cultural identities.
- **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 and teachers to lead our School Site Council. Desert View also has recently established a PTA that is involved in creating a positive experience for our students both academically and socially. Our school has a high percentage of foster and homeless families that often need additional supports. Our Family Ambassador connects with our parents in multiple capacities. She conducts Parenting Partner Workshops; Assists parents who are furthering their education, organizes monthly breakfast with the principals, calls parents who are experiencing chronic absenteeism and tardies to offer assistance, and calls parents who may need additional resources.

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.
- 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 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 = Community Schools Implementation Leader = Principal(s)

- Leadership Team = Principal(s), Assistant Principal, Instructional Coach, Counselor, 7 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

- 3.4 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.

Discovery (Principal: Elizabeth Lobos)

Discovery 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, 71% Hispanic, 0.6% Native American
- 92% eligible for free or reduced lunch
- 27% English learners
- 14% 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
- Monthly events to engage families that are culturally relevant
- 100% of our teachers have been trained on Capturing Kids' Hearts strategies with a high implementation in the classroom
- Grades UTK-5th grade use Positive Behavior Interventions and Supports-PBIS to redirect and engage students with positive interactions.
- All teachers Kinder to second grade are continuously being trained in Early Literacy Skills, cognitive science and instructional strategies that support the Science of Reading
- Through highly structured professional development following Professional Learning Communities, staff is being trained in evidence based practices to support English Language Learners as well as our other significant subgroups
- Homework support is offered 3 times per week to support our students and families in grades Kindergarten through fifth grade.
- Continuous training in our signature practice, Small Group Instruction which support collaborative learning structures for students in UTK-5th grade
- Daily use of ParentSquare to communicate and engage our families

- Bilingual Family Ambassador to act as a liaison to the community and inform parents of upcoming events, attendance/health supports and student PBIS rewards

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

- Chronic absenteeism continues to be a significant challenge for Discovery School. It hinders from providing consistent academic, behavioral, and social/emotional support to our students
- Students safety before, during and after school by increasing the number of our safety staff to supervise our students
- Additional professional development on evidence-based educational practices for our significant subgroups of students
- In-person tutors and counselors to assist students the various academic and social emotional needs
- 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
 - 45% of students say that they do not feel like they belong at school
 - 43% 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, 30% 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

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.
- 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 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 =School Counselor, Jose Lopez
- Leadership Team = Principal, Assistant Principal, Instructional Coach and one teacher per grade level
- 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.

El Dorado Elementary (Principal: Timothy Hunter)

El Dorado 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 support, 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:

- 34% African-American, 57% Hispanic, 4% Mixed/Other, 4% White
- 96% eligible for free or reduced lunch
- 46% Chronic Absenteeism this school year
- 10% Displaced/Homeless
- 23% 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:

- Grade level teams are implementing MTSS support which include Tier 1, 2 and 3 support for students with the use of CFAs, i- Ready assessments and other forms of data.
- Grades K-2 have additional resources that include a MTSS aide that supports to Social-Emotional and Academic needs of students in one-to-one time or small group instruction support. This support is equity driven and supports students at their individual levels.
- Teachers have been trained in SIPPS and Heggerty for Grades K-2; and trained in SIPPS and Magnetic for Grades 3-5. These programs are used daily to support foundational skills in ELA.
- Teacher Clarity is in year two of implementation at El Dorado. Learning Intentions, Progressions, and Success Criteria are expectations for student academic success.
- Grade levels with ILT support are creating a Priority Standards roadmap with a teacher clarity lens for Reading, Writing and Math. SMART goals are used for next steps.
- El Dorado has been a National Recognized Capturing Kids Hearts Showcase School for four years running and recently nominated for a fifth.
- El Dorado received the GOLD recognition in PBIS support last school year.
- Restorative Practices are used regularly to help resolve and support students.
- Social Contacts, and Schoolwide/Grade level matrices are communicated daily.

