California Community Schools Partnership Program
Cohort 2 Application
Attachment II:
Laton High School Implementation Plan
CDS Code: 10622811033950

Detailed Community School Implementation Plan - Laton High School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school "the hub" of the community it serves.

Laton High School (LHS) serves 158 unduplicated pupils from 9th through 12th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LHS serves. Leaders at LHS collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district's community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD's strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LHS community school strategy, the strengths and needs of LHS must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LHS formulated the potential actions of its community school initiative strategy.

Detailed Implementation Plan

SUMMARY: LATON HIGH SCHOOL IMPLEMENTATION PLAN

Detailed Implementation Plan

School Site Contact Information

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Laton High School

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Goals/Priorities

Primary Goals/Priorities:

1. Deliver Effective Intervention Strategies
2. Grow Instructional Capacity
3. Engage Families in a Positive and Welcoming Environment
4. Shared Decision-Making Practices

Priority 1: Needs and Assets Assessment: Collective Priorities

Laton High School (LHS) parents, teachers, and school staff provided feedback and input into ways in which to provide additional services to support students' academic and social-emotional needs in alignment with the seven supplemental instruction areas. The virtual opportunities to provide input included staff meetings/professional learning communities, flexibly scheduled school and parent meetings, School Site Councils, English Language Advisory Committees, District English Advisory Committee, the District Advisory Committee, and the PTA. In addition, stakeholders provided feedback in response to the Local Control Accountability Plan annual survey that included the ELO strategies. In addition, the Special Education program involved parents, staff and teachers in development of the plan through the School Site Council meetings and individual conversations with families and teachers.

Asset Mapping Findings
Detailed Report

Integrated Supports.
The district has or recently launched a robust array of integrated supports—especially those related to social-emotional development. Stakeholder input prioritizes consistency and scope related to these efforts. However, support for families and educators is not readily apparent in the materials consulted for this report. The omission—if it actually is an omission—may prove crucial as the district relies on educators to model social-emotional skills. Educators themselves may need support to qualify for the role the district asks them to perform. Additionally, the district has reported that educator turnover is high, which might indicate a need to provide social-emotional support.

Enriched, Expanded Learning.
Evidence demonstrates comprehensive opportunities for enriched
and expanded learning through after school, summer, dual immersion, and CTE coursework. The

district has even identified strategies to increase participation in those opportunities among populations that might be underrepresented (e.g., transportation for afterschool programming). In-class opportunities (e.g., project-based, hands-on, or real-world learning) did not appear within the materials consulted for this report. More information is necessary to understand the quality of existing opportunities beyond and core classes.

Family, Community Engagement.
Frequent setbacks impede the district's ability to maintain successful engagement. However, the district tenaciously analyzes and responds to those setbacks. For example, the district has recruited a new partner to offer parent classes, hired a parent liaison, and contracted with community organizations to support safe environments. Most recent responses may need time to mature before their impact can be appraised. Gauging families' needs or perceptions of school environments in a deep way may contribute to effective, sustainable strategies.

Collaborative Leadership, Practices.
A clear commitment to this pillar appears within the district. Practices address the needs of students, families, and educators. Additionally, topics that constitute community learning tie the district's response to this pillar to other pillars—for example, integrated supports. Because of recent turnover in leadership and high turnover among teachers, recently introduced efforts may need time to fully mature before their impact can be understood. Efforts to investigate the quality, sufficiency, and progress of those efforts represent a sound approach to measuring them in the meantime. Peer-to-peer learning and learning across education settings (e.g., contrasting regular-day and afterschool programs or comparing grade-level classrooms) may simultaneously contribute to this pillar while simultaneously fostering community within schools.

Strengths & Needs Assessment Conducted

Methods

- Participants
  - Each with either a direct or indirect relationship with LHS.
  - 51 Community Members and/or Parents
  - 16 Individual Interviews with Staff, Faculty, & Admin.
- Sampling Methods
  - Snowball & Convenience Sampling Methods
  - Emails, All Calls, Text Messages & Scheduling
- Focus Groups & Individual Interviews
  - Conducted in both Spanish & English
  - Semi-Structured
  - Questions Focused on Pillars of Community Schools: Integrated Student Supports, Expanded, Extended, & Enriched Learning Opportunities, Family & Community Engagement, and Collaborative Leadership Practices
  - Open Ended Conversations
  - Significant data on each topic was collected based on experiences and perspectives.

Preliminary Findings

Strengths

- Class Sizes, Continuity of Education, Staff & Faculty Engagement, Community Outreach, Extended Learning Opportunities Program

Needs / Gaps

- Family & Community Engagement, Academic Performance, Collaborative Leadership, School Climate & Culture, Enriching Activities in Surrounding Community, Limited Academic Support, Limited Multi-Tiered Systems of Support (MTSS), Poor School Experiences with Staff & Faculty, and Limited Communication Techniques

Analysis

Transcription

- LHS partnered with a transcription service to provide transcription of all focus groups and interviews
- Coding all transcripts to find common, recurring themes in single focus groups and interviews
- Themes were established based on frequency of occurrences and sub-themes of the intended category: integrated student supports, family & community engagement, enriched learning opportunities, and collaborative leadership & practices.
- Themes were compiled and preliminary findings were documented.
- Preliminary findings were then tested for validity among staff, faculty, and students.

Internal Validity

Students

- Surveys completed by LHS students - 87% completion rate
- Measured the validity of the initial strengths and needs/gaps identified in parent and community member focus groups and interviews.

Continuous Improvement

Ongoing Research

- The role of ensuring and measuring the effectiveness of each program will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LHS community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Priority 2: Shared Understanding

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

1. **Assets-Driven and Strength-Based Practice:** The role of students, parents, families, and community stakeholders will guide the work utilizing the assets and strengths provided upon implementation of CCSPP initiatives. By sharing collective wisdom and appropriate data to support decision-making practices, LHS has the opportunity to share the responsibility of education with parents and families in a manner that incorporates the community's history, culture, and language into daily practice. Our initial step was to take stock of what assets are within the district and the community-at-large. This process was outlined in our strengths and needs analysis, which outlines the guiding principles of collective work LHS does in collaboration and cooperation with students, parents, families, and the community.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for

all students in the totality of school interactions. Professional development opportunities to create a culture, climate, and practice of racially just and restorative practices are an essential element in providing a positive and welcoming experience for students, parents, families, and community members. LHS makes a commitment to articulate the importance of a racially just and restorative school climate by incorporating these elements into the school's mission statement and district vision statement in collaboration with student leaders, parents, community members, staff, faculty, and administrators at LHS and the district at large.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. LHS is currently in a phase of planning where academic achievement and performance is in a state of improvement. Our strengths and needs assessment established students, teachers, administrators, parents, and community members feel a significant need for instructional improvement. This is also illustrated in the state scores found in our CAASPP, ELPAC, and related assessments where more than 85% of students are neither at standard nor achieving beyond standard. Therefore, it is the mission of LHS to make improvements to support teachers and related staff by providing powerful, culturally proficient, and relevant instruction by means of relevant, data-driven support.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. The participation of the community schools committee has proven to be an effective tool to bring students, parents, families, community members, staff, faculty, and site/LEA administrators together to address areas of need and provide opportunities for others to participate in decision-making practices. The plan for CCSPP implementation has been approved by the committee and reflected in the minutes with the support of both unions and school board officials.

Sharing Information

It will be the responsibility of the community school committee at LHS to share the data on each of the strengths and needs as they are regularly evaluated. The principal in collaboration with the research and accountability coordinator will regularly recommend assessments, present data, and provide recommendations to the community school committee on further research and evaluation. LHS will also put summaries of ongoing research regarding strengths and needs on the LHS website as part of LHS's efforts to be transparent to students, parents, and community members. The community school committee will design their web pages to include their information, meeting times, and location. The leadership of the superintendent alongside the site principal will share the responsibility of reporting as they also serve on the community school committee.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise

site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton High School	Implement Academic Parent-Teacher Teams	Facilitate Dates with Staff & Faculty Provide Professional Development of APTT Inform parents & families Develop classroom Management techniques Formulate caseloads for Intervention Specialist Onboard Intervention Specialist Onboard School Social Worker	• Parents & Teacher Engagement • Parent Advocacy • Fewer SSTs • Fewer IEPs • Fewer 504s • Fewer Assessment for Special Education • Increase student contact
Laton High School	Implement Planned Learning Communities	Establish Learning Communities Outline Responsibilities Calendar of PLC time and planning	• Time for Teachers to Plan cross-discipline • Reviewing standards • Align instruction to state standards • Increase student learning and performance

Laton High School	Implement Comprehensive MTSS	Outline Tiers of Intervention Assign Roles & Responsibilities Create Referral System Reinforce PBIS	• Targeted behavioral interventions • Building teacher contact with parents and families. • Increase in student contact • PBIS Site Points • Behavior Intervention Plans tracked and measurable progress
Laton High School	Implement Assessment Cycles	Identify RTI Assessments Align ELA, Math, and Dual Immersion Standards Provide academic intervention techniques	• Align instruction at LHS to standards • Specific Response to Intervention Lessons • Curriculum Development • Academic Performance
Laton High School	Maintain Ongoing Research & Accountability	Onboard Research & Accountability Specialist Create Program Assessment Cycles Align CCSPP Goals to next LCAP and other initiatives	• Comprehensive CCSPP Initiatives • Alignment between LCAP & CCSPP • Clear and concise goals • Opportunities for ongoing improvement
Laton High School	Engage with Parents, Families, & Community Members Regularly	Redevelop Home & School Club Sponsor activities and Engagement opportunities Invite all parents and families to participate in Community Schools Committee Design programs for parents And families to participate in Accept recommendations to ensure success of APTT	• Positive school climate and culture indicators from student, staff, faculty, and administrators • Decrease of Chronic Absenteeism • Decrease in Suspension • Increased of Promotion and graduation • Increased of parent volunteers

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Laton High Community Schools Committee

- Community School Coordinator (co-chair, permanent)
- Superintendent or designee (co-chair, permanent)
- 2 Site Principales (High School and Middle School / Elementary) (permanent)
- 2 Counselors (High School and Middle School / Elementary) (permanent)
- Community Liaison (permanent)
- 2-3 Special Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 General Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 Classified staff members (2-year term)
- 2 Students (1-year-term)
- 2 Parents of students or community members(1-year-term)

Proposed Additions Upon Implementation Award Laton Elementary Community Schools Committee

- School Social Worker (permanent)
- Intervention Specialist (permanent)
- PLC Leads

Meetings are open to all and may participate! As a collective during our planning phase, LHS Community School Committee developed a handbook of our core missions and functions. Announcements will be posted two weeks in advance to the district's web pages and sent directly to students, parents, families, community members, staff, faculty, and administrators.

Priority 4: Coherence: Policy and Initiative Alignment

Site Level Goals and Measures of Progress

School Name Goals	Action Steps	Outcome/Indicators

Laton High School	LCAP Goal #1: Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision-making.	1.1 - Outstanding Staff 1.2 - Dual Immersion Language Program 1.3 - Teacher Collaboration for Improving Instruction 1.4 - Effective Professional Development 1.5 - Tiered Academic Supports 1.6 - Access to a Broad Curriculum 1.7 - After School Program 1.8 - Supplemental and Intervention 1.9 - English Learner Supports 1.10 - Summer School Program 1.11 - Create a Culture of Post-Secondary Success	1.1 - Hiring CCSPP Funded and Qualified Candidates 1.2 - Academic Preparation in DI 1.3 - Support and Resources dedicated to Collaboration 1.4 - Teacher Surveying and Reporting outcomes for students. 1.5 - Targeted RTI Assessments 1.6 - Curriculum Development before, during, and after school. 1.7 - Participation in ELOP 1.8 - Effectiveness of Supplemental and Intervention Data 1.9 - Effectiveness of Partnership with FCSS 1.10 - Enriching Summer Program 1.11 - Student interest in college trips and post-secondary education

	LCAP Goal #2: Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.	2.1 - Well-Maintained Facilities 2.2 - Transportation 2.3 - Positive School Climate 2.4 - Social/Emotional Learning & Supports 2.5 - Safe Schools 2.6 - Truancy Intervention Program	2.1 - Facilities being used for family and community engagement opportunities 2.2 - Transportation to and from family and community engagement opportunities 2.3 - Chronic Absenteeism & Suspension Decreases 2.4 - Participation and engagement from proposed school social worker and intervention specialist. 2.5 - Promotion of safe schools and reports of student safety by students, parents, and families associated with LHS. 2.6 - Decrease in truancies and chronic absenteeism.
Laton High School	LCAP Goal #3: Collaborative Culture that Impacts Student Achievement: By building a culture based on trust, stability, and consistency that values and promotes a high level of parent and community involvement in decision-making opportunities that directly impact school programs and our diverse population of students.	3.1 - Increase Community Outreach and Family Engagement 3.2 - Support Our Greater Learning Community 3.3 - Partner-Informed Decision Making	3.1 - CCSPP resources add two additional staff to increase family and community engagement to participate and engage in school sponsored functions. 3.2 - More parents will be able to take advantage of and gain valuable skills with the partnerships existing and being developed. 3.3 - Continuous improvement and recommendations by shared governance via community schools committee - staff, faculty, students, parents, families, and community members take part of decision-making practices.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton High School	Increase Academic Performance Decrease Chronic Absenteeism Decrease Special Education Testing and Needs Scale up existing and successful resources Address areas of gap Produce positive school climate and culture	• Ensure quality first instruction • Align instruction with State standards • Hire dedicated community liaison • Hire family & community engagement • Provide faculty with planning time and relevant professional development	• California Alternate Assessments (CAAs) Results • Smarter Balanced Summative Assessments Improvements • English Language Proficiency Assessment (ELPAC) • Family & Community Engagement • Enriched Learning Opportunities

Key Staff/Personnel

Learning Director	The main function of the learning director at LHS is to provide coaching, assessment, and assist the site principal when needed.
School Counselor	The LHS counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling
School Psychologist	With a goal to address the behavioral, academic, and intervention needs of LHS students, the LHS school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs.

Proposed School Social Worker	LHS would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.
Proposed Intervention Specialist	A complete MTSS model includes a first level of intervention. LHS utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LHS has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body.
Proposed Dedicated Community Liaison	A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities.
Proposed Family & Community Engagement Director	With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement.
Proposed Curriculum & Instruction Coordinator	The focus on improving the academic performance of LHS students involves the review and application of district, county, and state standards of LHS lessons and teachers.
Proposed Assessment Coordinator	In order to measure the effectiveness of the standards, teaching practices, and learning of LHS students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to

	determine the variables to be addressed and measured. There are three key parts to this job.
Proposed Research & Accountability Coordinator	The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. The research and accountability coordinator will be tasked with providing regularly scheduled community schools committee meetings in a manner that includes data, performance, program updates, and alignment with CCSPP initiatives that includes LCAP goals and LJUSD's mission and value statements

Sustainability

Beyond the sunset of CCSPP resources, LHS in conjunction with LJUSD intends to sustain the systems and practices created by the proposed personnel, which are hired to address each pillar of the CCSPP initiative. Upon a closer look at the sustainability plan, LHS will remain a community school with a focus on each pillar of the CCSPP framework.

Integrated Student Supports

In the subsequent years of LJUSD's local control accountability plan (LCAP), LHS has planned improvements for the School Plan for Student Achievement. The proposed student supports that provide an essential service to students, parents, families, staff, faculty, and administrators. In this proposed implementation plan, the school social worker and intervention specialist are critical to provide students with mental health services, restorative justice practices, trauma-informed care, access to local services, and other related services to produce a racially just and positive school climate. The data and further research to outline the importance of continuity will illustrate the significance of the work being produced by these two individuals. With resources left unused in the Local Control Funding Formula (LCFF), LHS intends to collaborate with LJUSD to recommend permanent status if these supports are deemed effective and useful for students, parents, families, staff, faculty, administrators, and the community at large. CCSPP resources allow the district to address the facilities needs for school, family, and community events and activities. Upon the sunset of CCSPP resources, LJUSD plans to relocate LCFF funds currently intended to facilities to the integrated student supports onboarded by CCSPP.

Extended, Expanded, & Enriched Learning Opportunities

There are two essential components to this pillar that incorporates a total of two dedicated personnel to address the quality of instruction at LHS. First, LHS plans to pursue quality first instruction by establishing systems of assessment and curriculum. LHS will be in differentiated assistance to significantly address the academic performance and achievement. The proposed staff, assessment coordinator and curriculum and instruction coordinator, will support the process of the learning director to meet with faculty to produce data-driven conversations and practices. When determining the sustainability of the work, LHS's size does not justify having two dedicated personnel to singularly address the assessment and curriculum goals. With

CCSPP resources, the district can accomplish the task of setting a solid foundation to the ideal practices. Upon sunset of CCSPP resources, the tasks and responsibilities of the assessment and curriculum and instruction coordinator would be reassigned to the learning director as the capacity would already have been constructed by the assessment and curriculum coordinator. Second, the goal is to build capacities for teachers to engage with data by means of assessments in alignment with curriculum and instruction. The culture of using additional tools to inform instructional practices is a virtue of the culture CCSPP resources has the potential to increase the capacity for instructional and administrative staff.

Family & Community Engagement

LJUSD presently employs a single community liaison to serve all three sites within the district. CCSPP resources allows LHS to have a dedicated community liaison to connect with students, parents, families, and community members in a way that allows family and community members to engage with events and activities while ensuring their basic needs are met. Additionally, LHS will also have the opportunity to have a family & community engagement director to oversee the work and coordinate school functions such as open house, Laton Family Carnival, and other events that occur outside of the normal school day. The intentionality behind having events and activities sponsored by LHS is to allow the facilities that LJUSD has heavily invested in to be put to good use for students, parents, families, and the community at large. Upon sunset of CCSPP funds, the allocation presently dedicated to facilities will be reallocated to meet the family & community engagement components.

Collaborative Leadership & Practices

During the CCSPP planning phase, LHS established a community school committee that brainstormed, tested, and approved the CCSPP implementation plan. The community school committee is comprised of administrators including the superintendent, teachers, students, parents, and other staff with a mission to address the integrated student support, family and community engagement, and learning needs of LHS students, parents, families, and community members. The proposed research and accountability coordinator will establish systems of ongoing research and accountability for each of the pillars associated with the CCSPP framework. The importance of collaborative leadership is outlined in the shared decision-making practices of the community schools committee. Therefore, during the implementation phase of CCSPP resources, the principal will be responsible for facilitating the community schools committee at each site. This practice will be informed in collaboration with the research and accountability coordinator to design assessment and program evaluation that will carry on past the sunset of CCSPP resources.

