

Lancaster School District California Community Schools Partnership Program Implementation Plan

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

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

School Site Contact Information:

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

School Overview, Needs and Assets:

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

- 32% African-American, 59% Hispanic, 4% Mixed/Other, 3% White
- 95% Socio-Economically Disadvantaged
- 44.3% Chronic Absenteeism this school year
- 12% Displaced/Homeless

- 15% English Learners
- 16% Students with Disabilities
- 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:

- 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 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 = 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.