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

- Provide better systems in which parents can get their students to and from school with transportation support and smaller walking zones.
- Parents are struggling, especially homeless and foster children to arrive at school on a consistent basis.
- Bussing and transportation before and after school for SDC students has been dismal. Wait times often exceed an acceptable time.
- As an ATSI school, ED struggles with AA, Homeless, Foster chronic absenteeism, high SEL needs, and low academic performance.
- AA, Foster and Homeless students are more likely to receive office referral for defiance, disrespect, and aggression.
- Staff is trained in CKH, Second Step PBIS strategies and could benefit from more comprehension training around support that supports student trauma especially during Covid.
- Need at the school should determine whether more supports from counseling, psychologist support should be expanded
- Social Worker to connect with students and families who need additional support.
- Weekly SEL check in with students to monitor student emotional needs
- Little access to medical care on campus through telemedical assistance
- On site access to dental and eye care supplies and services would help support families directly and improve attendance.
- Lack of school based physical and mental health services for our students and families (comprising a large amount of Foster and Homeless students). Social Worker needed to support connecting families to community based resources.
- There is a large number of students who regularly need SEL intervention daily. This is especially true at the UTK, Kindergarten, 1st and 2nd grade levels. Referrals for additional services and increased significantly year over year since the COVID pandemic.

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 that have occurred especially during the Covid pandemic. We recognize the impact of the pandemic on students and families. Chronic Absenteeism is hovering at 40% this school year. Students are at risk for

trauma related behaviors, and students missed a significant amount of structured learning that has created lower academic performances. With the support of our community and their resiliency over the last few years, 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, 60% 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

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.
- Provide possible bussing/transportation support for students who are more than one mile walking distance.
- 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 well-being 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, Counselor, Psychologist, Counselor, Safety Coordinator, ELD Coordinator, PBIS Coordinator
- 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.

Endeavour Middle School (Principal: Joseph Nosik)

Endeavour 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:

- 26% African-American, 52% Hispanic, 0.4% Native American
- 76% eligible for free or reduced lunch
- 9% English learners
- 19% 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:

- Two full-time counselors to address student academic and social emotional needs
- PBIS team meeting weekly to build positive relationships between students and staff and students with students
- Designated SEL time and resources built into the school day
- Focused CKH training for staff and students
- Playworks training for supervision staff and consultation with admin and teachers
- Regular meeting with parents and community partners to discuss school goals and challenges

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

- Access to mental health supports on campus
- Chronic absenteeism
- Full time on campus social worker to address trauma needs of students in crisis
- Social-emotional learning and strength continues to be an issue for our students
- 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
 - 52% 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. Teachers and staff offer students that “one adult” perspective, one adult on our campus that they can go to as a role model, mentor, and confidant. Our electives offer students skills and perspectives that will lead to successes in career and life.
- ***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 will be establishing a SEL period to support students with restorative practices and opportunities to create a deeper relational capacity with our school 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, 31% 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, ELAC, & AAAC. Our family ambassadors and counselors provide opportunities for families to participate in the decision making process. During Back to School Night, Welcome Event and Open House we provide information on how these parent community groups meet and work together to encourage more parent involvement.

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 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 (2), Instructional Coach, ILT
- 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.

Fulton and Alsbury Academy of Arts and Engineering (Principal: Kurt Lowry)

Fulton and Alsbury Academy of Arts and Engineering 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:

- 16% African-American, 63% Hispanic, 0.5% Native American
- 86% eligible for free or reduced lunch
- 1% English learners
- 2% students with IEPs
- 0.5% 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:

- The school supports strong student engagement by making learning relevant, engaging, and rooted in context. Every student takes an engineering class every day and a visual arts class every day, in all three grade levels. To support engineering and arts, the school prioritizes professional development for teachers as well as purchasing materials, supplies, and technology to support the programs. This has created a school culture in which students state that they want to come to school, and a high attendance rate has resulted from this.
- Teachers provide small group reteaching for students who show limited initial mastery of material.
- Teachers have been trained in and teachers utilize strategies for effective feedback to students. Utilizing this research-based approach helps students to understand whether they are truly understanding the content at the level of rigor with which the state says standards should be assessed. This includes using practice tests, FIABs, and IABs to support mastery as measured by the Smarter Balanced Assessment.
- Students engage in a variety of school events to promote strong connectedness, such as dances, pep rallies, engaging guest speakers, the color run, and community service opportunities.
- 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 schedule