Priority 6: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Partner	Description	Action Steps	Outcome

Kaiser Permanente Healthy Smiles	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LHS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Expand Medi-Cal billing ability to include dental screenings for adults • Schedule days and times for services	Better health outcomes for adults and screenings for students.
Adventist Health	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LHS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Coordinate services for students and the community • Facilities usage • Promote to parents, families, and community members	Better health outcomes for adults and screenings for students.

West Hills Community College District	Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LHS parents and families to take advantage of night courses utilizing LHS facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students, LHS parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.	• Explore facilities availability beyond school hours • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.
California State University, Fresno	A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LHS students to. With a healthy partnership with California State University, Fresno, students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.	• Explore facilities availability • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.

Fresno County Office of the Superintendent	Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LHS, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists, behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on needs.	• Expand participation in ELOP • Provide opportunities for staff & faculty • Expand enriching activities • Expand partnership to include additional FCSS services	Serving students, parents, families, and the larger Laton community with educational services.

Education & Leadership Foundation	A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.	• Secure funding • Develop robust partnership • Coordinate times and dates for ELF • Arrange services	Serving students, parents, families, and the larger Laton community with legal, education, and advocacy services.
Local Churches	One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.	• Coordinate food pantry • Coordinate food drives • Secure funding • Secure facilities • Secure materials • Identify families in need	Serving students, parents, families, and community member's basic needs.

Boys & Girls Club	A possible partnership that leads enriching activities for youth before, during, and after school. The boys and girls club has a mission of, “To enable all young people, especially those who need us the most, to reach their full potential as productive, caring, responsible citizens.” LHS has the potential to partner with this organization to provide enrichment opportunities where little outside of the school day is available. LHS has the potential to provide funding, facilities, transportation, and enrollment to the Boys and Girls Club.	• Secure funding • Develop robust partnership • Coordinate times and dates • Arrange services	Serving students, parents, families, and community member’s enrichment activities.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Each of the partners listed above correspond to either a physical, legal, or educational integrated service within our community school approach. These partnerships are well within reason to assist the students, staff, faculty, parents, families, and the community at large further their academic, personal, health, and career goals by establishing resources that have otherwise been outside of the reach of the greater Laton community. Existing health partnerships such as Kaiser and Adventist will be elevated by receiving CCSPP resources. Community liaisons will be responsible for collaborating with LHS’s counselor, staff, and faculty to identify students, parents, and families who are in need of dental and other health-related services. The LHS family and community engagement director will be responsible for cultivating a positive relationship with these agencies to identify funding, facilities, and usage of all related services. For example, the partnerships with California State University, Fresno and WHCCD are presently in the developing phase where some classes have started but not reaching its fullest potential are ones LHS has the capability to provide students, parents, families, and the community at large with educational and vocational services that address the larger learning community. A notable gap or need that was identified in the strengths and needs assessment was enrichment opportunities in the community. Participants in the study highlighted the need for enrichment opportunities that are not available in Laton. Partnerships with the Boys & Girls Club has the potential to provide fun and enriching opportunities to supplement students who may not be able to receive these services by limited available spaces in the Extended Learning Opportunity Program provided by Fresno County Office of the Superintendent. Therefore, one can conclude that LHS’s goal is to establish who is on the waiting list for the program and has the potential to participate in other enrichment programs such as the Boys & Girls Club. Despite the best efforts to be inclusive, there is still a possibility that students, parents, families, and the community at large will be unable to participate in programs such as ELOP or the Boys and Girls Club. This is expressly why it is important to onboard a family and community engagement director who has the capacity to plan, coordinate, and execute enrichment opportunities before, during, and after school as well as during breaks, intersession, and summers thereby creating a robust, year-round enrichment opportunities where students, parents, families, and the community at large. LHS’s goal to provide additional services by means of partnerships to address the legal and basic needs can be established during the implementation phase as well. Educational Leadership Foundation and local churches have the potential to provide legal and basic need services. This can bring needed immigration, food, advocacy, and educational services that are otherwise hard to locate or afford for Laton residents.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton High School	Principal & Counselor	• Leadership Matters: Moving Beyond 'PLC Lite' and Nurturing Full Commitment	Professional Learning Community (PLC), teachers continually identify learning challenges and select practices to address the needs of their students. Unfortunately, we often fall short in memorializing the steps taken and the results of effectiveness. A simple way to formalize this process so that it can be repeated is through action research. This session shares a simple three-step model of Challenge-PracticeResults to capture the results achieved by students, and also relate the teacher practices that caused those results.
	Expanded Learning Opportunities Program Coordinator	• Culturally Relevant Practices • Asset-Based Resource Utilization • Develop Evidence-Based Learning Practices • Leader In Me Program Training	Afterschool Programs that follow evidence-based practices to promote social and emotional development are effective. The practical implications of our findings are that policy and funding should be focused on assisting more afterschool programs to develop evidence-based practices that are associated with better outcomes.
	Teachers	• Implement Academic Parent Teacher Teams • Professional Development Regarding MTSS • Professional Development Regarding PLC	Building capacity for teachers is a cornerstone accomplishment of CCSPP to include communication with parents and families in regard to student development.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Achieve Language Inclusiveness	Learn the Languages in the Laton Community	● Family and community engagement ● Build understanding of the richness and diversity that exists.
Incorporate Local Environment	Discover the ecosystems in the local community	● Foster a community of expertise by tapping into the rich knowledge that exists among its community members.
Engage Laton History	Understand and study the story of Laton and social movements with the sharing of local stories	● Cherish the pride that exists of being a Laton residence. ● Revitalize a new generation of community leaders.
Integrate Culture & Art	Learn Laton community family norms	● Present a harmony between home and school with consistency.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators

Planned Learning Communities (PLC)	The following steps will create learning communities to function together and plan instruction around a set of collective goals and assignments: - Providing professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. - Supporting teachers in refining their abilities to use data from Illuminate Data systems and other data systems to target individual student's needs for standards-mastery. - Continue development and improvement of Grade-level Rubrics to ensure that each learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. - Maintain a full-time physical education teacher for K-8 students in order to provide PLCs time to collaborate on data review and planning to address the needs of all learners. - Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners. - Use standards-based report cards that report the progress identified above. The District will continue to consider individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.	Make data driven decisions that directly impact student achievement. Collectively work together to solve problems that impede student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for English Learners, Low-Income students, and students with exceptional needs. Create a safe learning environment for all where they feel safe to take risks.

	Instructional decisions will be student-centered and informed by excellent data collection and analysis. Research clearly demonstrates that teacher quality is a significant factor in predicting student achievement. In our experience, fully credentialed and appropriately assigned teachers who are provided high-quality, ongoing professional development and coaching have an unparalleled impact that is progressively higher in the upper grades.	

Plan-Do-Study-Act (PDSA)	The school will ensure ongoing reflection and assessment by implementing those sections of its SPSA/LCAP that are focused on assessment and evaluation of students' academic and social-emotional progress in a manner aligned with the community schools initiative. As LHS collects interim academic (e.g., benchmark assessments, iReady diagnostics) and social-emotional (absenteeism, suspensions, mental health referrals, etc.) data, those will be shared with our advisory groups (School Site Council, English Learner Advisory Committee, etc.) to assess progress toward school goals aligned with the CCSPP initiative. All groups will hold regularly scheduled meetings – at least four times per year – of school partners and site leadership, using the Plan/Do/Study/Act continuous improvement process. Meetings shall include: • Review and analysis of data related to indicators identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Review and analysis of data related to 'implementation progress markers" identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Reports on LHS progress to the District Committees and Governing Board; - Summative review, analysis, and evaluation of the SPSA to determine recommended revisions for the following year that will inform the LCAP and CCSPP implementation plan.	Protected PLC schedules that focus on assessments and evaluation of students' academic outcomes. PLC schedules will be added to the district's master calendar. PLC reflection logs and agendas collected from each team. ELAC and School Site Council meeting agendas and minutes. School Board meetings minutes and presentations.

Academic Parent-Teacher Teams (APTT)	Work collectively beyond the team of teachers to include student personnel specialists, students, and parents.	Increased trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data fromPBIS referrals and PowerSchool.

Multi-Tiered System of Supports (MTSS)	To study the causes and effects of behavior among the study body in partnership with proposed staff such as the school counselor, social worker, and intervention specialist, the District will engage in the following: Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional social-emotional support. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the events of the last three years have had incalculable impacts on students, staff, and families, creating a need for social-emotional learning as an integral part of the curriculum. Tiered supports for social-emotional learning will begin with all students participating in: ● 2nd Step Curriculum for K-8 ● Bell schedule that supports 2nd Step ● PBIS systems that target positive reinforcement and engage every partner ● PBIS routines are ingrained in every aspect of our school environment and practice ● High School Prep course requirement for all 9th graders ● Positive Behavior Recognition Awards/Assemblies The next tier will include: ● Targeted behavior intervention groups led by the site counselors ● Student Support/Resource Center ● LHS mentors and leadership at LES/LMS ● PBIS Focus Intervention At the most intensive level, targeted intervention will be: ● All4Youth ● Behavior Plans	Ensures driven decisions that directly impact student achievement. Create an environment where all work together to solve problems that impact student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for all students. Create a safe learning environment where all feel safe to take risks. Structured PLC system that focuses on assessments and evaluation of students' academic outcomes. Increase in trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data from PBIS referrals and PowerSchool.

	• One-on-One Counseling/Psychologist • PBIS Intense Support	

Eligibility

Grant Funding and Match Sources

School Name	Enrollment	Grant Funding	Match (33%)	Matching Source Funding Description
Laton High School	279	$1,187,500	$391,875	Supplemental Instruction Resources As contributing actions, LUSD will be using Supplementall and Concentration funds as a matching source.

The funding listed above gives LHS the opportunity to build a robust community school to address the “whole child” in a transformative way. This process builds from the CCSPP framework listed above as a catalyst to fundamentally address the way students' needs (e.g. physically, mentally, medically, etc.) are met and how learning occurs. The strategy LHS students learn are by in large part the responsibility of parents, families, community members, staff, administrators including after school learning coordinators, and ultimately, teachers. Our intention is to effectively make learning engaging and enriching before, during, and after school times beyond the traditional school day while making significant instructional improvements. The shared responsibility of learning falls on the stakeholders who want the best environment for LHS students. By bringing students, parents, and community members together with staff, teachers, and administrators in a fun and welcoming environment, the modeling behaviors of adults who work together has the potential to instill the same behaviors students can share with their peers. The methods of CCSPP and the future of the LHS community school relies on the collaboration of these groups. Our shared decision-making practices allow for the rich results we expect to see as a community school - to lift everyone: students, parents, families, administrators, staff, teachers, and the community as a whole.

Detailed Community School Implementation Plan - Laton High School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school “the hub” of the community it serves.

Laton High School (LHS) serves 158 unduplicated pupils from kindergarten through 5th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LHS serves. Leaders at LHS collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district’s community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD’s strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LHS community school strategy, the strengths and needs of LHS must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LHS formulated the potential actions of its community school initiative strategy.

Demonstrated Need

Measure	Measure Descriptor
Total enrollment for school year 2021–22	LHS Unduplicated Enrollment - 158
Unduplicated pupil count for school year 2021–22	LHS Unduplicated Enrollment - 158
Local educational agency (LEA) and proposed school site's dropout rate for the 2021–22 school year	Very High: 5.1%, especially among Socioeconomically Disadvantaged and Students with Disabilities
LEA and proposed school site's suspension rate for the 2021–22 school year	10.8% suspended at least one day
Locale Code (RE: small/rural)	43–Rural, Remote
LEA's Non-Stability Rate for the 2021–22 school year	15.2%
LEA's Non-Stability Rate for foster youth for the 2021–22 school year	Data may be suppressed to protect student privacy
LEA's Non-Stability Rate for homeless pupils for the 2021–22 school year	27.3%
LEA's Child Find rate	Child Find rate for the 2021–22 school year
LEA's compliance status for overall disproportionality RE: Special Education	Out of compliance (i.e., Disproportionate) for the 2021–22 school year
LEA's compliance status for disproportionality by disability type RE: Special Education	Out of compliance (i.e., Disproportionate by disability type) for the 2021–22 school year
County's cumulative COVID-19 number of cases per 100K	5.8 per 100k as of 1/28/2023
County's December 2022 unemployment rate	6.2%
County's October 2020 food insecurity rate	14.4%

Strengths

-**Class Sizes**: LHS class sizes have been indicated by the students, families, and the community as a strength that allows faculty and support staff to make an impact in their lives and education. The size of the class allows teachers with each student in a personable method where each student has the opportunity to be meaningfully engaged with each lesson at any point during class time.

-**Continuity of Education**: Most of the students who attend LHS continue to attend LHS throughout the duration of their primary school education. This continuous enrollment also allows staff and faculty to become familiar with students and their families in a way that allows them to support future staff and faculty with how to achieve success in their classrooms and beyond.

-**Staff & Faculty Engagement**: LHS employs staff and faculty who actively participate in extracurricular activities that are outside of their classroom and contract hours. The staff and faculty of LHS outreach to students and their families during times of open house, parent-teacher conferences, special education referrals, and other special events.

-**Community Outreach:** With the assistance of the district community liaison, teachers, administrators, and district personnel have the ability to connect with parents and community members. The main function of the district community liaison is to build relationships with key stakeholders while developing trust and cooperation with students, parents, families, and community members.

-**Extended Learning Opportunities Program:** As a result of the Extended Learning Opportunities Program grant, LHS has experienced a significant number of students participating in enrichment activities beyond the traditional school hours. Students have limited opportunities to engage in activities that are difficult to accommodate during the school day. These activities occur during the school year, beyond the school day, during intersession breaks, and in summer.

Gaps/Needs

-Family & Community Engagement: Participants of all kinds describe a lack of participation from family and community members. Engagement, as the California Community Schools Partnership Program describes, contrasts participation by means of decision-making models and frequency of participation. Regular and direct participation in the decision-making abilities of family and community members is a strategy that has not been considered in previous years at LHS. In order to achieve success in any of our community school initiatives, LJUSD commits to maintaining regular and direct contact with parents, families, and community members of the Laton community. Although the work of a community liaison is partly meeting this gap of outreach, the district presently employs a single community liaison to serve all sites of LJUSD creating a limited amount of time and resources to adequately serve all students and families of LHS.

-Academic Performance: There are many metrics that can be used to understand the need to address the academic performance of students and by extension the teaching practices at LHS. According to the California School Dashboard, LHS has at least three areas where attention is required: English Learner Progress (44.3% making progress toward English language proficiency), English Language Arts (98 points below standard), and Mathematics (96.6 points below standard). Present rates and percentages indicate that these targeted areas are either at a low or very low level. Participants in the assessment relate the underachieving Mathematics, English Language Arts, and Learner Progress as an acceleration of many previous years of low or very low test performance. In part, this is due to the high degree of administrative and teacher turnover, COVID-19 Shelter in Place orders, and under/un-patrolled curriculum and coaching practices. Students, staff, administrators, and parents report the need for improvement this year as it has an impact on the following areas of need. As a result of the previous metrics coupled with state and county guidelines, LHS has been marked for Differentiated Assistance. The need in this area is urgent to address and is rooted in the need to examine our current instructional practices, standards, and ability to assess and monitor the desired outcomes with focused and systematic coaching models/cycles in place.

-Collaborative Leadership: Due to the high degree of administrative turnover, the execution of initiatives has been a difficult undertaking for constantly rotating new administrators. The

collaborative nature of what the leadership has been noted as an area for improvement from staff, teachers, and parents who wish to have a stake in the overall success of what LJUSD has envisioned for LHS. Community and family members have highlighted the need for transparency and accountability to become part of the collaborative efforts the community school strategy intends to implement. The collaborative nature includes being open and honest with those involved in a shared decision-making process. Administrators at LHS are the site principal and learning director who share the responsibility of discipline and coaching along with all the other aspects of the school, which results in limited delegation and less of an opportunity to collaborate with stakeholders. LJUSD and LHS would like to address this problem by providing the freedom to administrators to delegate and focus on the collaborative nature of their role in the community school team.

-School Climate & Culture: Students and parents report the atmosphere of LHS has room for improvement. The modern era of the school incorporates the side effects of technology and society such as bullying, peer pressure, trauma, and mental illness. In order to address these areas, parents, community members, administrators, staff, and faculty indicate the need to be on mental health, trauma-informed care, restorative justice, student-centered learning, and social-emotional learning.

-Enriching Activities in Surrounding Community: Students, parents, and community members report the limited number of enrichment activities to do in Laton. There is one county park that is open seasonally, which has an open field of activities when open. In the surrounding community of Laton, the nearby city of Hanford has entertainment in the form of parks, theaters, museums, restaurants, and other related activities. Meanwhile, LJUSD's sites are not open beyond the extended learning hours, intersession, breaks, or weekends creating a concern for safety when students, other children, adults, or any other community member utilizes its facilities when there is no staff member present to supervise LJUSD facilities outside of hours that the buildings, yards, or playsets are open.

-Limited Academic Support: Students, parents, and community members report being concerned about the limited opportunity for academic support for students and teachers at LHS. The system needs to align with the current needs of students, teachers, support staff, and administrators because the demand is greater than the team's capacity. Currently, LHS has a single administrator to oversee all teachers and support staff. The responsibility of this role includes coaching, reporting, events, activities, facilities, curriculum, instruction, assessment, professional development, school safety, and accountability. The best attempt, the participants report, is onboarding a part-time learning director/part-time resource teacher(LD/RTI). However, given LJUSD's limited ability to hire additional coaching or administrative roles, the time allocated to the LD is 30% of full-time equivalency. Of that 30%, LJUSD was only approved to move forward with this allocation if the 30% was also split across the other sites of the district. Therefore, the total allocation at LHS is limited to 4 hours each week to complete essential tasks.

The LD/RTI provides support with assessment, curriculum, and professional development and supports the principles as a backup when additional administration support is needed in emergencies.

The district also employs a Dual Language and English Language Development Coordinator(DL/ELD) that provides English language support to students and supports teachers as needed. The DL/ELD coordinator schedules all the language assessments for the district-required state. This individual also

teaches a foreign language(Spanish) section at the middle school to support the Dual Language Program.
The district response to intervention support as tier 2 intervention consists of two part-time resource teachers for ELA and Math. There are also two full-time counselors, one at the high school and one at the elementary and middle school. They provide academic support and conduct progress monitoring, social-emotional support and support students with their career/college goals.

