

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.

Joshua Elementary School (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 (Heggerty) 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.