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

- Since returning from COVID, some students report struggling with anxiety and a lack of drive to complete work, resulting in lower assignment completion rate. There has been a significant increase in students who have experienced trauma/ACES since 2019.
- We are in need of personnel to help support families, connecting them with available resources.
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)
- The school seeks to add personnel to support strong home/school relationships. This could include, for example, a bilingual family ambassador, who could support with translation, attendance tracking, and being a liaison for academic check-ins.
- Need for before-school tutoring to continue, as early efforts have been highly successful, but they do not reach as many students as we would like. Funding and limited personnel (since so many teachers lead clubs and activities after school) is an obstacle.
- Visiting artists - We could use visiting artists in the classroom to support our art program. This could include The CA Arts Project and StoryMaker
- Conferences for teachers to expand their current knowledge set on their subjects and to increase standards-based rigor and connections between subject matter and the real-world context.
- Field trips for students to experience the real-world application of subjects they study, to learn from professionals in the field, and to see first-hand the college experience.
- Support for the school makerspace, including personnel, materials, supplies, and training. This is a place where students use their imagination to design and create artwork and builds that improve self-efficacy. Students also report that it leads to high school connectedness.
- PBIS incentives. We could use incentives that are meaningful to students and rewards behaviors consistent with our core values.
- Support (including personnel, materials, supplies, and training) for clubs to encourage school connectedness including Science Olympiad, robotics, and environmental club.

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:*** Our school was recognized as a National School to Watch, based on work done within the school on academic excellence, developmental responsiveness, social equity, and organizational structures and processes. We have presented at state and national conferences to share best practices with other districts. Our teachers lead students to high levels of learning with a focus on standards alignment, rigor, basing instruction in real-world context, using activities that are both challenging and fun.
- ***Racially Just and Restorative School Climates:*** Our community has consistently ranked us very high in the areas of engagement, relationships, culture, academic challenge, belonging, communication and feedback, resources, and school safety. Our second core value is “service before self,” and we encourage students to develop and lead service projects of many kinds, both big and small. We have worked to develop school connectedness and pride. We have an active positive behavior interventions and support (PBIS) team that meets monthly to discuss support for student behavior.
- ***Powerful, Culturally Proficient and Relevant Instruction:*** We bring in guest speakers who are women and people of color, so that students see themselves in the career professionals who speak with them. Our district has made a concerted effort to recruit and hire staff members that reflect the demographic profile of our students; for example, 37.5% 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

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, including personnel, for providing safe routes to and from school, including safety coverage for the corner of Ave K and Challenger both before and after school. This is an area where 3 shootings have occurred, where some transients who have been naked near children, hugged a student, catcalled a student, and threatened to hit and to kill the principal, all leading to multiple parent complaints regarding student safety.

- Assistance, including personnel, for maintaining a safe school climate on campus, with regular checks of all restrooms both for safety and cleanliness. This will include equipment for recess play and instruction for staff on leading students in game play.
- 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 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: School counselor. We also hope to hire a bilingual family ambassador to also support in this role
- School principal, school counselor
- Planned Implementation Structures
 - Weekly implementation meeting of key roles and leadership team
 - Monthly progress updates to Instructional Leadership Team (ILT). With a staff of just 16 teachers, all of our teachers serve on this team and decision-making is made by the faculty during every staff meeting.

- 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...s.
- 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.