We must move forward with the commitment to improve learning outcomes for all and improve student achievement. The principals(site administrators) are the instructional leaders of each site. Then they needed to be added in this paragraph because the principal can't make the magic happen alone—can't be a one-man show—in charge of curriculum, instruction, assessment, professional development, school safety, and accountability. The principals need to be the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

-Limited Multi-Tiered Systems of Support (MTSS): Staff, faculty, and administrators have highlighted our MTSS intervention techniques as an area of need. Presently, the LHS Counselor has the responsibility of implementing social-emotional learning (SEL), individual and group solution-focused counseling, Positive Behavior Interventions and Supports (PBIS) coordination, Tier 1 Interventions , Student Study Team coordination, and special education academic counseling. As a result of the overwhelming responsibilities of the limited counseling time and duties, the MTSS model has been limited to solution-focused interventions for all students in need with referral to tier 2 and 3 if appropriate. Furthermore, participants report tier 2 and tier 3 as an area for attention. LJUSD presently utilizes services from Fresno County Superintendent of Schools (FCSS) to provide therapeutic services to tier 2 and tier 3 students at LHS. The partnership allows for a mental health clinician to be onsite 2 days a week while serving elementary, middle, and high school students. The need rooted in our MTSS model is for staff to more adequately meet the needs of LHS students, parents, families, staff, and faculty.

-Limited Communication Techniques: Being that LHS serves as "the hub" for the school and greater Laton community, community members who are not parents nor have children enrolled in LHS have a difficult time participating in events due to not being aware of the activities or events being hosted or sponsored by LHS. Administrators, staff, and faculty currently use a combination of virtual platforms that vary by classroom and grade level to communicate with parents. This separated method of communication does not allow for a uniform communication method with parents and does not allow any communication with the community-at-large. If there was an effort to contact the community, the community liaison who is tasked with working and communicating with students and their parents would attempt to outreach with non-parents or family members of LHS on an individual and irregular basis. This method does not allow for relationship or trust-building techniques. It is the recommendation of administrators, staff, faculty, parents, and community members for the district to adopt a source of communication that has a wide-reaching impact on students, parents, their families, non-parents, and community members who all share a responsibility to participate in LHS-sponsored events and activities.

Personnel

-Learning Director: The main function of the learning director at LHS is to provide coaching, assessment, and assist the site principal when needed. LHS has a long history of turnover at the principal level, and therefore, the learning director shares the responsibility and authority of the principal. Given the design of the role, the LJUSD intends to work collaboratively with the LHS learning director to refocus time and resources back to teachers with limiting efforts on administrative functions such as discipline and related tasks. The recommended work would be to collaborate with staff, faculty, and potential coordinators to facilitate professional learning communities, PDSA cycles, and provide instruction-focused recommendations based on results from assessment and establish a system of data-driven decision-making.

-School Counselor: Presently, the LHS counselor provides tiered intervention, behavioral referral, crisis intervention, group, and individual counseling, social-emotional learning classroom lessons, and career and academic counseling. The goal of designing an effective MTSS model with appropriate staff members while increasing overall counseling effectiveness begins with reexamining the roles and responsibilities of the LHS counselors. LJUSD has already allocated a Behavior Intervention Technician to collect behavioral data and respond to crisis intervention. LJUSD is recommending implementing a more comprehensive system of support to address the behavioral, academic, and intervention needs of LHS students. By allocating human resources to adequately address the behavioral, academic, and intervention needs of LHS students, the LHS counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling, which more closely aligns with the American School Counseling Association standards, which can be also monitored in collaboration with potential research and accountability hires. Implementing an academic parent-teacher team model would ideally reduce the number of student study teams and individual educational plans because teachers, students, and families would be able to sufficiently address the academic, behavioral, and other related accommodations or needs of students by collaborating effectively with general education teachers directly.

-School Psychologist: LJUSD and more specifically LHS has just over 14% of students in a special education program. The LHS school psychologist provides assessment, report, and crisis intervention services. With a goal to address the behavioral, academic, and intervention needs of LHS students, the LHS school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs. Hiring a social worker and intervention specialist allows the school psychologist to review more data on students from other behavioral professionals working with staff and faculty.

-Special Education Staff & Faculty: Along with the ability to effectively and timely assess students for special education (SPED), SPED staff and faculty would have data and input from more specialized personnel such as the social worker, intervention specialist, and school psychologist, a reasonable and successful individualized education plan with accommodations can be written and evaluated by the LHS behavior intervention technician to ensure a quality data-driven standard of special education alongside applicable coaching and collaboration.

-Principals: With the proposed new resources both human and initiative, the LHS principal has the capacity to become the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

Action

-Implement Community School Committee at Site: Throughout the planning phase of the California Community School Partnership Program (CCSPP), LJUSD has formulated a district community schools committee where LHS parents, staff, faculty, and administrators were able to represent their site adequately. Upon implementation, LHS will establish a community school committee to participate in decision-making strategies, discuss events and activities, and provide opportunities for celebrations of students, parents, and their families.

-Hire School Social Worker: In order to achieve mental health equity in our district, hiring a social worker is essential to serve the students in the most need. Presently, LJUSD contracts with the Fresno County Superintendent of Schools (FCSS) to provide mental health therapy services to LHS students on a part-time basis. FCSS subcontracts with the Fresno County behavioral health department to provide these services for students and families that qualify for Medi-Cal. LHS would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.

-Hire Intervention Specialist: A complete MTSS model includes a first level of intervention. LHS utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LHS has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body. In addition to serving the role of intervention, LHS intends to charge the responsibility of implementing the academic parent-teacher teams. The intervention specialist would collaborate with the social worker, school counselor, and community liaison to work with students, parents, families, teachers, and administrators to coordinate times for students and parents to meet with teachers and assign measurable interventions. The district community school committee collaborated on an approved plan to hire a behavior intervention technician to measure the effectiveness of each intervention set in academic parent-teacher teams.

-Implement Academic-Parent Teacher Teams: Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and

teachers to collaborate. The format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and achievement.

-Hire (site specific) Dedicated Community Liaison: A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities. LJUSD intends to hire a dedicated community to develop relationships with students, parents, and their families who will be their trusted school officials from kindergarten through the time necessary to transition students, parents, and families to the following community liaison. A secondary benefit to having a dedicated community liaison would be to extend the hours of the LHS community school; yards, fields, and playsets will have the potential to be open beyond the traditional school day and year.

-Hire Family & Community Engagement Director: With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement director. Alongside the other related personnel, the responsibility of connecting parents and families with county and community partnerships as representative of LHS.

-Hire Curriculum & Instruction Coordinator: The focus on improving the academic performance of LHS students involves the review and application of district, county, and state standards of LHS lessons and teachers. In order to achieve the capacity necessary for LHS teachers, the curriculum and instruction coordinator will be responsible for providing coaching, professional development, classroom management techniques, and implementing related standards across all grade levels at LHS.

-Hire Assessment Coordinator: In order to measure the effectiveness of the standards, teaching practices, and learning of LHS students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to determine the variables to be addressed and measured. There are three key parts to this job. First, this position needs to be able to build and maintain strong internal data systems. This involves being able to work with LHS teachers and administrators to understand their data needs and then working with our staff and vendors to adjust systems to meet these needs. Second, this position is responsible for managing the collection of relevant data. Working with stakeholders across the district to identify the right mix of quantitative and qualitative assessment data beyond those required by state and federal testing. Third, this person will need to have the skills to cultivate an internal culture where data teams and teachers are able to easily utilize student data to tell a story. This could range from working with a teacher to help them better understand and use individual student testing data, to creating a presentation on attendance data for the Board of Trustees.

-Implement Planned Learning Communities: LHS uses a plan, do, study, and act (PDSA) cycle. However, LHS teachers have been trained to complete these PDSA cycles in short and concentrated ways which creates a gap in completely addressing the overall purpose of collaborating and planning. By implementing planned learning communities (PLCs), teachers will have the ability to

examine data, plan instruction, and collaborate with personnel such as the curriculum and instruction coordinator and assessment coordinator. The very essence of a learning community is a focus on and a commitment to the learning of each student.

-Hire Research & Accountability Coordinator: The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LHS community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Success

-Shared Decision-Making Practices: Implementing the LHS community school advisory committee will allow the time and space for students, parents, families, community members, local businesses, school administrators, staff, and faculty to share responsibility for the decisions and recommendations in a safe and welcoming environment. These groups of individuals will tap into the expertise and experience of them all. It is important to note that not one group of people is more important than the other but equals as sharing the responsibility of educating and providing services to the whole child. Important announcements, events, updates, and action items will be discussed and voted on in this community school committee in a manner that reflects their overall decision. Recommendations will be made to staff, faculty, administrators, board members, and community businesses and leaders in an effort to improve student performance, academic motivation and rigor, curriculum development, family and community engagement beyond the classroom, and sharing a commitment to continue the comprehensive approach to collaboration, and coherence.

-Academic Performance: The goal of LHS in regard to academic performance is to improve the quality of instruction and learning. By examining the lessons and instructional practices, LHS's goal is to provide an environment that engages students in a fun, welcoming, and enriched learning environment.

-Academic Motivation & Rigor: With lessons and activities that are engaging and well-designed, students are more likely to be motivated to learn and challenge themselves. A need in the strengths and need assessment highlights the importance of academic support for instructional faculty.

-**Behavior:** The MTSS model and social-emotional learning curriculum for all students is anticipated to have the biggest impact on student behavior. The California School Dashboard currently reports a high or very high degree of suspensions, chronic absenteeism, and behavior. With the appropriate tools in place, LHS should see a decline in all of these areas as they are related to student behavior, climate, and culture.

-Curriculum Development: Year over year, the goal of hiring a dedicated curriculum and instruction coordinator is to collaborate with faculty of each grade level to design a comprehensive

curriculum that aligns with state standards of practice. LHS faculty will have the ability to contribute to current practices and elevate their standards with adequate planning and assessment to measure the outcomes of their instructional practices. With improvements made to each of the grade level instruction, LHS should see improvements in each of its testing areas.

-Reformation of Home & School Club: Parents of LHS have a significant role in the school. Prior to the era of COVID-19, LHS parents, and community members would come together to plan and make recommendations to LHS administrators. The LHS community liaison will have the opportunity to participate in their meetings to represent LHS when appropriate. It is important to note that a representative from the LHS home and school club will serve on the LHS community schools committee. This representation is important to represent parents' and other related stakeholders' voices.

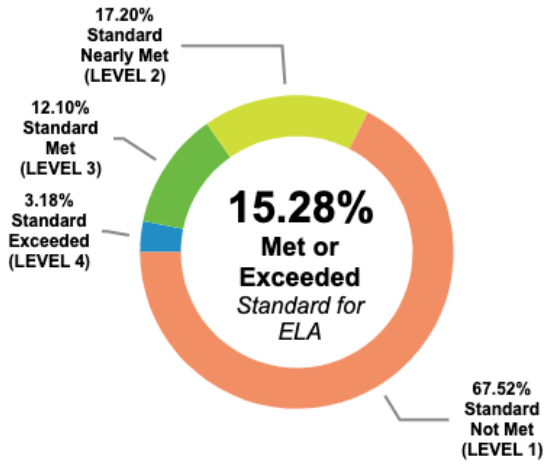
-Commitment: LHS will be characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources, and build support and relationships among each of the previously identified measures of success. Ultimately, LHS community school will be able to provide coordination and targeting for numerous child, family, and community goals. This will be demonstrated through policy and funding decisions that begin to reflect site successes via shared decision-making.

Metrics for Reporting

-CAASPP: LHS has room for improvement in the English Language Arts and Mathematics. With the appropriate curriculum, instruction, assessment, behavioral, social, and accountability resources, it is expected that the ELA and Math CAASSP scores will improve to a metric that LHS students, parents, and administrators can be proud of.

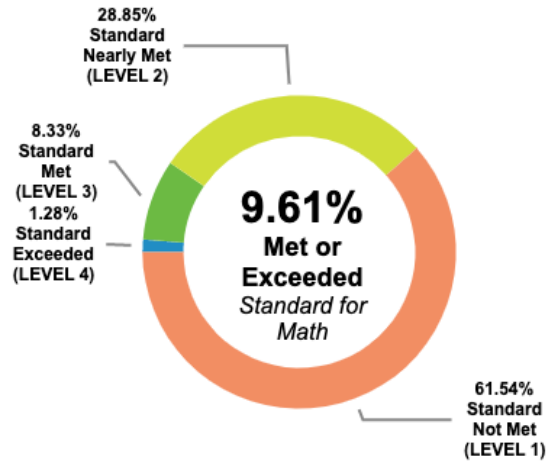
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



-Student Study Teams: Presently, the LHS counselor is responsible for coordinating SSTs and collecting data to report on at each of the SSTs. Students who are in need of academic support due to failing grades, poor participation in class, or behavioral concerns are directed to SSTs. The misuse of this model will be corrected by the number of resources dedicated to academic parent-teacher teams at both the classroom and individual levels have the potential to decrease the need for SSTs. However, in the event that the frequency of SSTs remains consistent, there will be a significant amount of data that can be used from other personnel such as the behavior intervention technician, intervention specialist, school social worker, school psychologist, and learning director. At the point of facilitating an SST, the school counselor will be able to track what has been done to achieve success and properly track results.

-504 Accommodations & Individualized Educational Plans: LHS, like many other districts and schools, has a waiting list of students in need of assessment for special education. The school psychologist presently responds to crisis situations where others may have the ability to do so. With the district allocating resources to improve the quality of learning and behavioral interventions, the school psychologist ultimately becomes more effective and produces a greater number of quality assessments. The assessment report will be able to include more information about what has been reported and articulated by general education faculty and related student personnel services such as the intervention specialist and school social worker. The goal is to serve students in the best possible way with referrals to the appropriate resources and agencies.

-Chronic Absenteeism: School climate and culture is a proven element associated with chronic absenteeism. The culture at LHS has resulted in 23% of students being classified as chronically absent. The task of making their learning engaging and creating a welcoming atmosphere will address chronic absenteeism. Community liaisons will be in frequent contact with parents to address the importance of having their children attend school on a regular basis. Unsafe conditions have been identified as another factor of chronic absenteeism, which will be addressed by the LHS school counselor implementing a comprehensive social-emotional learning curriculum for the entire student body alongside an effective MTSS model.

-Effectively and Meaningfully Engagement: The roles and responsibilities of each of the proposed and existing personnel are to engage students, teachers, families and community partners. The outcome of these practices will result in shared decision-making to achieve student success, propose recommendations, review data, and improve the quality of education for students, parents, their families, and the community at large.

-Establish and Expand Partnerships: The community of Laton is fortunate to have access to Fresno County resources and regional community-based businesses. The purpose of having and expanding these partnerships are to support and provide services that intentionally address the needs of the community and expand the current assets. LHS has the opportunity to serve parents, families, and community members' needs in addition to the work LHS currently does with students.

-**Expand Student-Centered Teaching Practices and Enrichment:** LHS has the opportunity to onboard staff and provide enrichment opportunities to its faculty and staff to support LHS students beyond the traditional school day. Multiple resources, including facilities and human resources, have the potential to serve students and the community with learning opportunities beyond the school day including evenings, weekends, breaks, and other times when school is not in session.

Links to Local Control Accountability Plan (LCAP)

-Relation to Goal #1 of LJUSD LCAP: LJUSD Goal #1 is, “Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision making.” The relationship between this first goal and efforts to community school initiatives is expressed in the efforts to onboard personnel tasked with designing, implementing, and assessing curriculum that promotes academic success for students at LHS. This includes aligning standards with state and county standards while providing adequate intervention and enrichment. Both the LCAP and community schools initiatives will be achieved in cooperation and collaboration among proposed and existing personnel.

- *Action 1.1 of LCAP*: Outstanding Staff - Onboarding Curriculum and Instruction Coordinator, Assessment Coordinator, and Research and Accountability Coordinator. All of the aforementioned staff are new to LJUSD and LHS but only achieved at this moment in time via California Community Schools Partnership Program (CCSPP). The proposed staff will be highly qualified and have expertise in their subject area to implement effective and efficient instructional change. Regarding family and community engagement, the proposed staff (i.e. Family and Community Engagement Coordinator and additional community liaisons) will be able to more effectively connect with community partners and families in a way that fosters engagement with LHS.
- *Action 1.2 of LCAP*: Dual Immersion Language Program - The district’s Dual Immersion Language Program (DI) has been a strength of LHS and LJUSD for many years. LJUSD plans to implement transformative work to support the learning of these students at LHS by refocusing the work of the LHS DI coordinator to serve as a resource for English Language Proficiency while shifting the assessment responsibilities of this program to the assessment coordinator via CCSPP funds.
- *Action 1.3 of LCAP*: Teacher Collaboration for Improving Instruction - District collaboration among teachers is difficult to plan over the years despite many efforts. CCSPP plans to support this LCAP goal by providing LHS faculty with funds and opportunities to plan and meet with instructional professionals to improve instruction and curriculum planning and coaching. This is accomplished by collaborating with funds allocated from the Differentiated Assistance allows a learning coordinator to facilitate coaching and recommendation in consultation with proposed staff such as the assessment coordinator, curriculum and instruction coordinator, and research and accountability coordinator to discuss strategies for instructional improvement and curriculum development.
- *Action 1.4 of LCAP*: Effective Professional Development - In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students and those

statewide, the District will: Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments

- *Action 1.5 of LCAP*: Tiered Academic Supports - To achieve a more equitable layered academic support for students, LHS and LJUSD plans to implement a quality first instruction. LHS has a comprehensive approach to address the academic needs of student intervention. With CCSPP funds, LHS has the ability to make meaningful headway in the attempt to support teachers by means of assessment and aligning instruction by means of coaching and demonstration.
- *Action 1.6 of LCAP*: Access to a Broad Curriculum - LJUSD's mission to provide students with a variety of curricula at the secondary and primary levels begins with having an enriched and quality education. At LHS the CCSPP framework allows for faculty to work collaboratively with administrators and coaches to provide students with engaging instruction. CCSPP allows for LHS to employ curriculum, assessment, and accountability professionals to support faculty with necessary data and learning outcomes that are consistent with state and federal learning standards for students. Upon satisfactory improvements, LJUSD and LHS administrators, faculty, staff, students, and community stakeholders can consider future curriculum expansion.
- *Action 1.7 of LCAP*: After School Program - LHS continues to serve students beyond the traditional school days. to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and those statewide, the District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and low-income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home. Additional staff can assist with the expansion of a successful program implementation and serve more LHS students and families.
- *Action 1.8 of LCAP*: Supplemental/Intervention - To support academic gains and to close achievement gaps on state and local assessments, LJUSD presently utilizes supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners and low-income students who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. In conjunction with CCSPP funds, LHS's ability to address the supplemental and intervention needs of LHS students will be enhanced by providing personnel. The proposed curriculum, assessment, and accountability personnel will work closely with resource and learning faculty to identify areas of need, progress, and provide data-driven recommendations for LHS faculty and administration to consider implementation.
- *Action 1.9 of LCAP*: English Learner Supports - These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County

Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum.

