

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 school work aligned with the broader community school's vision of the district and community.

Piute Middle School (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 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:

- 30% African-American, 58% Hispanic, 0.6% Native American
- 99% eligible for free or reduced lunch
- 15% English learners
- 21.1% of students with IEPs
- 4.5% 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:

- A PBIS team that meets monthly to review student process
- Regular meetings with parent groups to help establish goals for the school
- Foundational MTSS systems where students are identified, a multi-skilled team collaborates to support, and tiered interventions are implemented
- Full-time counselors to support students experiencing challenging personal and academic situations
- Trauma-informed practices training for all staff members
- Dream Center supports students' social and academic needs
- MINGA! Implementation for behavior management and rewards
- The AVID site team meets monthly for program development
- CKH implementation schoolwide
- PLC/Grade levels meet monthly

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

- Classroom management training
- Lesson planning development and training
- Academic program development training
- Additional TOSA for Math and MTSS
- Incentives for teacher retention
- Access to physical and mental health supports on campus
- Lunchtime activities (Clubs, activities)
- Afterschool opportunities expanded (Tutoring, clubs)
- Timely assistance from school counselors (Additional counselor needed)
- Behavior task force implementation
- 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
- Increase volunteer participants by offering paid livescan and orientation process
- Social-emotional learning and strength continue to be a challenge for our students, as evidenced by increased 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
 - 51% 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 CCSPF Framework. We would categorize our commitments and structures in support of these commitments as **exploring**; data revealed that the following remains true:

- ***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 family engagement and teacher training.
- ***Racially Just and Restorative School Climates:*** We have invested in a positive behavioral interventions and support systems over several years, including restorative practices to support students in conflict, discipline and community. We will be establishing an Advisory period to support students with restorative practices and opportunities to create a deeper relational capacity with our school community. Extend volunteer opportunities to local coaches and community leaders to participate and be involved in site programs.
- ***Powerful, Culturally Proficient, and Relevant Instruction:*** All staff members will

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 will recruit 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 will 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:

- Classroom management training
- Lesson planning development and training
- Academic program development training
- Additional TOSA for Math and MTSS
- Incentives for teacher retention
- Access to physical and mental health supports on campus
- Lunchtime activities (Clubs, activities)
- After School opportunities expanded (Tutoring, clubs)
- Additional counselor needed
- Behavior task force extra pay for staff
- Strong connections to community partners (Community coaches, tutors, funds for community engagement)
- Support from a social worker to assist with creating a system to address SEL and behavioral concerns
- More support for students getting to and from school safely
- Increase volunteer participants by offering paid livescan and orientation process
- Social-emotional learning opportunities and training for staff

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

- Culture and Climate:
 - 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 our staff will be trained in CKH/PBIS strategies as evidenced by digicoach
- Academics
 - 100% of teachers will be trained in Corwin/Classroom management/Small group instruction as evidenced by DigiCoach
- Family Engagement

- One family engagement every 6 weeks minimum. Measured by surveys and sign-in sheets.
- MTSS
5% Decrease in suspensions as measured by SWIS data and PowerSchool reports.
2.5% increase in attendance as measured by PowerSchool reports

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 = MTSS TOSA
- Leadership Team = Principal, APs, Instructional Coach, Counselors, Campus Security, ILT, 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 1 Academics- Every Student will demonstrate continuous growth toward mastery of Common CA Standards

Target 1A: ELA-Piute will increase the percentage of students who met or exceeded the standard on the ELA portion of the CAASPP by at least 4% as measured by the California Assessment of Student Progress and Proficiency.

Target 1B: Math - Piute will increase the percentage of students who met or exceeded the standard on the Math portion of the CAASPP by at least 4% as measured by the California Assessment of Student Progress and Proficiency.

LCAP Goal 2- Equitable Learning Practices and Positive Learning Environments

We will provide the necessary resources and support to create and maintain positive learning environments to eliminate barriers to success for all students

Target 2A: English Language Development and Reclassification - Piute will increase the percentage of re-designated English Learners by 4 percent for the 2024-2025 school year as measured by the ELPAC.

Target 2B: School Focus - Piute will recognize the differentiated needs of all students.

LCAP Goal 3 Goal 3 - Culture and Climate

Target 3A: Attendance - Piute will decrease chronic absenteeism by 2.5% over the

course of the 2024-2025 school year as measured by School Innovations and Achievement Attention to Attendance and local district measures.

Target 3B: Suspension Rate - Piute will see a decrease in office referrals and a decrease in suspensions for all student subgroups by 5% during the 2024-2025 school year as measured by local indicators and the California School Dashboard suspension indicator. We will see a decrease in suspensions of African American males and our Special Education population by 10%.

Target 3C : School Climate - Piute will be a safe, warm, and welcoming. environment for 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.

Target 4: Family Engagement

Family and community partnerships will show increased engagement of stakeholders via in-school events.