Jack Northrop Elementary (Principal: Dr. Hana Imoisili)

Jack Northrop 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 support, 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, 59% Hispanic, 0.6% Native American
- 89% eligible for free or reduced lunch
- 18% English learners
- 14% 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:

- We are currently working on improving our student's literacy skills by working on the CSLD literacy grant through LACOE with support through the district's CIA department.
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented.
- Utilizing Positive Behavior Incentive Systems (PBIS) to improve school culture.
- Full-time counselor to support students experiencing challenging personal and academic situations
- CKH practices and training for all staff members
- Designated PLT time to pre-teach and reteach key skills.
- SST process to provide support and early intervention for our struggling students.
- Weekly PLC's to monitor progress, address concerns and disaggregate data.
- We involve our parents through various opportunities such as: School Site Council (SSC), Coffee with the Principal, African American Advisory Council (AAAC), English Language Advisory Council (ELAC) and our Parent Teacher Organization (PTO).
- Monthly student award ceremonies that invite parents and families to share in their child's successes.

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)
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 55% of students say that they do not feel like they belong at school
 - 37% 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. By conducting home visits, we are able to seek understanding of the barriers to student achievement in order to support families.
- ***Racially Just and Restorative School Climates:*** We have invested in PBIS and CKH over several years, including restorative practices to support students in conflict, discipline and community. Our counselor also pushes into classes on a weekly basis to teach various relevant lessons in response to trending behavioral concerns.
- ***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, 53% of staff 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. We acknowledge and celebrate our various cultural backgrounds throughout the year.
- ***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 PTO, SSC, ELAC and AAAC. Together we identify and address our site needs with parents as volunteers during facilitation.

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 = Counselor
- Leadership Team = Principal
- 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 support 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.

John and Jacquelyn Miller Elementary (Principal: Erie Robertson)

John and Jacquelyn Miller 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, 53% Hispanic, 0.5% Native American
- 79% eligible for free or reduced lunch
- 10% English learners
- 12% 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
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- All teachers are using the Capturing Kids' Hearts method in their classrooms.
- 95% of our teachers have been trained in Capturing Kids Heart
- Social contracts and schoolwide PBIS matrix are implemented and communicated daily.
- All teachers are have grade-level specific professional development in Teacher Clarity/Learning Intentions and Success Criteria. Supporting students being able to articulate what they are learning and how they know they have been successful in mastering the skill.
- Foundational Advisory program that meets X times per week and is designed to develop relationships, foster community.
- Kinder- 2nd grade teachers are being supported in teaching Early Literacy skills through professional learning communities, professional development and a MTSS
- Kinder- 2nd grade teachers are being supported in teaching Early Literacy skills through the assigning of a MTSS Para

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)
- Student SEL and mental health screener results demonstrate significant needs in student emotional well being
 - 52% of students say that they do not feel like they belong at school
 - 27% of students say they struggle to stay calm and focused
- Chronic Absenteeism continues to be a barrier for many students at John and Jacquelyn Miller as we have a high rate of chronically absent and tardy student. This impacts academic social and emotional growth as well as student behavior as they are missing vital instruction in all academic areas.
- Although have seen an increase in families reaching out for mental health resources as we are able to provide home based mental health services through Hazel Health as well as limited school based mental health through Alafia services. We still have a significant need for more support for our high need
- As an ATSI designated John and Jacquelyn Miller Elementary struggles with SWD, EL students, 2+ students and homeless students.
- The staff is trained in CKH, Second Step, PBIS and Kelso's Choice, but could benefit from more training and support around students experiencing significant trauma due to COVID 19 pandemic..

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. In our Kinder-2nd grade classes teachers are using Early Literacy strategies to explicitly instruct students on Phonic and Phonemic Awareness which is foundational to early reading and comprehension success. Our goal is to have all students reading at grade level by the conclusion of 2nd grade. We are also able to support and enrich our students through our skill based and designated afterschool tutoring program and our after school STEAM Academies.
- ***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. Almost all of our teachers have been trained in CKH and CHK training will be made available to all staff in the 2023/2024 school year. This is will support our ongoing efforts to ensure that the students are receive the same message daily about expectations, behavior and supports for all adults on campus. Miller will participate in Playworks reboot which will help address behavior on the yard and all teachers/supervision aides will receive professional development.