- *Action 1.10 of LCAP*: Summer School Program - To support academic gains and to close achievement gaps on state and local assessments, the District will provide a summer extended learning program for Low-Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12. CCSPP would allow not only opportunities for academic learning; enrichment opportunities to support students' motivation to want to be at school during their summer break. The surrounding community of Laton has a limited number of enrichment outside of the school district to provide students with the opportunity to engage the school community in a fun and welcoming environment.
- *Action 1.11 of LCAP*: Create a Culture of Post-Secondary Success - LJUSD has regularly sponsored the LHS mission of creating a culture of post-secondary success. LHS has begun to implement AVID curriculum throughout each grade level. However, the LHS counselor has been tasked with providing socio-emotional support and responsive services for students with the greatest need. CCSPP has the opportunity to provide all students with college and career readiness by onboarding specialized personnel to address the social-emotional and behavioral needs of LHS students.

-Relation to Goal #2 of LJUSD LCAP: LJUSD's second goal is to, "Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning."

- *Action 2.1 of LCAP*: Well-Maintained Facilities - LHS has a new multipurpose room that was recently constructed to serve students, faculty, staff, parents, families, and the community. Part of the purpose of having well-maintained facilities is to provide space for students, families, and community members to use for enrichment and engagement activities and events. CCSPP allows the opportunity for the facilities to be used beyond the traditional school day and year. By providing additional staff to supervise during alternate working hours, the space will be opened for enriching activities that students and families have the potential to enjoy.
- *Action 2.2 of LCAP*: Transportation - Every student has safe and reliable transportation to and from school. CCSPP allows for the opportunity to arrange transportation for students to engage in activities during breaks, intersession, summer, and after school to participate in expanded, extended, and enriched learning experiences.
- *Action 2.3 of LCAP*: Positive School Climate - LHS has the potential to onboard the school social worker, intervention specialist, and community liaison through CCSPP to address the following areas: Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses; • Providing professional presentations/ assemblies to increase bullying awareness for all educational partners; • Continuing use of PBIS structures at each site K-12; • Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; • Implementing Safe School Ambassadors 4th - 12th; • A daily healthy snack beyond the meal program will be provided to all kindergarten students; • Purchasing supplemental curriculum or technology in social-emotional learning, as needed in support of these programs; • Provide transitional services, social/emotional, and academic supports to

Foster Youth and homeless students. • School site teams will conduct root cause analyses of student survey results to determine what is causing declining percentages of feelings of safety and school connectedness.

- *Action 2.4 of LCAP*: Social/Emotional Learning and Supports - LHS plans to provide students with the appropriate support by: • Continuing with Counselor and Counseling Interns for K – 12th grades student support, and a full-time school psychologist to address social/emotional issues; • Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development as well as a positive school/district climate; • LHS/LMS Mentorship -- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students; • Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. CCSPP allows the opportunity to provide the time and resources for the LHS counselor. Presently, the LHS counselor provides significant behavioral support to a few students. Upon implementation, the behavioral support will be limited and the focus of the LHS counselor can be to serve all students through classroom lessons, individual group support, and other related tasks to provide all students with necessary social-emotional learning and supports in collaboration with the intervention specialist and social worker.
- *Action 2.5 of LCAP*: Safe Schools - LHS plans to provide awareness and prevention services to target • Ensuring safety & security by minimizing the presence of illegal drugs, gunpowder-based items and weapons in addition to commonly abused medication. • Reducing the contraband-related suspension and expulsion rate. • An educational component to help build a relationship between the security team and the students in conjunction with CCSPP funds and personnel.
- *Action 2.6 of LCAP*: LHS partners with Fresno County Superintendent of Schools to provide the Truancy Intervention Program, which not only intervenes with truant students but will also be proactive in providing strategies for truancy prevention. This partnership has the potential to grow with more trained personnel such as a school social worker and intervention specialist to target truant or chronically absent students.

Alignment to California Community Schools Partnership Program

-Integrated Student Support Services: LHS has a long history of relying on a school counselor to address the varying academic, behavioral, and personal needs of LHS students. In addition to providing all students with this level of support, the LHS counselor has also been facilitating intervention and accommodation services such as MTSS, SSTs, 504, individual counseling, and group counseling. The level of support needed to provide LHS students with targeted prevention and intervention services is beyond the scope of a single person. Therefore, the CCSPP resources and initiatives would allow LHS to onboard a school social worker and intervention specialist to work in collaboration with the existing LHS school counselor. The goal of student-integrated support services is to connect students, parents, families, and the community with wraparound services that address the "whole child." These types of services were illustrated as an important component of what students and families described as important. Families and community members spoke during the strengths and needs assessment about the behavior and the need to

address the school's climate and culture and special education needs to include items such as behavior intervention plans, individual education plans, 504's, and student study teams. LHS has planned to implement academic parent-teacher teams to build capacity for counselors, the proposed intervention specialist, and the proposed school social worker to work with faculty to connect with parents, families, and community members for the purposes of addressing students academic, behavioral, and personal needs before, during, and after school.

-Expanded, Extended, and Enriched Learning Opportunities: Being a small, rural city, LJUSD sites, such as LHS, is the only form of recreation. It is not uncommon for community children, present and former students, adults, and others to use school facilities when the campus is otherwise closed and nothing beyond play equipment is available for use. Upon CCSPP implementation, the goal is to provide students with facilities before, during, and after school to enrich their learning experiences. The goal would be to provide students, parents, and families with additional enrichment learning opportunities sponsored by the school and coordinated by school officials. The focus on activities that captivate students and encourage parents and families to participate in school functions that occur beyond the traditional school day. In addition to supporting student learning during class time, it is the LHS goal to provide students with a top-tier and focused learning environment during the school day. Presently, faculty and staff have indicated that there is a need for teacher support, aligning lessons with state standards, and providing data to support their decision-making practices and track progress. Each of these elements has the potential to increase student engagement before, during, and after school with the hopes of bringing parents, families, and community members together in the process of learning and collaboration. With the support of the proposed assessment and curriculum and instruction coordinators, faculty will be able to communicate clearly the needs and potential advantages of their student body with administrators, coaches, parents, and families.

-Family & Community Engagement: Presently, LHS family and community engagement is described as either low or an obstacle by parents, faculty, staff, and administrators. Though much improvement has been made through the work of the LJUSD community liaison, there is only one to support the entire school district. Because of the measurable success with the current community liaison, it is the vision of LHS to scale up this work by having a dedicated community liaison for LHS to collaborate with a proposed family and community engagement coordinator. The significance of both roles are important to demonstrate. The first, community liaison, is responsible for providing students, families, and community members of LHS with information and at-home support such as parent checklists for schools, vaccination information, school announcements, and other related activities and information. On the other hand, the role of the coordinator is to plan events and activities for students, parents, families, and community members to participate in. The community of Laton attempts to do this now with little resources and notice to the community at large. The benefit of having a full-time coordinator responsible for family and community engagement is the time and resources provided by CCSPP.

-Collaborative Leadership Practices: LHS has a commitment to ensuring the success of the CCSPP initiatives through data and ongoing program evaluation. The role of this is to also ensure power-sharing decision-making abilities in the community school committee at LHS. The proposed research and accountability coordinator's role is to evaluate the programs and the overall effectiveness of the CCSPP resources. It is important to note that this coordinator reports to the community school committee and does not have a direct role in evaluating the people as part of the power-sharing decision-making process. Furthermore, the roles of existing staff and faculty are just as important to the success of CCSPP initiatives. All of the relevant stakeholders including students,

parents, and community members maintain the significance their role plays in providing LHS students with an outstanding learning experience. With each of the roles that have been proposed, LHS plans to include their unique leadership in the implementation process.

Partnerships

Participants in the strength and needs assessment indicate the following partnerships as possible to partner with to provide students, parents, families, and the community with physical, educational, social, or basic need services. It is important to note that there are some partnerships that are currently in use and have the ability to be scaled upward with the appropriate personnel from CCSPP resources. LHS in conjunction with LJUSD has the potential to partner with the following entities and agencies.

-Adventist Health: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LHS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-Kaiser Permanente Healthy Smiles: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LHS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-West Hills Community College District: Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LHS parents and families to take advantage of night courses utilizing LHS facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students, LHS parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.

-California State University, Fresno: A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LHS students to. With a healthy partnership with California State University, Fresno (Fresno State), students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.

-Fresno County Office of the Superintendent: Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LHS, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists,

behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on their needs.

-Education & Leadership Foundation: A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.

-Local Churches: One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.

California Community Schools Partnership Program
Cohort 2 Application
Attachment II:
Laton Middle School Implementation Plan
CDS Code: 10622816006894

Detailed Community School Implementation Plan - Laton Middle School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school "the hub" of the community it serves.

Laton Middle School (LMS) serves 175 unduplicated pupils from 6th through 8th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LMS serves. Leaders at LMS collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district's community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD's strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LMS community school strategy, the strengths and needs of LMS must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LMS formulated the potential actions of its community school initiative strategy.

Detailed Implementation Plan

SUMMARY: LATON MIDDLE SCHOOL IMPLEMENTATION PLAN

Detailed Implementation Plan

School Site Contact Information

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Laton Middle School

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Goals/Priorities

Primary Goals/Priorities:

1. Deliver Effective Intervention Strategies
2. Grow Instructional Capacity
3. Engage Families in a Positive and Welcoming Environment
4. Shared Decision-Making Practices

Priority 1: Needs and Assets Assessment: Collective Priorities

Laton Middle School (LMS) parents, teachers, and school staff provided feedback and input into ways in which to provide additional services to support students' academic and social-emotional needs in alignment with the seven supplemental instruction areas. The virtual opportunities to provide input included staff meetings/professional learning communities, flexibly scheduled school and parent meetings, School Site Councils, English Language Advisory Committees, District English Advisory Committee, the District Advisory Committee, and the PTA. In addition, stakeholders provided feedback in response to the Local Control Accountability Plan annual survey that included the ELO strategies. In addition, the Special Education program involved parents, staff and teachers in development of the plan through the School Site Council meetings and individual conversations with families and teachers.

Asset Mapping Findings
Detailed Report

Integrated Supports.
The district has or recently launched a robust array of integrated supports—especially those related to social-emotional development. Stakeholder input prioritizes consistency and scope related to these efforts. However, support for families and educators is not readily apparent in the materials consulted for this report. The omission—if it actually is an omission—may prove crucial as the district relies on educators to model social-emotional skills. Educators themselves may need support to qualify for the role the district asks them to perform. Additionally, the district has reported that educator turnover is high, which might indicate a need to provide social-emotional support.

Enriched, Expanded Learning.
Evidence demonstrates comprehensive opportunities for enriched
and expanded learning through after school, summer, dual immersion, and CTE coursework. The

district has even identified strategies to increase participation in those opportunities among populations that might be underrepresented (e.g., transportation for afterschool programming). In-class opportunities (e.g., project-based, hands-on, or real-world learning) did not appear within the materials consulted for this report. More information is necessary to understand the quality of existing opportunities beyond and core classes.

Family, Community Engagement.
Frequent setbacks impede the district's ability to maintain successful engagement. However, the district tenaciously analyzes and responds to those setbacks. For example, the district has recruited a new partner to offer parent classes, hired a parent liaison, and contracted with community organizations to support safe environments. Most recent responses may need time to mature before their impact can be appraised. Gauging families' needs or perceptions of school environments in a deep way may contribute to effective, sustainable strategies.

Collaborative Leadership, Practices.
A clear commitment to this pillar appears within the district. Practices address the needs of students, families, and educators. Additionally, topics that constitute community learning tie the district's response to this pillar to other pillars—for example, integrated supports. Because of recent turnover in leadership and high turnover among teachers, recently introduced efforts may need time to fully mature before their impact can be understood. Efforts to investigate the quality, sufficiency, and progress of those efforts represent a sound approach to measuring them in the meantime. Peer-to-peer learning and learning across education settings (e.g., contrasting regular-day and afterschool programs or comparing grade-level classrooms) may simultaneously contribute to this pillar while simultaneously fostering community within schools.

Strengths & Needs Assessment Conducted

Methods

- Participants
  - Each with either a direct or indirect relationship with LMS.
  - 51 Community Members and/or Parents
  - 16 Individual Interviews with Staff, Faculty, & Admin.
- Sampling Methods
  - Snowball & Convenience Sampling Methods
  - Emails, All Calls, Text Messages & Scheduling
- Focus Groups & Individual Interviews
  - Conducted in both Spanish & English
  - Semi-Structured
  - Questions Focused on Pillars of Community Schools: Integrated Student Supports, Expanded, Extended, & Enriched Learning Opportunities, Family & Community Engagement, and Collaborative Leadership Practices
  - Open Ended Conversations
  - Significant data on each topic was collected based on experiences and perspectives.

Preliminary Findings

Strengths

- Class Sizes, Continuity of Education, Staff & Faculty Engagement, Community Outreach, Extended Learning Opportunities Program

Needs / Gaps

- Family & Community Engagement, Academic Performance, Collaborative Leadership, School Climate & Culture, Enriching Activities in Surrounding Community, Limited Academic Support, Limited Multi-Tiered Systems of Support (MTSS), Poor School Experiences with Staff & Faculty, and Limited Communication Techniques

Analysis

Transcription

- LMS partnered with a transcription service to provide transcription of all focus groups and interviews
- Coding all transcripts to find common, recurring themes in single focus groups and interviews
- Themes were established based on frequency of occurrences and sub-themes of the intended category: integrated student supports, family & community engagement, enriched learning opportunities, and collaborative leadership & practices.
- Themes were compiled and preliminary findings were documented.
- Preliminary findings were then tested for validity among staff, faculty, and students.

Internal Validity

Students

- Surveys completed by LMS students - 87% completion rate
- Measured the validity of the initial strengths and needs/gaps identified in parent and community member focus groups and interviews.

Continuous Improvement

Ongoing Research

- The role of ensuring and measuring the effectiveness of each program will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LLMS community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Priority 2: Shared Understanding

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

1. **Assets-Driven and Strength-Based Practice:** The role of students, parents, families, and community stakeholders will guide the work utilizing the assets and strengths provided upon implementation of CCSPP initiatives. By sharing collective wisdom and appropriate data to support decision-making practices, LMS has the opportunity to share the responsibility of education with parents and families in a manner that incorporates the community's history, culture, and language into daily practice. Our initial step was to take stock of what assets are within the district and the community-at-large. This process was outlined in our strengths and needs analysis, which outlines the guiding principles of collective work LMS does in collaboration and cooperation with students, parents, families, and the community.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for

all students in the totality of school interactions. Professional development opportunities to create a culture, climate, and practice of racially just and restorative practices are an essential element in providing a positive and welcoming experience for students, parents, families, and community members. LMS makes a commitment to articulate the importance of a racially just and restorative school climate by incorporating these elements into the school's mission statement and district vision statement in collaboration with student leaders, parents, community members, staff, faculty, and administrators at LMS and the district at large.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. LMS is currently in a phase of planning where academic achievement and performance is in a state of improvement. Our strengths and needs assessment established students, teachers, administrators, parents, and community members feel a significant need for instructional improvement. This is also illustrated in the state scores found in our CAASPP, ELPAC, and related assessments where more than 85% of students are neither at standard nor achieving beyond standard. Therefore, it is the mission of LMS to make improvements to support teachers and related staff by providing powerful, culturally proficient, and relevant instruction by means of relevant, data-driven support.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. The participation of the community schools committee has proven to be an effective tool to bring students, parents, families, community members, staff, faculty, and site/LEA administrators together to address areas of need and provide opportunities for others to participate in decision-making practices. The plan for CCSPP implementation has been approved by the committee and reflected in the minutes with the support of both unions and school board officials.

Sharing Information

It will be the responsibility of the community school committee at LMS to share the data on each of the strengths and needs as they are regularly evaluated. The principal in collaboration with the research and accountability coordinator will regularly recommend assessments, present data, and provide recommendations to the community school committee on further research and evaluation. LMS will also put summaries of ongoing research regarding strengths and needs on the LMS website as part of LMS's efforts to be transparent to students, parents, and community members. The community school committee will design their web pages to include their information, meeting times, and location. The leadership of the superintendent alongside the site principal will share the responsibility of reporting as they also serve on the community school committee.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise

site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Middle School	Implement Academic Parent-Teacher Teams	Facilitate Dates with Staff & Faculty Provide Professional Development of APTT Inform parents & families Develop classroom Management techniques Formulate caseloads for Intervention Specialist Onboard Intervention Specialist Onboard School Social Worker	• Parents & Teacher Engagement • Parent Advocacy • Fewer SSTs • Fewer IEPs • Fewer 504s • Fewer Assessment for Special Education • Increase student contact
Laton Middle School	Implement Planned Learning Communities	Establish Learning Communities Outline Responsibilities Calendar of PLC time and planning	• Time for Teachers to Plan cross-discipline • Reviewing standards • Align instruction to state standards • Increase student learning and performance

Laton Middle School	Implement Comprehensive MTSS	Outline Tiers of Intervention Assign Roles & Responsibilities Create Referral System Reinforce PBIS	• Targeted behavioral interventions • Building teacher contact with parents and families. • Increase in student contact • PBIS Site Points • Behavior Intervention Plans tracked and measurable progress
Laton Middle School	Implement Assessment Cycles	Identify RTI Assessments Align ELA, Math, and Dual Immersion Standards Provide academic intervention techniques	• Align instruction at LMS to standards • Specific Response to Intervention Lessons • Curriculum Development • Academic Performance
Laton Middle School	Maintain Ongoing Research & Accountability	Onboard Research & Accountability Specialist Create Program Assessment Cycles Align CCSPP Goals to next LCAP and other initiatives	• Comprehensive CCSPP Initiatives • Alignment between LCAP & CCSPP • Clear and concise goals • Opportunities for ongoing improvement
Laton Middle School	Engage with Parents, Families, & Community Members Regularly	Redevelop Home & School Club Sponsor activities and Engagement opportunities Invite all parents and families to participate in Community Schools Committee Design programs for parents And families to participate in Accept recommendations to ensure success of APTT	• Positive school climate and culture indicators from student, staff, faculty, and administrators • Decrease of Chronic Absenteeism • Decrease in Suspension • Increased of Promotion and graduation • Increased of parent volunteers

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Laton Middle Community Schools Committee

- Community School Coordinator (co-chair, permanent)
- Superintendent or designee (co-chair, permanent)
- 2 Site Principales (High School and Middle School / Elementary) (permanent)
- 2 Counselors (High School and Middle School / Elementary) (permanent)
- Community Liaison (permanent)
- 2-3 Special Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 General Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 Classified staff members (2-year term)
- 2 Students (1-year-term)
- 2 Parents of students or community members(1-year-term)

Proposed Additions Upon Implementation Award Laton Elementary Community Schools Committee

- School Social Worker (permanent)
- Intervention Specialist (permanent)
- PLC Leads

Meetings are open to all and may participate! As a collective during our planning phase, LMS Community School Committee developed a handbook of our core missions and functions. Announcements will be posted two weeks in advance to the district's web pages and sent directly to students, parents, families, community members, staff, faculty, and administrators.

