

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.

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 re-teaching 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.

- 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.