- **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, 15% 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, English Learners Advisory Council, African American Advisory Councils and our Parent Teacher Organization her at John and Jacquelyn Miller Elementary. We welcome and value the contributions of our educational partners through out the school year.

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 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 =Principal
- Leadership Team = Principal, Assistant Principal, Instructional Coach, Counselor, 6 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

- 3.4 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.

Joshua Elementary (Principal: Lorraine Zapata)

Joshua 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:

- 32% African-American, 56% Hispanic, 0.5% Native American
- 93% eligible for free or reduced lunch
- 19% English learners
- 18% students with IEPs
- 5% foster youth
- 10% homeless 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:

- Through highly structured professional development, following Professional Learning Community meetings, staff is being trained in evidence-based practices to support English Language Learners as well as other significant subgroups
- Continuous training in our signature practice, Small Group Instruction which support collaborative learning structures for students in UTK-5th grade
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Two Full-time counselors support students experiencing challenging personal and academic situations.
- All staff members receive ongoing training in Trauma-informed practice
- Designated SEL time and resources are built into the Master Schedule including 2nd Step, 21 social skills Wondergrove curriculum, and CKH character traits aligning CASEL framework.
- Monthly events are designed with cultural relevance and aligned to increase awareness of and support for academic areas built for family engagement.
- All UTK-5 teachers are trained in Foundational Literacy.
- 100% of our teachers have been trained in Capturing Kids' Hearts strategies with high implementation occurring in the classroom.
- All instructional staff are being trained and coached in restorative practices to increase time spent in the classroom.
- Playworks is being implemented on our playground in grades 1-5.
- Teachers have been trained in the use of phonics instruction (SIPPS) and phonemic awareness (Hegerty) for Grades K-3.

- Teachers are trained in SIPPS and Magnetic Reading for grades 3-5, these programs are used daily to support foundational skills in ELA.
- Social Contracts, and Schoolwide/Grade level matrices (PBIS) are communicated daily.
- ELOP and ASES provide after school enrichment and care. They use our SOAR matrices and we work closely with them to ensure our students are successful.
- 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

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

- Parents are struggling, especially parents of homeless and low SES children, to get their children to arrive at school on a consistent basis.
- JOSHUA has a high rate of chronically absent and tardy students (61%) who would benefit from family engagement and removing barriers to attendance.
- As a CSI school, JOSHUA struggles with HIS, AA, EL, White, Homeless, Foster, Students with disabilities, high SEL needs, including attendance and low academic performance.
- AA, Foster and Homeless students are more likely to receive office referrals for defiance, disrespect, and aggression.
- Staff is trained in CKH, Second Step PBIS strategies and could benefit from more comprehensive training around Social Emotional & Trauma-informed strategies that supports students.
- Lack of school-based physical and mental health services for our students and families on a consistent basis.
- JOSHUA has a large population of students with disabilities that require intensive behavioral interventions as well as interventions related to SEL development.
- There is a large number of students who regularly require Tier 2 & 3 SEL intervention daily. This is especially true of grades 3rd-5th. Referrals for additional services have increased significantly year over year following the COVID pandemic.
- We are in year nine of construction and staff members have had multiple moves during the first three phases. This has an adverse impact on the climate of the school as a whole as well as being a stressor for the surrounding community.
- Common areas were shut down: Eating areas (cafeteria) have been moved multiple times, playground equipment has been moved, and drop off/pick up stations have been moved many times.
- Significant increase in students who have experienced trauma/ACES since 2019 due to COVID and loss of family members and financial hardships in our community.
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic (e.g., behavior referrals)

- An average of 3 “Code Blue(s)” (active shooter in the neighborhood) during a school year since Covid.
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 42% of students say that they do not feel safe at school
 - 47% of students say they do not like attending class
(Youth Truth 2022)