Priority 4: Coherence: Policy and Initiative Alignment

Site Level Goals and Measures of Progress

School Name Goals	Action Steps	Outcome/Indicators

Laton Middle School	LCAP Goal #1: Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision-making.	1.1 - Outstanding Staff 1.2 - Dual Immersion Language Program 1.3 - Teacher Collaboration for Improving Instruction 1.4 - Effective Professional Development 1.5 - Tiered Academic Supports 1.6 - Access to a Broad Curriculum 1.7 - After School Program 1.8 - Supplemental and Intervention 1.9 - English Learner Supports 1.10 - Summer School Program 1.11 - Create a Culture of Post-Secondary Success	1.1 - Hiring CCSPP Funded and Qualified Candidates 1.2 - Academic Preparation in DI 1.3 - Support and Resources dedicated to Collaboration 1.4 - Teacher Surveying and Reporting outcomes for students. 1.5 - Targeted RTI Assessments 1.6 - Curriculum Development before, during, and after school. 1.7 - Participation in ELOP 1.8 - Effectiveness of Supplemental and Intervention Data 1.9 - Effectiveness of Partnership with FCSS 1.10 - Enriching Summer Program 1.11 - Student interest in college trips and post-secondary education

	LCAP Goal #2: Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.	2.1 - Well-Maintained Facilities 2.2 - Transportation 2.3 - Positive School Climate 2.4 - Social/Emotional Learning & Supports 2.5 - Safe Schools 2.6 - Truancy Intervention Program	2.1 - Facilities being used for family and community engagement opportunities 2.2 - Transportation to and from family and community engagement opportunities 2.3 - Chronic Absenteeism & Suspension Decreases 2.4 - Participation and engagement from proposed school social worker and intervention specialist. 2.5 - Promotion of safe schools and reports of student safety by students, parents, and families associated with LMS. 2.6 - Decrease in truancies and chronic absenteeism.
Laton Middle School	LCAP Goal #3: Collaborative Culture that Impacts Student Achievement: By building a culture based on trust, stability, and consistency that values and promotes a high level of parent and community involvement in decision-making opportunities that directly impact school programs and our diverse population of students.	3.1 - Increase Community Outreach and Family Engagement 3.2 - Support Our Greater Learning Community 3.3 - Partner-Informed Decision Making	3.1 - CCSPP resources add two additional staff to increase family and community engagement to participate and engage in school sponsored functions. 3.2 - More parents will be able to take advantage of and gain valuable skills with the partnerships existing and being developed. 3.3 - Continuous improvement and recommendations by shared governance via community schools committee - staff, faculty, students, parents, families, and community members take part of decision-making practices.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Middle School	Increase Academic Performance Decrease Chronic Absenteeism Decrease Special Education Testing and Needs Scale up existing and successful resources Address areas of gap Produce positive school climate and culture	• Ensure quality first instruction • Align instruction with State standards • Hire dedicated community liaison • Hire family & community engagement • Provide faculty with planning time and relevant professional development	• California Alternate Assessments (CAAs) Results • Smarter Balanced Summative Assessments Improvements • English Language Proficiency Assessment (ELPAC) • Family & Community Engagement • Enriched Learning Opportunities

Key Staff/Personnel

Learning Director	The main function of the learning director at LMS is to provide coaching, assessment, and assist the site principal when needed.
School Counselor	The LMS counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling
School Psychologist	With a goal to address the behavioral, academic, and intervention needs of LMS students, the LMS school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs.

Proposed School Social Worker	LMS would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.
Proposed Intervention Specialist	A complete MTSS model includes a first level of intervention. LMS utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LMS has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body.
Proposed Dedicated Community Liaison	A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities.
Proposed Family & Community Engagement Director	With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement.
Proposed Curriculum & Instruction Coordinator	The focus on improving the academic performance of LMS students involves the review and application of district, county, and state standards of LMS lessons and teachers.
Proposed Assessment Coordinator	In order to measure the effectiveness of the standards, teaching practices, and learning of LMS students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to

	determine the variables to be addressed and measured. There are three key parts to this job.
Proposed Research & Accountability Coordinator	The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. The research and accountability coordinator will be tasked with providing regularly scheduled community schools committee meetings in a manner that includes data, performance, program updates, and alignment with CCSPP initiatives that includes LCAP goals and LJUSD's mission and value statements

Sustainability

Beyond the sunset of CCSPP resources, LMS in conjunction with LJUSD intends to sustain the systems and practices created by the proposed personnel, which are hired to address each pillar of the CCSPP initiative. Upon a closer look at the sustainability plan, LMS will remain a community school with a focus on each pillar of the CCSPP framework.

Integrated Student Supports

In the subsequent years of LJUSD's local control accountability plan (LCAP), LMS has planned improvements for the School Plan for Student Achievement. The proposed student supports that provide an essential service to students, parents, families, staff, faculty, and administrators. In this proposed implementation plan, the school social worker and intervention specialist are critical to provide students with mental health services, restorative justice practices, trauma-informed care, access to local services, and other related services to produce a racially just and positive school climate. The data and further research to outline the importance of continuity will illustrate the significance of the work being produced by these two individuals. With resources left unused in the Local Control Funding Formula (LCFF), LMS intends to collaborate with LJUSD to recommend permanent status if these supports are deemed effective and useful for students, parents, families, staff, faculty, administrators, and the community at large. CCSPP resources allow the district to address the facilities needs for school, family, and community events and activities. Upon the sunset of CCSPP resources, LJUSD plans to relocate LCFF funds currently intended to facilities to the integrated student supports onboarded by CCSPP.

Extended, Expanded, & Enriched Learning Opportunities

There are two essential components to this pillar that incorporates a total of two dedicated personnel to address the quality of instruction at LMS. First, LMS plans to pursue quality first instruction by establishing systems of assessment and curriculum. LMS will be in differentiated assistance to significantly address the academic performance and achievement. The proposed staff, assessment coordinator and curriculum and instruction coordinator, will support the process of the learning director to meet with faculty to produce data-driven conversations and practices. When determining the sustainability of the work, LMS's size does not justify having two dedicated personnel to singularly address the assessment and curriculum goals. With

CCSPP resources, the district can accomplish the task of setting a solid foundation to the ideal practices. Upon sunset of CCSPP resources, the tasks and responsibilities of the assessment and curriculum and instruction coordinator would be reassigned to the learning director as the capacity would already have been constructed by the assessment and curriculum coordinator. Second, the goal is to build capacities for teachers to engage with data by means of assessments in alignment with curriculum and instruction. The culture of using additional tools to inform instructional practices is a virtue of the culture CCSPP resources has the potential to increase the capacity for instructional and administrative staff.

Family & Community Engagement

LJUSD presently employs a single community liaison to serve all three sites within the district. CCSPP resources allows LMS to have a dedicated community liaison to connect with students, parents, families, and community members in a way that allows family and community members to engage with events and activities while ensuring their basic needs are met. Additionally, LMS will also have the opportunity to have a family & community engagement director to oversee the work and coordinate school functions such as open house, Laton Family Carnival, and other events that occur outside of the normal school day. The intentionality behind having events and activities sponsored by LMS is to allow the facilities that LJUSD has heavily invested in to be put to good use for students, parents, families, and the community at large. Upon sunset of CCSPP funds, the allocation presently dedicated to facilities will be reallocated to meet the family & community engagement components.

Collaborative Leadership & Practices

During the CCSPP planning phase, LMS established a community school committee that brainstormed, tested, and approved the CCSPP implementation plan. The community school committee is comprised of administrators including the superintendent, teachers, students, parents, and other staff with a mission to address the integrated student support, family and community engagement, and learning needs of LMS students, parents, families, and community members. The proposed research and accountability coordinator will establish systems of ongoing research and accountability for each of the pillars associated with the CCSPP framework. The importance of collaborative leadership is outlined in the shared decision-making practices of the community schools committee. Therefore, during the implementation phase of CCSPP resources, the principal will be responsible for facilitating the community schools committee at each site. This practice will be informed in collaboration with the research and accountability coordinator to design assessment and program evaluation that will carry on past the sunset of CCSPP resources.

Priority 6: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Partner	Description	Action Steps	Outcome

Kaiser Permanente Healthy Smiles	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LMS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Expand Medi-Cal billing ability to include dental screenings for adults • Schedule days and times for services	Better health outcomes for adults and screenings for students.
Adventist Health	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LMS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Coordinate services for students and the community • Facilities usage • Promote to parents, families, and community members	Better health outcomes for adults and screenings for students.

West Hills Community College District	Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LMS parents and families to take advantage of night courses utilizing LMS facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students, LMS parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.	• Explore facilities availability beyond school hours • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.
California State University, Fresno	A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LMS students to. With a healthy partnership with California State University, Fresno, students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.	• Explore facilities availability • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.

Fresno County Office of the Superintendent	Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LMS, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists, behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on needs.	• Expand participation in ELOP • Provide opportunities for staff & faculty • Expand enriching activities • Expand partnership to include additional FCSS services	Serving students, parents, families, and the larger Laton community with educational services.

Education & Leadership Foundation	A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.	• Secure funding • Develop robust partnership • Coordinate times and dates for ELF • Arrange services	Serving students, parents, families, and the larger Laton community with legal, education, and advocacy services.
Local Churches	One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.	• Coordinate food pantry • Coordinate food drives • Secure funding • Secure facilities • Secure materials • Identify families in need	Serving students, parents, families, and community member's basic needs.

Boys & Girls Club	A possible partnership that leads enriching activities for youth before, during, and after school. The boys and girls club has a mission of, “To enable all young people, especially those who need us the most, to reach their full potential as productive, caring, responsible citizens.” LMS has the potential to partner with this organization to provide enrichment opportunities where little outside of the school day is available. LMS has the potential to provide funding, facilities, transportation, and enrollment to the Boys and Girls Club.	• Secure funding • Develop robust partnership • Coordinate times and dates • Arrange services	Serving students, parents, families, and community member’s enrichment activities.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Each of the partners listed above correspond to either a physical, legal, or educational integrated service within our community school approach. These partnerships are well within reason to assist the students, staff, faculty, parents, families, and the community at large further their academic, personal, health, and career goals by establishing resources that have otherwise been outside of the reach of the greater Laton community. Existing health partnerships such as Kaiser and Adventist will be elevated by receiving CCSPP resources. Community liaisons will be responsible for collaborating with LMS’s counselor, staff, and faculty to identify students, parents, and families who are in need of dental and other health-related services. The LMS family and community engagement director will be responsible for cultivating a positive relationship with these agencies to identify funding, facilities, and usage of all related services. For example, the partnerships with California State University, Fresno and WHCCD are presently in the developing phase where some classes have started but not reaching its fullest potential are ones LMS has the capability to provide students, parents, families, and the community at large with educational and vocational services that address the larger learning community. A notable gap or need that was identified in the strengths and needs assessment was enrichment opportunities in the community. Participants in the study highlighted the need for enrichment opportunities that are not available in Laton. Partnerships with the Boys & Girls Club has the potential to provide fun and enriching opportunities to supplement students who may not be able to receive these services by limited available spaces in the Extended Learning Opportunity Program provided by Fresno County Office of the Superintendent. Therefore, one can conclude that LMS’s goal is to establish who is on the waiting list for the program and has the potential to participate in other enrichment programs such as the Boys & Girls Club. Despite the best efforts to be inclusive, there is still a possibility that students, parents, families, and the community at large will be unable to participate in programs such as ELOP or the Boys and Girls Club. This is expressly why it is important to onboard a family and community engagement director who has the capacity to plan, coordinate, and execute enrichment opportunities before, during, and after school as well as during breaks, intersession, and summers thereby creating a robust, year-round enrichment opportunities where students, parents, families, and the community at large. LMS’s goal to provide additional services by means of partnerships to address the legal and basic needs can be established during the implementation phase as well. Educational Leadership Foundation and local churches have the potential to provide legal and basic need services. This can bring needed immigration, food, advocacy, and educational services that are otherwise hard to locate or afford for Laton residents.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Middle School	Principal & Counselor	• Leadership Matters: Moving Beyond 'PLC Lite' and Nurturing Full Commitment	Professional Learning Community (PLC), teachers continually identify learning challenges and select practices to address the needs of their students. Unfortunately, we often fall short in memorializing the steps taken and the results of effectiveness. A simple way to formalize this process so that it can be repeated is through action research. This session shares a simple three-step model of Challenge-PracticeResults to capture the results achieved by students, and also relate the teacher practices that caused those results.
	Expanded Learning Opportunities Program Coordinator	• Culturally Relevant Practices • Asset-Based Resource Utilization • Develop Evidence-Based Learning Practices • Leader In Me Program Training	Afterschool Programs that follow evidence-based practices to promote social and emotional development are effective. The practical implications of our findings are that policy and funding should be focused on assisting more afterschool programs to develop evidence-based practices that are associated with better outcomes.
	Teachers	• Implement Academic Parent Teacher Teams • Professional Development Regarding MTSS • Professional Development Regarding PLC	Building capacity for teachers is a cornerstone accomplishment of CCSPP to include communication with parents and families in regard to student development.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Achieve Language Inclusiveness	Learn the Languages in the Laton Community	● Family and community engagement ● Build understanding of the richness and diversity that exists.
Incorporate Local Environment	Discover the ecosystems in the local community	● Foster a community of expertise by tapping into the rich knowledge that exists among its community members.
Engage Laton History	Understand and study the story of Laton and social movements with the sharing of local stories	● Cherish the pride that exists of being a Laton residence. ● Revitalize a new generation of community leaders.
Integrate Culture & Art	Learn Laton community family norms	● Present a harmony between home and school with consistency.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators

Planned Learning Communities (PLC)	The following steps will create learning communities to function together and plan instruction around a set of collective goals and assignments: - Providing professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. - Supporting teachers in refining their abilities to use data from Illuminate Data systems and other data systems to target individual student's needs for standards-mastery. - Continue development and improvement of Grade-level Rubrics to ensure that each learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. - Maintain a full-time physical education teacher for K-8 students in order to provide PLCs time to collaborate on data review and planning to address the needs of all learners. - Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners. - Use standards-based report cards that report the progress identified above. The District will continue to consider individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.	Make data driven decisions that directly impact student achievement. Collectively work together to solve problems that impede student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for English Learners, Low-Income students, and students with exceptional needs. Create a safe learning environment for all where they feel safe to take risks.

	Instructional decisions will be student-centered and informed by excellent data collection and analysis. Research clearly demonstrates that teacher quality is a significant factor in predicting student achievement. In our experience, fully credentialed and appropriately assigned teachers who are provided high-quality, ongoing professional development and coaching have an unparalleled impact that is progressively higher in the upper grades.	

Plan-Do-Study-Act (PDSA)	The school will ensure ongoing reflection and assessment by implementing those sections of its SPSA/LCAP that are focused on assessment and evaluation of students' academic and social-emotional progress in a manner aligned with the community schools initiative. As LMS collects interim academic (e.g., benchmark assessments, iReady diagnostics) and social-emotional (absenteeism, suspensions, mental health referrals, etc.) data, those will be shared with our advisory groups (School Site Council, English Learner Advisory Committee, etc.) to assess progress toward school goals aligned with the CCSPP initiative. All groups will hold regularly scheduled meetings – at least four times per year – of school partners and site leadership, using the Plan/Do/Study/Act continuous improvement process. Meetings shall include: • Review and analysis of data related to indicators identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Review and analysis of data related to 'implementation progress markers" identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Reports on LMS progress to the District Committees and Governing Board; - Summative review, analysis, and evaluation of the SPSA to determine recommended revisions for the following year that will inform the LCAP and CCSPP implementation plan.	Protected PLC schedules that focus on assessments and evaluation of students' academic outcomes. PLC schedules will be added to the district's master calendar. PLC reflection logs and agendas collected from each team. ELAC and School Site Council meeting agendas and minutes. School Board meetings minutes and presentations.

Academic Parent-Teacher Teams (APTT)	Work collectively beyond the team of teachers to include student personnel specialists, students, and parents.	Increased trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data fromPBIS referrals and PowerSchool.

Multi-Tiered System of Supports (MTSS)	To study the causes and effects of behavior among the study body in partnership with proposed staff such as the school counselor, social worker, and intervention specialist, the District will engage in the following: Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional social-emotional support. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the events of the last three years have had incalculable impacts on students, staff, and families, creating a need for social-emotional learning as an integral part of the curriculum. Tiered supports for social-emotional learning will begin with all students participating in: ● 2nd Step Curriculum for K-8 ● Bell schedule that supports 2nd Step ● PBIS systems that target positive reinforcement and engage every partner ● PBIS routines are ingrained in every aspect of our school environment and practice ● High School Prep course requirement for all 9th graders ● Positive Behavior Recognition Awards/Assemblies The next tier will include: ● Targeted behavior intervention groups led by the site counselors ● Student Support/Resource Center ● LHS mentors and leadership at LES/LMS ● PBIS Focus Intervention At the most intensive level, targeted intervention will be: ● All4Youth ● Behavior Plans	Ensures driven decisions that directly impact student achievement. Create an environment where all work together to solve problems that impact student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for all students. Create a safe learning environment where all feel safe to take risks. Structured PLC system that focuses on assessments and evaluation of students' academic outcomes. Increase in trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data from PBIS referrals and PowerSchool.

	• One-on-One Counseling/Psychologist • PBIS Intense Support	

Eligibility

Grant Funding and Match Sources

School Name	Enrollment	Grant Funding	Match (33%)	Matching Source Funding Description
Laton Middle School	175	$1,187,500	$391,875	Supplemental Instruction Resources As contributing actions, LUSD will be using Supplementall and Concentration funds as a matching source.

The funding listed above gives LMS the opportunity to build a robust community school to address the “whole child” in a transformative way. This process builds from the CCSPP framework listed above as a catalyst to fundamentally address the way students' needs (e.g. physically, mentally, medically, etc.) are met and how learning occurs. The strategy LMS students learn are by in large part the responsibility of parents, families, community members, staff, administrators including after school learning coordinators, and ultimately, teachers. Our intention is to effectively make learning engaging and enriching before, during, and after school times beyond the traditional school day while making significant instructional improvements. The shared responsibility of learning falls on the stakeholders who want the best environment for LMS students. By bringing students, parents, and community members together with staff, teachers, and administrators in a fun and welcoming environment, the modeling behaviors of adults who work together has the potential to instill the same behaviors students can share with their peers. The methods of CCSPP and the future of the LMS community school relies on the collaboration of these groups. Our shared decision-making practices allow for the rich results we expect to see as a community school - to lift everyone: students, parents, families, administrators, staff, teachers, and the community as a whole.

Detailed Community School Implementation Plan - Laton Middle School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school “the hub” of the community it serves.

Laton Middle School (LMS) serves 281 unduplicated pupils from kindergarten through 5th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LMS serves. Leaders at LMS collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district’s community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD’s strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LMS community school strategy, the strengths and needs of LMS must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LMS formulated the potential actions of its community school initiative strategy.

Demonstrated Need

Measure	Measure Descriptor
Total enrollment for school year 2021–22	LMS Unduplicated Enrollment - 175
Unduplicated pupil count for school year 2021–22	LMS Unduplicated Enrollment - 175
Local educational agency (LEA) and proposed school site's dropout rate for the 2021–22 school year	Very High: 5.1%, especially among Socioeconomically Disadvantaged and Students with Disabilities
LEA and proposed school site's suspension rate for the 2021–22 school year	Very High 15.5% suspended at least one day
Locale Code (RE: small/rural)	43–Rural, Remote
LEA's Non-Stability Rate for the 2021–22 school year	15.2%
LEA's Non-Stability Rate for foster youth for the 2021–22 school year	Data may be suppressed to protect student privacy
LEA's Non-Stability Rate for homeless pupils for the 2021–22 school year	27.3%
LEA's Child Find rate	Child Find rate for the 2021–22 school year
LEA's compliance status for overall disproportionality RE: Special Education	Out of compliance (i.e., Disproportionate) for the 2021–22 school year
LEA's compliance status for disproportionality by disability type RE: Special Education	Out of compliance (i.e., Disproportionate by disability type) for the 2021–22 school year
County's cumulative COVID-19 number of cases per 100K	5.8 per 100k as of 1/28/2023
County's December 2022 unemployment rate	6.2%
County's October 2020 food insecurity rate	14.4%

Strengths

-**Class Sizes**: LMS class sizes have been indicated by the students, families, and the community as a strength that allows faculty and support staff to make an impact in their lives and education. The size of the class allows teachers with each student in a personable method where each student has the opportunity to be meaningfully engaged with each lesson at any point during class time.

-**Continuity of Education**: Most of the students who attend LMS continue to attend LMS throughout the duration of their primary school education. This continuous enrollment also allows staff and faculty to become familiar with students and their families in a way that allows them to support future staff and faculty with how to achieve success in their classrooms and beyond.

-**Staff & Faculty Engagement**: LMS employs staff and faculty who actively participate in extracurricular activities that are outside of their classroom and contract hours. The staff and faculty of LMS outreach to students and their families during times of open house, parent-teacher conferences, special education referrals, and other special events.

-**Community Outreach:** With the assistance of the district community liaison, teachers, administrators, and district personnel have the ability to connect with parents and community members. The main function of the district community liaison is to build relationships with key stakeholders while developing trust and cooperation with students, parents, families, and community members.

-**Extended Learning Opportunities Program:** As a result of the Extended Learning Opportunities Program grant, LMS has experienced a significant number of students participating in enrichment activities beyond the traditional school hours. Students have limited opportunities to engage in activities that are difficult to accommodate during the school day. These activities occur during the school year, beyond the school day, during intersession breaks, and in summer.

Gaps/Needs

-Family & Community Engagement: Participants of all kinds describe a lack of participation from family and community members. Engagement, as the California Community Schools Partnership Program describes, contrasts participation by means of decision-making models and frequency of participation. Regular and direct participation in the decision-making abilities of family and community members is a strategy that has not been considered in previous years at LMS. In order to achieve success in any of our community school initiatives, LJUSD commits to maintaining regular and direct contact with parents, families, and community members of the Laton community. Although the work of a community liaison is partly meeting this gap of outreach, the district presently employs a single community liaison to serve all sites of LJUSD creating a limited amount of time and resources to adequately serve all students and families of LMS.

-Academic Performance: There are many metrics that can be used to understand the need to address the academic performance of students and by extension the teaching practices at LMS. According to the California School Dashboard, LMS has at least three areas where attention is required: English Learner Progress (44.3% making progress toward English language proficiency), English Language Arts (98 points below standard), and Mathematics (96.6 points below standard). Present rates and percentages indicate that these targeted areas are either at a low or very low level. Participants in the assessment relate the underachieving Mathematics, English Language Arts, and Learner Progress as an acceleration of many previous years of low or very low test performance. In part, this is due to the high degree of administrative and teacher turnover, COVID-19 Shelter in Place orders, and under/un-patrolled curriculum and coaching practices. Students, staff, administrators, and parents report the need for improvement this year as it has an impact on the following areas of need. As a result of the previous metrics coupled with state and county guidelines, LMS has been marked for Differentiated Assistance. The need in this area is urgent to address and is rooted in the need to examine our current instructional practices, standards, and ability to assess and monitor the desired outcomes with focused and systematic coaching models/cycles in place.

-Collaborative Leadership: Due to the high degree of administrative turnover, the execution of initiatives has been a difficult undertaking for constantly rotating new administrators. The

collaborative nature of what the leadership has been noted as an area for improvement from staff, teachers, and parents who wish to have a stake in the overall success of what LJUSD has envisioned for LMS. Community and family members have highlighted the need for transparency and accountability to become part of the collaborative efforts the community school strategy intends to implement. The collaborative nature includes being open and honest with those involved in a shared decision-making process. Administrators at LMS are the site principal and learning director who share the responsibility of discipline and coaching along with all the other aspects of the school, which results in limited delegation and less of an opportunity to collaborate with stakeholders. LJUSD and LMS would like to address this problem by providing the freedom to administrators to delegate and focus on the collaborative nature of their role in the community school team.

-School Climate & Culture: Students and parents report the atmosphere of LMS has room for improvement. The modern era of the school incorporates the side effects of technology and society such as bullying, peer pressure, trauma, and mental illness. In order to address these areas, parents, community members, administrators, staff, and faculty indicate the need to be on mental health, trauma-informed care, restorative justice, student-centered learning, and social-emotional learning.

-Enriching Activities in Surrounding Community: Students, parents, and community members report the limited number of enrichment activities to do in Laton. There is one county park that is open seasonally, which has an open field of activities when open. In the surrounding community of Laton, the nearby city of Hanford has entertainment in the form of parks, theaters, museums, restaurants, and other related activities. Meanwhile, LJUSD's sites are not open beyond the extended learning hours, intersession, breaks, or weekends creating a concern for safety when students, other children, adults, or any other community member utilizes its facilities when there is no staff member present to supervise LJUSD facilities outside of hours that the buildings, yards, or playsets are open.

-Limited Academic Support: Students, parents, and community members report being concerned about the limited opportunity for academic support for students and teachers at LMS. The system needs to align with the current needs of students, teachers, support staff, and administrators because the demand is greater than the team's capacity. Currently, LMS has a single administrator to oversee all teachers and support staff. The responsibility of this role includes coaching, reporting, events, activities, facilities, curriculum, instruction, assessment, professional development, school safety, and accountability. The best attempt, the participants report, is onboarding a part-time learning director/part-time resource teacher(LD/RTI). However, given LJUSD's limited ability to hire additional coaching or administrative roles, the time allocated to the LD is 30% of full-time equivalency. Of that 30%, LJUSD was only approved to move forward with this allocation if the 30% was also split across the other sites of the district. Therefore, the total allocation at LMS is limited to 4 hours each week to complete essential tasks.

The LD/RTI provides support with assessment, curriculum, and professional development and supports the principles as a backup when additional administration support is needed in emergencies.

The district also employs a Dual Language and English Language Development Coordinator(DL/ELD) that provides English language support to students and supports teachers as needed. The DL/ELD coordinator schedules all the language assessments for the district-required state. This individual also

teaches a foreign language(Spanish) section at the middle school to support the Dual Language Program.
The district response to intervention support as tier 2 intervention consists of two part-time resource teachers for ELA and Math. There are also two full-time counselors, one at the high school and one at the elementary and middle school. They provide academic support and conduct progress monitoring, social-emotional support and support students with their career/college goals.

We must move forward with the commitment to improve learning outcomes for all and improve student achievement. The principals(site administrators) are the instructional leaders of each site. Then they needed to be added in this paragraph because the principal can't make the magic happen alone—can't be a one-man show—in charge of curriculum, instruction, assessment, professional development, school safety, and accountability. The principals need to be the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

-Limited Multi-Tiered Systems of Support (MTSS): Staff, faculty, and administrators have highlighted our MTSS intervention techniques as an area of need. Presently, the LMS Counselor has the responsibility of implementing social-emotional learning (SEL), individual and group solution-focused counseling, Positive Behavior Interventions and Supports (PBIS) coordination, Tier 1 Interventions , Student Study Team coordination, and special education academic counseling. As a result of the overwhelming responsibilities of the limited counseling time and duties, the MTSS model has been limited to solution-focused interventions for all students in need with referral to tier 2 and 3 if appropriate. Furthermore, participants report tier 2 and tier 3 as an area for attention. LJUSD presently utilizes services from Fresno County Superintendent of Schools (FCSS) to provide therapeutic services to tier 2 and tier 3 students at LMS. The partnership allows for a mental health clinician to be onsite 2 days a week while serving elementary, middle, and high school students. The need rooted in our MTSS model is for staff to more adequately meet the needs of LMS students, parents, families, staff, and faculty.

-Limited Communication Techniques: Being that LMS serves as "the hub" for the school and greater Laton community, community members who are not parents nor have children enrolled in LMS have a difficult time participating in events due to not being aware of the activities or events being hosted or sponsored by LMS. Administrators, staff, and faculty currently use a combination of virtual platforms that vary by classroom and grade level to communicate with parents. This separated method of communication does not allow for a uniform communication method with parents and does not allow any communication with the community-at-large. If there was an effort to contact the community, the community liaison who is tasked with working and communicating with students and their parents would attempt to outreach with non-parents or family members of LMS on an individual and irregular basis. This method does not allow for relationship or trust-building techniques. It is the recommendation of administrators, staff, faculty, parents, and community members for the district to adopt a source of communication that has a wide-reaching impact on students, parents, their families, non-parents, and community members who all share a responsibility to participate in LMS-sponsored events and activities.

Personnel

-Learning Director: The main function of the learning director at LMS is to provide coaching, assessment, and assist the site principal when needed. LMS has a long history of turnover at the principal level, and therefore, the learning director shares the responsibility and authority of the principal. Given the design of the role, the LJUSD intends to work collaboratively with the LMS learning director to refocus time and resources back to teachers with limiting efforts on administrative functions such as discipline and related tasks. The recommended work would be to collaborate with staff, faculty, and potential coordinators to facilitate professional learning communities, PDSA cycles, and provide instruction-focused recommendations based on results from assessment and establish a system of data-driven decision-making.

-School Counselor: Presently, the LMS counselor provides tiered intervention, behavioral referral, crisis intervention, group, and individual counseling, social-emotional learning classroom lessons, and career and academic counseling. The goal of designing an effective MTSS model with appropriate staff members while increasing overall counseling effectiveness begins with reexamining the roles and responsibilities of the LMS counselors. LJUSD has already allocated a Behavior Intervention Technician to collect behavioral data and respond to crisis intervention. LJUSD is recommending implementing a more comprehensive system of support to address the behavioral, academic, and intervention needs of LMS students. By allocating human resources to adequately address the behavioral, academic, and intervention needs of LMS students, the LMS counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling, which more closely aligns with the American School Counseling Association standards, which can be also monitored in collaboration with potential research and accountability hires. Implementing an academic parent-teacher team model would ideally reduce the number of student study teams and individual educational plans because teachers, students, and families would be able to sufficiently address the academic, behavioral, and other related accommodations or needs of students by collaborating effectively with general education teachers directly.

-School Psychologist: LJUSD and more specifically LMS has just over 14% of students in a special education program. The LMS school psychologist provides assessment, report, and crisis intervention services. With a goal to address the behavioral, academic, and intervention needs of LMS students, the LMS school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs. Hiring a social worker and intervention specialist allows the school psychologist to review more data on students from other behavioral professionals working with staff and faculty.

-Special Education Staff & Faculty: Along with the ability to effectively and timely assess students for special education (SPED), SPED staff and faculty would have data and input from more specialized personnel such as the social worker, intervention specialist, and school psychologist, a reasonable and successful individualized education plan with accommodations can be written and evaluated by the LMS behavior intervention technician to ensure a quality data-driven standard of special education alongside applicable coaching and collaboration.

-Principals: With the proposed new resources both human and initiative, the LMS principal has the capacity to become the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

Action

-Implement Community School Committee at Site: Throughout the planning phase of the California Community School Partnership Program (CCSPP), LJUSD has formulated a district community schools committee where LMS parents, staff, faculty, and administrators were able to represent their site adequately. Upon implementation, LMS will establish a community school committee to participate in decision-making strategies, discuss events and activities, and provide opportunities for celebrations of students, parents, and their families.

-Hire School Social Worker: In order to achieve mental health equity in our district, hiring a social worker is essential to serve the students in the most need. Presently, LJUSD contracts with the Fresno County Superintendent of Schools (FCSS) to provide mental health therapy services to LMS students on a part-time basis. FCSS subcontracts with the Fresno County behavioral health department to provide these services for students and families that qualify for Medi-Cal. LMS would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.

-Hire Intervention Specialist: A complete MTSS model includes a first level of intervention. LMS utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LMS has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body. In addition to serving the role of intervention, LMS intends to charge the responsibility of implementing the academic parent-teacher teams. The intervention specialist would collaborate with the social worker, school counselor, and community liaison to work with students, parents, families, teachers, and administrators to coordinate times for students and parents to meet with teachers and assign measurable interventions. The district community school committee collaborated on an approved plan to hire a behavior intervention technician to measure the effectiveness of each intervention set in academic parent-teacher teams.

-Implement Academic-Parent Teacher Teams: Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and

teachers to collaborate. The format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and achievement.

-Hire (site specific) Dedicated Community Liaison: A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities. LJUSD intends to hire a dedicated community to develop relationships with students, parents, and their families who will be their trusted school officials from kindergarten through the time necessary to transition students, parents, and families to the following community liaison. A secondary benefit to having a dedicated community liaison would be to extend the hours of the LMS community school; yards, fields, and playsets will have the potential to be open beyond the traditional school day and year.

-Hire Family & Community Engagement Director: With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement director. Alongside the other related personnel, the responsibility of connecting parents and families with county and community partnerships as representative of LMS.

-Hire Curriculum & Instruction Coordinator: The focus on improving the academic performance of LMS students involves the review and application of district, county, and state standards of LMS lessons and teachers. In order to achieve the capacity necessary for LMS teachers, the curriculum and instruction coordinator will be responsible for providing coaching, professional development, classroom management techniques, and implementing related standards across all grade levels at LMS.

-Hire Assessment Coordinator: In order to measure the effectiveness of the standards, teaching practices, and learning of LMS students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to determine the variables to be addressed and measured. There are three key parts to this job. First, this position needs to be able to build and maintain strong internal data systems. This involves being able to work with LMS teachers and administrators to understand their data needs and then working with our staff and vendors to adjust systems to meet these needs. Second, this position is responsible for managing the collection of relevant data. Working with stakeholders across the district to identify the right mix of quantitative and qualitative assessment data beyond those required by state and federal testing. Third, this person will need to have the skills to cultivate an internal culture where data teams and teachers are able to easily utilize student data to tell a story. This could range from working with a teacher to help them better understand and use individual student testing data, to creating a presentation on attendance data for the Board of Trustees.

-Implement Planned Learning Communities: LMS uses a plan, do, study, and act (PDSA) cycle. However, LMS teachers have been trained to complete these PDSA cycles in short and concentrated ways which creates a gap in completely addressing the overall purpose of collaborating and planning. By implementing planned learning communities (PLCs), teachers will have the ability to

examine data, plan instruction, and collaborate with personnel such as the curriculum and instruction coordinator and assessment coordinator. The very essence of a learning community is a focus on and a commitment to the learning of each student.

-Hire Research & Accountability Coordinator: The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LMS community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Success

-Shared Decision-Making Practices: Implementing the LMS community school advisory committee will allow the time and space for students, parents, families, community members, local businesses, school administrators, staff, and faculty to share responsibility for the decisions and recommendations in a safe and welcoming environment. These groups of individuals will tap into the expertise and experience of them all. It is important to note that not one group of people is more important than the other but equals as sharing the responsibility of educating and providing services to the whole child. Important announcements, events, updates, and action items will be discussed and voted on in this community school committee in a manner that reflects their overall decision. Recommendations will be made to staff, faculty, administrators, board members, and community businesses and leaders in an effort to improve student performance, academic motivation and rigor, curriculum development, family and community engagement beyond the classroom, and sharing a commitment to continue the comprehensive approach to collaboration, and coherence.