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. Our students include: those who are homeless, live in neighborhoods with gang involvement and walk two or more miles to school and have a lack of transportation. Our students are resilient. We seek to ensure they are resilient in their academic pursuit of excellence. Improved attendance by 7% and academic improvement by 7% in ELA math is our measure of success.
- ***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 the concept of educating students in place of punitive practices. JOSHUA regularly uses repair harm circles and community circles to bring our community together and solve problems. We would like to extend this practice to our student groups. We will see a reduction in Office Discipline Referrals by 10% in year 1 with a 5% decrease each year thereafter.
- ***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, 52% 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. JOSHUA Elementary is working on Collective Equity. We create relational trust, enact high levels of engagement and provide equitable opportunities and resources for each learner’s (student, educator, parent) success by coming together to work together. Family engagement will increase by 20% in all workshops and parent engagement activities.

- **Shared Decision Making and Participatory Practices:** Our school has a committed Instructional Leadership Team and Literacy Instructional 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 and teachers to lead our School Site Council. JOSHUA also has an established a PTSA that is involved in creating a positive experience for our students both academically and socially. Our school has a high percentage of foster and homeless families that often need additional supports. Our Family Ambassador connects with our parents in multiple capacities. She conducts Parenting Partner Workshops; Assists parents who are furthering their education, organizes monthly “coffee sessions” with the principals, calls parents who are experiencing chronic absenteeism and tardies to offer assistance, and calls parents who may need additional resources. We have an active African American Council who meets monthly.

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 / attendance liaison to support the significant emotional needs of our student community.
- Removing barriers to attendance for our families
- Access to additional medical, dental and emotional support on campus
- Assistance for connecting food and shelter resources
- 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:

- Attendance will improve by 7% based on daily attendance over the course of the year.
- 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 = Community Schools Implementation Leader = Principal(s)
- Leadership Team = Principal(s), Assistant Principal, Instructional Coach, Counselor, 7 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

- 3.4 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.

Lancaster Alternative and Virtual Academies (Principal: Robert Wood)

Lancaster Alternative and Virtual Academies 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:

- 35% African-American, 32% White, 20% Hispanic, 6% Native American, 4% Filipino, 3% Other Groups
- 82% eligible for free or reduced lunch
- 13% English learners
- 12% students with IEPs
- 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:

- **[Insert 2-3 areas where you have invested in integrated student supports. Examples included below; please adjust based on your school structures.]**
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, with re-engagements, tiered interventions are implemented
- Full-time counselor to support students experiencing challenging personal (Social Emotional) and academic situations
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day including 2nd Step, PBIS and Capturing Kids' Hearts strategies.
- 89% (16/18) of our teachers have been trained in Capturing Kids' Hearts.
- Teachers are currently utilizing Capturing Kids' Hearts methods in their classrooms.
- Foundational Advisory program that meets X times per week and is designed to develop relationships, foster community,
- Teachers have been trained in SIPPS / Heggerty and DIBELS Assessment tool for Grades K-2. These programs are used daily to support foundational skills in ELA.
- 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:

- 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., BARK Alerts, Counselor referrals, Behavior referrals)
- Social-emotional learning and strength continues to be a challenge for our students, especially coming out of the pandemic.
- Family and Community Engagement and Interactions with their school continues to be a challenge. A Family and Community Ambassador can provide much needed support for LAVA families and students.
- Student non-participation / engagement continues to be a challenge at LAVA. The non-participation of students leads to Chronic Absenteeism is a hindrance to providing consistent behavioral, and social/emotional support to students.
- Student Non-participation is leading to student academic challenges and achievement gaps in core content areas due to the pandemic. Students and teachers can benefit with the support of an Intervention and Academic Teacher / Specialist.
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 33% of students say that they do not feel like they belong at school (K-5)
 - 21% of students say they struggle to stay calm and focused (K-5)
 - 33% of students say that they do not feel like they belong at school (6-8)
 - 39% of students say they struggle to stay calm and focused (6-8)

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, 39% of teachers (Gen. Ed., SpEd and Home Hospital) 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 and English Language Advisory Committee. Additionally, the Family Ambassador and School Counselor provide added support to our students and families. All stake-holders in the school, including certificated and classified staff, are sought out to provide input that supports our students' needs.