-Academic Performance: The goal of LMS in regard to academic performance is to improve the quality of instruction and learning. By examining the lessons and instructional practices, LMS's goal is to provide an environment that engages students in a fun, welcoming, and enriched learning environment.

-Academic Motivation & Rigor: With lessons and activities that are engaging and well-designed, students are more likely to be motivated to learn and challenge themselves. A need in the strengths and need assessment highlights the importance of academic support for instructional faculty.

-**Behavior:** The MTSS model and social-emotional learning curriculum for all students is anticipated to have the biggest impact on student behavior. The California School Dashboard currently reports a high or very high degree of suspensions, chronic absenteeism, and behavior. With the appropriate tools in place, LMS should see a decline in all of these areas as they are related to student behavior, climate, and culture.

-Curriculum Development: Year over year, the goal of hiring a dedicated curriculum and instruction coordinator is to collaborate with faculty of each grade level to design a comprehensive

curriculum that aligns with state standards of practice. LMS faculty will have the ability to contribute to current practices and elevate their standards with adequate planning and assessment to measure the outcomes of their instructional practices. With improvements made to each of the grade level instruction, LMS should see improvements in each of its testing areas.

-Reformation of Home & School Club: Parents of LMS have a significant role in the school. Prior to the era of COVID-19, LMS parents, and community members would come together to plan and make recommendations to LMS administrators. The LMS community liaison will have the opportunity to participate in their meetings to represent LMS when appropriate. It is important to note that a representative from the LMS home and school club will serve on the LMS community schools committee. This representation is important to represent parents' and other related stakeholders' voices.

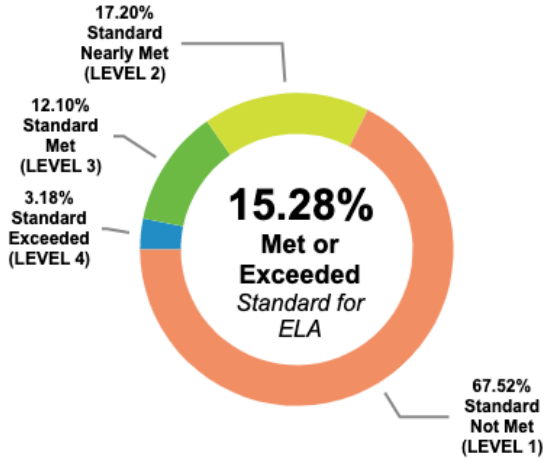
-Commitment: LMS will be characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources, and build support and relationships among each of the previously identified measures of success. Ultimately, LMS community school will be able to provide coordination and targeting for numerous child, family, and community goals. This will be demonstrated through policy and funding decisions that begin to reflect site successes via shared decision-making.

Metrics for Reporting

-CAASPP: LMS has room for improvement in the English Language Arts and Mathematics. With the appropriate curriculum, instruction, assessment, behavioral, social, and accountability resources, it is expected that the ELA and Math CAASSP scores will improve to a metric that LMS students, parents, and administrators can be proud of.

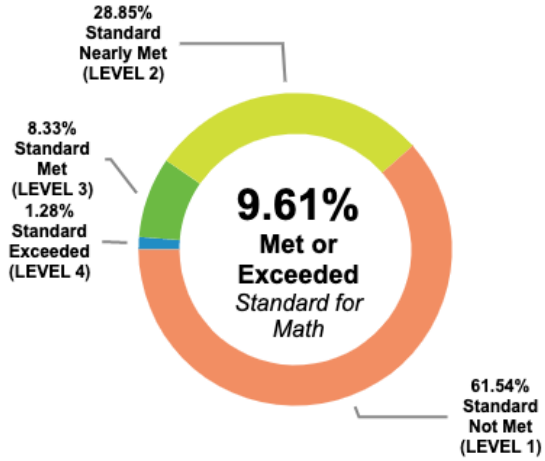
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



-Student Study Teams: Presently, the LMS counselor is responsible for coordinating SSTs and collecting data to report on at each of the SSTs. Students who are in need of academic support due to failing grades, poor participation in class, or behavioral concerns are directed to SSTs. The misuse of this model will be corrected by the number of resources dedicated to academic parent-teacher teams at both the classroom and individual levels have the potential to decrease the need for SSTs. However, in the event that the frequency of SSTs remains consistent, there will be a significant amount of data that can be used from other personnel such as the behavior intervention technician, intervention specialist, school social worker, school psychologist, and learning director. At the point of facilitating an SST, the school counselor will be able to track what has been done to achieve success and properly track results.

-504 Accommodations & Individualized Educational Plans: LMS, like many other districts and schools, has a waiting list of students in need of assessment for special education. The school psychologist presently responds to crisis situations where others may have the ability to do so. With the district allocating resources to improve the quality of learning and behavioral interventions, the school psychologist ultimately becomes more effective and produces a greater number of quality assessments. The assessment report will be able to include more information about what has been reported and articulated by general education faculty and related student personnel services such as the intervention specialist and school social worker. The goal is to serve students in the best possible way with referrals to the appropriate resources and agencies.

-Chronic Absenteeism: School climate and culture is a proven element associated with chronic absenteeism. The culture at LMS has resulted in 23% of students being classified as chronically absent. The task of making their learning engaging and creating a welcoming atmosphere will address chronic absenteeism. Community liaisons will be in frequent contact with parents to address the importance of having their children attend school on a regular basis. Unsafe conditions have been identified as another factor of chronic absenteeism, which will be addressed by the LMS school counselor implementing a comprehensive social-emotional learning curriculum for the entire student body alongside an effective MTSS model.

-Effectively and Meaningfully Engagement: The roles and responsibilities of each of the proposed and existing personnel are to engage students, teachers, families and community partners. The outcome of these practices will result in shared decision-making to achieve student success,

propose recommendations, review data, and improve the quality of education for students, parents, their families, and the community at large.

-Establish and Expand Partnerships: The community of Laton is fortunate to have access to Fresno County resources and regional community-based businesses. The purpose of having and expanding these partnerships are to support and provide services that intentionally address the needs of the community and expand the current assets. LMS has the opportunity to serve parents, families, and community members' needs in addition to the work LMS currently does with students.

-**Expand Student-Centered Teaching Practices and Enrichment:** LMS has the opportunity to onboard staff and provide enrichment opportunities to its faculty and staff to support LMS students beyond the traditional school day. Multiple resources, including facilities and human resources, have the potential to serve students and the community with learning opportunities beyond the school day including evenings, weekends, breaks, and other times when school is not in session.

Links to Local Control Accountability Plan (LCAP)

-Relation to Goal #1 of LJUSD LCAP: LJUSD Goal #1 is, "Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision making." The relationship between this first goal and efforts to community school initiatives is expressed in the efforts to onboard personnel tasked with designing, implementing, and assessing curriculum that promotes academic success for students at LMS. This includes aligning standards with state and county standards while providing adequate intervention and enrichment. Both the LCAP and community schools initiatives will be achieved in cooperation and collaboration among proposed and existing personnel.

- *Action 1.1 of LCAP*: Outstanding Staff - Onboarding Curriculum and Instruction Coordinator, Assessment Coordinator, and Research and Accountability Coordinator. All of the aforementioned staff are new to LJUSD and LMS but only achieved at this moment in time via California Community Schools Partnership Program (CCSPP). The proposed staff will be highly qualified and have expertise in their subject area to implement effective and efficient instructional change. Regarding family and community engagement, the proposed staff (i.e. Family and Community Engagement Coordinator and additional community liaisons) will be able to more effectively connect with community partners and families in a way that fosters engagement with LMS.
- *Action 1.2 of LCAP*: Dual Immersion Language Program - The district's Dual Immersion Language Program (DI) has been a strength of LMS and LJUSD for many years. LJUSD plans to implement transformative work to support the learning of these students at LMS by

refocusing the work of the LMS DI coordinator to serve as a resource for English Language Proficiency while shifting the assessment responsibilities of this program to the assessment coordinator via CCSPP funds.

- *Action 1.3 of LCAP*: Teacher Collaboration for Improving Instruction - District collaboration among teachers is difficult to plan over the years despite many efforts. CCSPP plans to support this LCAP goal by providing LMS faculty with funds and opportunities to plan and meet with instructional professionals to improve instruction and curriculum planning and coaching. This is accomplished by collaborating with funds allocated from the Differentiated Assistance allows a learning coordinator to facilitate coaching and recommendation in consultation with proposed staff such as the assessment coordinator, curriculum and instruction coordinator, and research and accountability coordinator to discuss strategies for instructional improvement and curriculum development.
- *Action 1.4 of LCAP*: Effective Professional Development - In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students and those statewide, the District will: Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments
- *Action 1.5 of LCAP*: Tiered Academic Supports - To achieve a more equitable layered academic support for students, LMS and LJUSD plans to implement a quality first instruction. LMS has a comprehensive approach to address the academic needs of student intervention. With CCSPP funds, LMS has the ability to make meaningful headway in the attempt to support teachers by means of assessment and aligning instruction by means of coaching and demonstration.
- *Action 1.6 of LCAP*: Access to a Broad Curriculum - LJUSD's mission to provide students with a variety of curricula at the secondary and primary levels begins with having an enriched and quality education. At LMS the CCSPP framework allows for faculty to work collaboratively with administrators and coaches to provide students with engaging instruction. CCSPP allows for LMS to employ curriculum, assessment, and accountability professionals to support faculty with necessary data and learning outcomes that are consistent with state and federal learning standards for students. Upon satisfactory improvements, LJUSD and LMS administrators, faculty, staff, students, and community stakeholders can consider future curriculum expansion.
- *Action 1.7 of LCAP*: After School Program - LMS continues to serve students beyond the traditional school days. to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and those statewide, the District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and low-income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home. Additional staff can assist with the expansion of a successful program implementation and serve more LMS students and families.

- *Action 1.8 of LCAP*: Supplemental/Intervention - To support academic gains and to close achievement gaps on state and local assessments, LJUSD presently utilizes supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners and low-income students who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. In conjunction with CCSPP funds, LMS's ability to address the supplemental and intervention needs of LMS students will be enhanced by providing personnel. The proposed curriculum, assessment, and accountability personnel will work closely with resource and learning faculty to identify areas of need, progress, and provide data-driven recommendations for LMS faculty and administration to consider implementation.
- *Action 1.9 of LCAP*: English Learner Supports - These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum.
- *Action 1.10 of LCAP*: Summer School Program - To support academic gains and to close achievement gaps on state and local assessments, the District will provide a summer extended learning program for Low-Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12. CCSPP would allow not only opportunities for academic learning; enrichment opportunities to support students' motivation to want to be at school during their summer break. The surrounding community of Laton has a limited number of enrichment outside of the school district to provide students with the opportunity to engage the school community in a fun and welcoming environment.
- *Action 1.11 of LCAP*: Create a Culture of Post-Secondary Success - LJUSD has regularly sponsored the LMS mission of creating a culture of post-secondary success. LMS has begun to implement AVID curriculum throughout each grade level. However, the LMS counselor has been tasked with providing socio-emotional support and responsive services for students with the greatest need. CCSPP has the opportunity to provide all students with college and career readiness by onboarding specialized personnel to address the social-emotional and behavioral needs of LMS students.

-Relation to Goal #2 of LJUSD LCAP: LJUSD's second goal is to, "Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning."

- *Action 2.1 of LCAP*: Well-Maintained Facilities - LMS has a new multipurpose room that was recently constructed to serve students, faculty, staff, parents, families, and the community. Part of the purpose of having well-maintained facilities is to provide space for students, families, and community members to use for enrichment and engagement activities and events. CCSPP allows the opportunity for the facilities to be used beyond the traditional school day and year. By providing additional staff to supervise during alternate working hours, the space will be opened for enriching activities that students and families have the potential to enjoy.

- *Action 2.2 of LCAP*: Transportation - Every student has safe and reliable transportation to and from school. CCSPP allows for the opportunity to arrange transportation for students to engage in activities during breaks, intersession, summer, and after school to participate in expanded, extended, and enriched learning experiences.
- *Action 2.3 of LCAP*: Positive School Climate - LMS has the potential to onboard the school social worker, intervention specialist, and community liaison through CCSPP to address the following areas: Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses; • Providing professional presentations/ assemblies to increase bullying awareness for all educational partners; • Continuing use of PBIS structures at each site K-12; • Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; • Implementing Safe School Ambassadors 4th - 12th; • A daily healthy snack beyond the meal program will be provided to all kindergarten students; • Purchasing supplemental curriculum or technology in social-emotional learning, as needed in support of these programs; • Provide transitional services, social/emotional, and academic supports to Foster Youth and homeless students. • School site teams will conduct root cause analyses of student survey results to determine what is causing declining percentages of feelings of safety and school connectedness.
- *Action 2.4 of LCAP*: Social/Emotional Learning and Supports - LMS plans to provide students with the appropriate support by: • Continuing with Counselor and Counseling Interns for K – 12th grades student support, and a full-time school psychologist to address social/emotional issues; • Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development as well as a positive school/district climate; • LHS/LMS Mentorship -- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students; • Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. CCSPP allows the opportunity to provide the time and resources for the LMS counselor. Presently, the LMS counselor provides significant behavioral support to a few students. Upon implementation, the behavioral support will be limited and the focus of the LMS counselor can be to serve all students through classroom lessons, individual group support, and other related tasks to provide all students with necessary social-emotional learning and supports in collaboration with the intervention specialist and social worker.
- *Action 2.5 of LCAP*: Safe Schools - LMS plans to provide awareness and prevention services to target • Ensuring safety & security by minimizing the presence of illegal drugs, gunpowder-based items and weapons in addition to commonly abused medication. • Reducing the contraband-related suspension and expulsion rate. • An educational component to help build a relationship between the security team and the students in conjunction with CCSPP funds and personnel.
- *Action 2.6 of LCAP*: LMS partners with Fresno County Superintendent of Schools to provide the Truancy Intervention Program, which not only intervenes with truant students but will also be proactive in providing strategies for truancy prevention. This partnership has the potential to grow with more trained personnel such as a school social worker and intervention specialist to target truant or chronically absent students.

Alignment to California Community Schools Partnership Program

-Integrated Student Support Services: LMS has a long history of relying on a school counselor to address the varying academic, behavioral, and personal needs of LMS students. In addition to providing all students with this level of support, the LMS counselor has also been facilitating intervention and accommodation services such as MTSS, SSTs, 504, individual counseling, and group counseling. The level of support needed to provide LMS students with targeted prevention and intervention services is beyond the scope of a single person. Therefore, the CCSPP resources and initiatives would allow LMS to onboard a school social worker and intervention specialist to work in collaboration with the existing LMS school counselor. The goal of student-integrated support services is to connect students, parents, families, and the community with wraparound services that address the "whole child." These types of services were illustrated as an important component of what students and families described as important. Families and community members spoke during the strengths and needs assessment about the behavior and the need to address the school's climate and culture and special education needs to include items such as behavior intervention plans, individual education plans, 504's, and student study teams. LMS has planned to implement academic parent-teacher teams to build capacity for counselors, the proposed intervention specialist, and the proposed school social worker to work with faculty to connect with parents, families, and community members for the purposes of addressing students academic, behavioral, and personal needs before, during, and after school.

-Expanded, Extended, and Enriched Learning Opportunities: Being a small, rural city, LJUSD sites, such as LMS, is the only form of recreation. It is not uncommon for community children, present and former students, adults, and others to use school facilities when the campus is otherwise closed and nothing beyond play equipment is available for use. Upon CCSPP implementation, the goal is to provide students with facilities before, during, and after school to enrich their learning experiences. The goal would be to provide students, parents, and families with additional enrichment learning opportunities sponsored by the school and coordinated by school officials. The focus on activities that captivate students and encourage parents and families to participate in school functions that occur beyond the traditional school day. In addition to supporting student learning during class time, it is the LMS goal to provide students with a top-tier and focused learning environment during the school day. Presently, faculty and staff have indicated that there is a need for teacher support, aligning lessons with state standards, and providing data to support their decision-making practices and track progress. Each of these elements has the potential to increase student engagement before, during, and after school with the hopes of bringing parents, families, and community members together in the process of learning and collaboration. With the support of the proposed assessment and curriculum and instruction coordinators, faculty will be able to communicate clearly the needs and potential advantages of their student body with administrators, coaches, parents, and families.

-Family & Community Engagement: Presently, LMS family and community engagement is described as either low or an obstacle by parents, faculty, staff, and administrators. Though much improvement has been made through the work of the LJUSD community liaison, there is only one to support the entire school district. Because of the measurable success with the current community liaison, it is the vision of LMS to scale up this work by having a dedicated community liaison for LMS to collaborate with a proposed family and community engagement coordinator. The significance of both roles are important to demonstrate. The first, community liaison, is responsible for providing students, families, and community members of LMS with information and at-home support such as

parent checklists for schools, vaccination information, school announcements, and other related activities and information. On the other hand, the role of the coordinator is to plan events and activities for students, parents, families, and community members to participate in. The community of Laton attempts to do this now with little resources and notice to the community at large. The benefit of having a full-time coordinator responsible for family and community engagement is the time and resources provided by CCSPP.

-Collaborative Leadership Practices: LMS has a commitment to ensuring the success of the CCSPP initiatives through data and ongoing program evaluation. The role of this is to also ensure power-sharing decision-making abilities in the community school committee at LMS. The proposed research and accountability coordinator's role is to evaluate the programs and the overall effectiveness of the CCSPP resources. It is important to note that this coordinator reports to the community school committee and does not have a direct role in evaluating the people as part of the power-sharing decision-making process. Furthermore, the roles of existing staff and faculty are just as important to the success of CCSPP initiatives. All of the relevant stakeholders including students, parents, and community members maintain the significance their role plays in providing LMS students with an outstanding learning experience. With each of the roles that have been proposed, LMS plans to include their unique leadership in the implementation process.

Partnerships

Participants in the strength and needs assessment indicate the following partnerships as possible to partner with to provide students, parents, families, and the community with physical, educational, social, or basic need services. It is important to note that there are some partnerships that are currently in use and have the ability to be scaled upward with the appropriate personnel from CCSPP resources. LMS in conjunction with LJUSD has the potential to partner with the following entities and agencies.

-Adventist Health: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LMS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-Kaiser Permanente Healthy Smiles: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LMS in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-West Hills Community College District: Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LMS parents and families to take advantage of night courses utilizing LMS facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students,

LMS parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.

-California State University, Fresno: A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LMS students to. With a healthy partnership with California State University, Fresno (Fresno State), students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.