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
- 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).
- Instructional Coach (TOSA): Continued support for Intervention Learning Plans (ILPs), enhanced classroom instruction, student engagement and achievement.
- Instructional Coach (TOSA): Develop SMART Goals with individual kids. Aiding students in balancing the day.
- Instructional Coach (TOSA): Supporting and building the capacity for student goal setting, supporting students in rigorous online curriculum.
- Counselor and Instructional Coach in developing a successful Hybrid MTSS Model for Virtual Learners.
- 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 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 = School Counselor: Sarah Meske
- Leadership Team = Principal, 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:

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.

Lincoln Elementary (Principal: Darlene Anderson)

Lincoln 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 support, 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:

- 42% African-American, 11% Hispanic, 0.4% Native American
- 93% eligible for free or reduced lunch
- 17% English learners
- 11% students with IEPs
- 8% 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:

- All teachers have been trained in Teacher Clarity and are using Learning Intentions and Success Criteria to build lessons and assessments to meet the students at their levels.
- All teachers Kindergarten to 2nd are being trained in Early Literacy Skills, cognitive science, and instructional strategies that support the Science of Reading.
- All teachers 3rd to 5th are piloting a new and exciting Language Arts curriculum that is standards based and skills focused.
- 100% of our teachers have been trained in Capturing Kids' Hearts, and all teachers are currently utilizing Capturing Kids' Hearts methods in their classrooms.
- All students UTK to 5th grade use PBIS and CKH strategies in their classrooms and on the playground to guide behavior.
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- 2 Full-time counselors 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
- Parenting Partners workshop running twice a year for 6 weeks at a time teaching parents how to best communicate with and support their children

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

- Chronic absenteeism is a hindrance to providing consistent academic, behavioral, and social/emotional support to students.
- We have full time counselors who can help mitigate, but lack of school-based mental health support hinders our efforts to support our students with severe mental health needs.
- Families require a lot of support and knowledge about practices that support our students when not in school
- 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
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 43% 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. All teachers receive extensive training on academic standards and teacher clarity.
- ***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. All staff members are trained annually on Capturing Kids Hearts and Lincoln is a showcase school.
- ***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, 23% 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, ELAC 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 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 Melissa Aranda and Nykesha Geeter.

- Leadership Team = Principal, Instructional Coach, Intervention Teacher, and 1 teacher per grade level.
- 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.

Linda Verde Elementary (Principal: Leslie Ruvalcaba)

Linda Verde 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:

- 11.16% African-American, 84.67% Hispanic, 0.45% Native American, 3.13% White
- 90% eligible for free or reduced lunch
- 40.77% English learners
- 12% students with IEPs
- 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:

- Dual Language Immersion program where emergent bilingual students learn content and foundational literacy skills in their primary language (Spanish) and in English. All students learn translinguaging skills and gain pride in bilingualism. Furthermore, DLI promotes strong identity and self esteem through social-cultural appreciation preparing students for success in a diverse society.
- 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
- Foundational Advisory program that meets 5 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
- 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
 - 55% of students say that they do not feel like they belong 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. We specifically amplify the strength of bilingualism, biliteracy and multiculturalism in our DLI program. 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, 94% (29/31) 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 and our PTO has over 50 active members.

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 bilingual 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 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 = Counselor
- Leadership Team = Principal, AP, Campus Supervisor
- 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.

Mariposa Elementary (Principal: Eric Gold)

Mariposa 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:

- 25% African-American, 65% Hispanic, 1% Native American
- 93% eligible for free or reduced lunch
- 23% English learners
- 16% 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:

- All students from UTK - 6th grade learn how about computer science and coding, building upon skills learned during the previous grade.
- All teachers are being trained in Early Literacy Skills, cognitive science, and instructional strategies that support the Science of Reading.
- All students from UTK - 6th grade engage in daily explicit instruction in phonics and phonemic awareness.
- 80% of our teachers have been trained in Capturing Kids' Hearts, and all teachers are currently utilizing Capturing Kids' Hearts methods in their classrooms.
- All instructional staff are being trained and coached in restorative practices to increase time spent in the classroom.
- 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

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

- Chronic absenteeism is a hindrance to providing consistent academic, behavioral, and social/emotional support to students.
- Lack of school-based mental health support hinders our efforts to support our students with severe mental health needs.

- Families require a lot of support and knowledge about practices that support our students when not in school, which we lack personnel to address this need.
- 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, identified by counselor referrals initiated by the classroom teachers.
- Student SEL and mental health screener results demonstrate significant needs in student emotional wellbeing
 - 43% 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. As we progress through this school year and the upcoming years, our teachers will become specialists in early literacy skills, supporting our students' academic needs. Also, we are able to support our students by providing all of our students with computer science and coding skills.
- ***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. Almost all of our instructional staff has been trained in Capturing Kids' Heart, so they are fully implementing those practices in and out of school. All of our teachers have also been in restorative practices training this school year, including alternatives to traditional discipline and implicit bias training. As of February 2023, our school has zero suspensions.
- ***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, 27% 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. Also, with the implementation of early literacy skills, our teachers are building up 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, English Language Advisory Committee, African-American Advisory Committee, and official volunteers to support our students. All stake-holders in the school, including certificated and classified staff, are sought out to provide input that supports our students' needs.

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, such as a Walking School Bus.
- 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 = Principal
- Leadership Team = Principal, Assistant Principal, Instructional Coach, Counselor, 6 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

- 3.4 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.

Monte Vista Elementary (Principal: Janice Forte-Watson)

Monte Vista 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, 57% Hispanic, 0.6% Native American
- 90% eligible for free or reduced lunch
- 12% 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:

- Eighty percent of MV teachers are Capturing Kids' Heart trained and use CKH practices to maintain positive classroom communities and learning environment.
- All staff support our site PBIS program to encourage positive student behavior.
- Two full-time counselors and one part-time social worker provide SEL support to students.
- All teachers and administrators participate in monthly early literacy professional development and utilize new skills and practices gained to increase students' reading mastery.
- Full-time Assistant Principal to provide instructional support to teachers and SEL support to students.
- Early Learning Specialists in our UTK classrooms and MTSS Para-educators in our Kindergarten through 2nd-grade classrooms provide additional academic and SEL support for our students.
- Play First, Eat Last Program program decreases the number of students referred to the office at the end of the lunch period thus reducing instructional time loss.
- MV Signature Practice, Small Group Instruction, enables teachers and MTSS paras to provide targeted academic instruction and support.
- Reading Intervention Class provides extra support to students with the greatest reading needs.
- Hazel Health provides physical and mental health care that helps students feel better and get back to learning.
- 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
- Trauma-informed practices training for all staff members
- Designated SEL time and resources built into the school day
- Foundational Advisory program that meet 1 time 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:

- Chronic absenteeism is a hindrance to providing consistent academic, behavioral, and SEL support to students.
- Insufficient number of supervision aides presents challenges to adequately supervise students during recess and lunch periods.
- Online EL programs to support families' acquisition of English language
- Professional Development// Walk to Learn opportunities across grade-levels (YAAG talks)
- Structured Play/Recess
- Tutor options without site teachers to provided students added support in mathematics
- 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
 - 37% of students say that they do not feel like they belong at school
 - 44% 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. 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 restorative practices to support students in conflict, discipline and

community. Eighty percent of MV teachers are Capturing Kids' Heart trained and use CKH practices to maintain positive classroom communities and learning environment.

- **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, 16% 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 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 = Site Counselors, Sherise Leroy and Kamelia Hormozi
- Leadership Team = Principal, Assistant Principal, Instructional Coach, Intervention Teacher, and one teacher from each grade level
- 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.

Nancy Cory Elementary (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 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 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 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 = 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 CCSPF 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.
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- 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:

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- 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.

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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.