-Fresno County Office of the Superintendent: Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LMS, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists, behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on their needs.

-Education & Leadership Foundation: A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.

-Local Churches: One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.

California Community Schools Partnership Program
Cohort 2 Application
Attachment II:
Laton Elementary School Implementation Plan
CDS Code: 10622816006902

Detailed Community School Implementation Plan - Laton Elementary School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school "the hub" of the community it serves.

Laton Elementary School (LES) serves 281 unduplicated pupils from kindergarten through 5th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LES serves. Leaders at LES collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district's community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD's strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LES community school strategy, the strengths and needs of LES must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LES formulated the potential actions of its community school initiative strategy.

Detailed Implementation Plan

SUMMARY: LATON ELEMENTARY SCHOOL IMPLEMENTATION PLAN

DETAILED IMPLEMENTATION PLAN

School Site Contact Information

Lupe Nieves, Superintendent

Jeanna White, Learning Director

Jessie Betancourt, Community School Coordinator

Laton Elementary School

6065 E Latonia St, Laton, CA 93242

(559) 922-4030

Goals/Priorities

Primary Goals/Priorities:

1. Deliver Effective Intervention Strategies
2. Grow Instructional Capacity
3. Engage Families in a Positive and Welcoming Environment
4. Shared Decision-Making Practices

Priority 1: Needs and Assets Assessment: Collective Priorities

Laton Elementary School (LES) parents, teachers, and school staff provided feedback and input into ways in which to provide additional services to support students' academic and social-emotional needs in alignment with the seven supplemental instruction areas. The virtual opportunities to provide input included staff meetings/professional learning communities, flexibly scheduled school and parent meetings, School Site Councils, English Language Advisory Committees, District English Advisory Committee, the District Advisory Committee, and the PTA. In addition, stakeholders provided feedback in response to the Local Control Accountability Plan annual survey that included the ELO strategies. In addition, the Special Education program involved parents, staff and teachers in development of the plan through the School Site Council meetings and individual conversations with families and teachers.

Asset Mapping Findings
Detailed Report

Integrated Supports.
The district has or recently launched a robust array of integrated supports—especially those related to social-emotional development. Stakeholder input prioritizes consistency and scope related to these efforts. However, support for families and educators is not readily apparent in the materials consulted for this report. The omission—if it actually is an omission—may prove crucial as the district relies on educators to model social-emotional skills. Educators themselves may need support to qualify for the role the district asks them to perform. Additionally, the district has reported that educator turnover is high, which might indicate a need to provide social-emotional support.

Enriched, Expanded Learning.
Evidence demonstrates comprehensive opportunities for enriched
and expanded learning through after school, summer, dual immersion, and CTE coursework. The

district has even identified strategies to increase participation in those opportunities among populations that might be underrepresented (e.g., transportation for afterschool programming). In-class opportunities (e.g., project-based, hands-on, or real-world learning) did not appear within the materials consulted for this report. More information is necessary to understand the quality of existing opportunities beyond and core classes.

Family, Community Engagement.
Frequent setbacks impede the district's ability to maintain successful engagement. However, the district tenaciously analyzes and responds to those setbacks. For example, the district has recruited a new partner to offer parent classes, hired a parent liaison, and contracted with community organizations to support safe environments. Most recent responses may need time to mature before their impact can be appraised. Gauging families' needs or perceptions of school environments in a deep way may contribute to effective, sustainable strategies.

Collaborative Leadership, Practices.
A clear commitment to this pillar appears within the district. Practices address the needs of students, families, and educators. Additionally, topics that constitute community learning tie the district's response to this pillar to other pillars—for example, integrated supports. Because of recent turnover in leadership and high turnover among teachers, recently introduced efforts may need time to fully mature before their impact can be understood. Efforts to investigate the quality, sufficiency, and progress of those efforts represent a sound approach to measuring them in the meantime. Peer-to-peer learning and learning across education settings (e.g., contrasting regular-day and afterschool programs or comparing grade-level classrooms) may simultaneously contribute to this pillar while simultaneously fostering community within schools.

Strengths & Needs Assessment Conducted

Methods

- Participants
  - Each with either a direct or indirect relationship with LES.
  - 51 Community Members and/or Parents
  - 16 Individual Interviews with Staff, Faculty, & Admin.
- Sampling Methods
  - Snowball & Convenience Sampling Methods
  - Emails, All Calls, Text Messages & Scheduling
- Focus Groups & Individual Interviews
  - Conducted in both Spanish & English
  - Semi-Structured
  - Questions Focused on Pillars of Community Schools: Integrated Student Supports, Expanded, Extended, & Enriched Learning Opportunities, Family & Community Engagement, and Collaborative Leadership Practices
  - Open Ended Conversations
  - Significant data on each topic was collected based on experiences and perspectives.

Preliminary Findings

Strengths

- Class Sizes, Continuity of Education, Staff & Faculty Engagement, Community Outreach, Extended Learning Opportunities Program

Needs / Gaps

- Family & Community Engagement, Academic Performance, Collaborative Leadership, School Climate & Culture, Enriching Activities in Surrounding Community, Limited Academic Support, Limited Multi-Tiered Systems of Support (MTSS), Poor School Experiences with Staff & Faculty, and Limited Communication Techniques

Analysis

Transcription

- LES partnered with a transcription service to provide transcription of all focus groups and interviews
- Coding all transcripts to find common, recurring themes in single focus groups and interviews
- Themes were established based on frequency of occurrences and sub-themes of the intended category: integrated student supports, family & community engagement, enriched learning opportunities, and collaborative leadership & practices.
- Themes were compiled and preliminary findings were documented.
- Preliminary findings were then tested for validity among staff, faculty, and students.

Internal Validity

Students

- Surveys completed by LES students - 87% completion rate
- Measured the validity of the initial strengths and needs/gaps identified in parent and community member focus groups and interviews.

Continuous Improvement

Ongoing Research

- The role of ensuring and measuring the effectiveness of each program will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LES community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Priority 2: Shared Understanding

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

1. **Assets-Driven and Strength-Based Practice:** The role of students, parents, families, and community stakeholders will guide the work utilizing the assets and strengths provided upon implementation of CCSPP initiatives. By sharing collective wisdom and appropriate data to support decision-making practices, LES has the opportunity to share the responsibility of education with parents and families in a manner that incorporates the community's history, culture, and language into daily practice. Our initial step was to take stock of what assets are within the district and the community-at-large. This process was outlined in our strengths and needs analysis, which outlines the guiding principles of collective work LES does in collaboration and cooperation with students, parents, families, and the community.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for

all students in the totality of school interactions. Professional development opportunities to create a culture, climate, and practice of racially just and restorative practices are an essential element in providing a positive and welcoming experience for students, parents, families, and community members. LES makes a commitment to articulate the importance of a racially just and restorative school climate by incorporating these elements into the school's mission statement and district vision statement in collaboration with student leaders, parents, community members, staff, faculty, and administrators at LES and the district at large.

3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. LES is currently in a phase of planning where academic achievement and performance is in a state of improvement. Our strengths and needs assessment established students, teachers, administrators, parents, and community members feel a significant need for instructional improvement. This is also illustrated in the state scores found in our CAASPP, ELPAC, and related assessments where more than 85% of students are neither at standard nor achieving beyond standard. Therefore, it is the mission of LES to make improvements to support teachers and related staff by providing powerful, culturally proficient, and relevant instruction by means of relevant, data-driven support.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. The participation of the community schools committee has proven to be an effective tool to bring students, parents, families, community members, staff, faculty, and site/LEA administrators together to address areas of need and provide opportunities for others to participate in decision-making practices. The plan for CCSPP implementation has been approved by the committee and reflected in the minutes with the support of both unions and school board officials.

Sharing Information

It will be the responsibility of the community school committee at LES to share the data on each of the strengths and needs as they are regularly evaluated. The principal in collaboration with the research and accountability coordinator will regularly recommend assessments, present data, and provide recommendations to the community school committee on further research and evaluation. LES will also put summaries of ongoing research regarding strengths and needs on the LES website as part of LES's efforts to be transparent to students, parents, and community members. The community school committee will design their web pages to include their information, meeting times, and location. The leadership of the superintendent alongside the site principal will share the responsibility of reporting as they also serve on the community school committee.

Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise

site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Elementary School	Implement Academic Parent-Teacher Teams	Facilitate Dates with Staff & Faculty Provide Professional Development of APTT Inform parents & families Develop classroom Management techniques Formulate caseloads for Intervention Specialist Onboard Intervention Specialist Onboard School Social Worker	• Parents & Teacher Engagement • Parent Advocacy • Fewer SSTs • Fewer IEPs • Fewer 504s • Fewer Assessment for Special Education • Increase student contact
Laton Elementary School	Implement Planned Learning Communities	Establish Learning Communities Outline Responsibilities Calendar of PLC time and planning	• Time for Teachers to Plan cross-discipline • Reviewing standards • Align instruction to state standards • Increase student learning and performance

Laton Elementary School	Implement Comprehensive MTSS	Outline Tiers of Intervention Assign Roles & Responsibilities Create Referral System Reinforce PBIS	• Targeted behavioral interventions • Building teacher contact with parents and families. • Increase in student contact • PBIS Site Points • Behavior Intervention Plans tracked and measurable progress
Laton Elementary School	Implement Assessment Cycles	Identify RTI Assessments Align ELA, Math, and Dual Immersion Standards Provide academic intervention techniques	• Align instruction at LES to standards • Specific Response to Intervention Lessons • Curriculum Development • Academic Performance
Laton Elementary School	Maintain Ongoing Research & Accountability	Onboard Research & Accountability Specialist Create Program Assessment Cycles Align CCSPP Goals to next LCAP and other initiatives	• Comprehensive CCSPP Initiatives • Alignment between LCAP & CCSPP • Clear and concise goals • Opportunities for ongoing improvement
Laton Elementary School	Engage with Parents, Families, & Community Members Regularly	Redevelop Home & School Club Sponsor activities and Engagement opportunities Invite all parents and families to participate in Community Schools Committee Design programs for parents And families to participate in Accept recommendations to ensure success of APTT	• Positive school climate and culture indicators from student, staff, faculty, and administrators • Decrease of Chronic Absenteeism • Decrease in Suspension • Increased of Promotion and graduation • Increased of parent volunteers

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

Laton Elementary Community Schools Committee

- Community School Coordinator (co-chair, permanent)
- Superintendent or designee (co-chair, permanent)
- 2 Site Principales (High School and Middle School / Elementary) (permanent)
- 2 Counselors (High School and Middle School / Elementary) (permanent)
- Community Liaison (permanent)
- 2-3 Special Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 General Education Teachers (High School and Middle School / Elementary) (2-year term)
- 2 Classified staff members (2-year term)
- 2 Students (1-year-term)
- 2 Parents of students or community members(1-year-term)

Proposed Additions Upon Implementation Award Laton Elementary Community Schools Committee

- School Social Worker (permanent)
- Intervention Specialist (permanent)
- PLC Leads

Meetings are open to all and may participate! As a collective during our planning phase, LES Community School Committee developed a handbook of our core missions and functions. Announcements will be posted two weeks in advance to the district's web pages and sent directly to students, parents, families, community members, staff, faculty, and administrators.

VISION STATEMENT

Our vision at Laton Unified is for our students to reach their fullest potential and become contributing members of society, able to communicate, lead and be lifelong learners.

MISSION STATEMENT

Our mission at Laton Unified is to create an environment of respect and inclusion, making data-driven decisions that empower all students to embrace learning and innovation.

VALUES STATEMENTS

- ***Students First***

We believe the first question that should be asked when making decisions is "What impact will the decision have on student access, learning, development, achievement, leadership, and success?"

- ***Academic and Service Excellence***

We commit to excellence in teaching and student services that develop the intellectual, personal, and social competence of every student.

- ***Diversity, Equity, and Inclusion***

We embrace and celebrate differences and uniqueness among all students and employees. We welcome students and employees of all backgrounds.

- ***Ethics and Integrity***

We commit to respect, civility, honesty, responsibility, and transparency in all actions and communications.

- ***Alliances***

We develop strategic relationships within the school and community, locally and globally, that allow us to grow our knowledge, build relationships, and strengthen our impact on those we serve.

- ***Leadership and Empowerment***

We commit to growing leaders through opportunity, engagement, and achievement.

- ***Innovation***

Through collaboration and researched-based practices, we seek and create new tools, techniques, and programs, and improve student learning, student achievement, and institutional effectiveness.

- ***Stewardship of Resources***

We commit to effective and purposeful utilization of human, physical, financial, and technological resources.

- ***Health, Safety, and Security***

We commit to providing a healthy, welcoming, safe, and secure environment for all students, employees, and visitors.

- ***Compassionate Professionalism***

We commit to working collaboratively with empathy to all involved in our mission by exhibiting grace and non-judgemental skills through our communication with others.

Priority 4: Coherence: Policy and Initiative Alignment

Site Level Goals and Measures of Progress

School Name Goals	Action Steps	Outcome/Indicators

Laton Elementary School	LCAP Goal #1: Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision-making.	1.1 - Outstanding Staff 1.2 - Dual Immersion Language Program 1.3 - Teacher Collaboration for Improving Instruction 1.4 - Effective Professional Development 1.5 - Tiered Academic Supports 1.6 - Access to a Broad Curriculum 1.7 - After School Program 1.8 - Supplemental and Intervention 1.9 - English Learner Supports 1.10 - Summer School Program 1.11 - Create a Culture of Post-Secondary Success	1.1 - Hiring CCSPP Funded and Qualified Candidates 1.2 - Academic Preparation in DI 1.3 - Support and Resources dedicated to Collaboration 1.4 - Teacher Surveying and Reporting outcomes for students. 1.5 - Targeted RTI Assessments 1.6 - Curriculum Development before, during, and after school. 1.7 - Participation in ELOP 1.8 - Effectiveness of Supplemental and Intervention Data 1.9 - Effectiveness of Partnership with FCSS 1.10 - Enriching Summer Program 1.11 - Student interest in college trips and post-secondary education

	LCAP Goal #2: Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning.	2.1 - Well-Maintained Facilities 2.2 - Transportation 2.3 - Positive School Climate 2.4 - Social/Emotional Learning & Supports 2.5 - Safe Schools 2.6 - Truancy Intervention Program	2.1 - Facilities being used for family and community engagement opportunities 2.2 - Transportation to and from family and community engagement opportunities 2.3 - Chronic Absenteeism & Suspension Decreases 2.4 - Participation and engagement from proposed school social worker and intervention specialist. 2.5 - Promotion of safe schools and reports of student safety by students, parents, and families associated with LES 2.6 - Decrease in truancies and chronic absenteeism.
Laton Elementary School	LCAP Goal #3: Collaborative Culture that Impacts Student Achievement: By building a culture based on trust, stability, and consistency that values and promotes a high level of parent and community involvement in decision-making opportunities that directly impact school programs and our diverse population of students.	3.1 - Increase Community Outreach and Family Engagement 3.2 - Support Our Greater Learning Community 3.3 - Partner-Informed Decision Making	3.1 - CCSPP resources add two additional staff to increase family and community engagement to participate and engage in school sponsored functions. 3.2 - More parents will be able to take advantage of and gain valuable skills with the partnerships existing and being developed. 3.3 - Continuous improvement and recommendations by shared governance via community schools committee - staff, faculty, students, parents, families, and community members take part of decision-making practices.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Elementary School	Increase Academic Performance Decrease Chronic Absenteeism Decrease Special Education Testing and Needs Scale up existing and successful resources Address areas of gap Produce positive school climate and culture	• Ensure quality first instruction • Align instruction with State standards • Hire dedicated community liaison • Hire family & community engagement • Provide faculty with planning time and relevant professional development	• California Alternate Assessments (CAAs) Results • Smarter Balanced Summative Assessments Improvements • English Language Proficiency Assessment (ELPAC) • Family & Community Engagement • Enriched Learning Opportunities

Key Staff/Personnel

Learning Director	The main function of the learning director at LES is to provide coaching, assessment, and assist the site principal when needed.
School Counselor	The LES counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling
School Psychologist	With a goal to address the behavioral, academic, and intervention needs of LES students, the LES school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs.

Proposed School Social Worker	LES would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.
Proposed Intervention Specialist	A complete MTSS model includes a first level of intervention. LES utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LES has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body.
Proposed Dedicated Community Liaison	A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities.
Proposed Family & Community Engagement Director	With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement.
Proposed Curriculum & Instruction Coordinator	The focus on improving the academic performance of LES students involves the review and application of district, county, and state standards of LES lessons and teachers.
Proposed Assessment Coordinator	In order to measure the effectiveness of the standards, teaching practices, and learning of LES students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to

	determine the variables to be addressed and measured. There are three key parts to this job.
Proposed Research & Accountability Coordinator	The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. The research and accountability coordinator will be tasked with providing regularly scheduled community schools committee meetings in a manner that includes data, performance, program updates, and alignment with CCSPP initiatives that includes LCAP goals and LJUSD's mission and value statements

Sustainability

Beyond the sunset of CCSPP resources, LES in conjunction with LJUSD intends to sustain the systems and practices created by the proposed personnel, which are hired to address each pillar of the CCSPP initiative. Upon a closer look at the sustainability plan, LES will remain a community school with a focus on each pillar of the CCSPP framework.

Integrated Student Supports

In the subsequent years of LJUSD's local control accountability plan (LCAP), LES has planned improvements for the School Plan for Student Achievement. The proposed student supports that provide an essential service to students, parents, families, staff, faculty, and administrators. In this proposed implementation plan, the school social worker and intervention specialist are critical to provide students with mental health services, restorative justice practices, trauma-informed care, access to local services, and other related services to produce a racially just and positive school climate. The data and further research to outline the importance of continuity will illustrate the significance of the work being produced by these two individuals. With resources left unused in the Local Control Funding Formula (LCFF), LES intends to collaborate with LJUSD to recommend permanent status if these supports are deemed effective and useful for students, parents, families, staff, faculty, administrators, and the community at large. CCSPP resources allow the district to address the facilities needs for school, family, and community events and activities. Upon the sunset of CCSPP resources, LJUSD plans to relocate LCFF funds currently intended to facilities to the integrated student supports onboarded by CCSPP.

Extended, Expanded, & Enriched Learning Opportunities

There are two essential components to this pillar that incorporates a total of two dedicated personnel to address the quality of instruction at LES. First, LES plans to pursue quality first instruction by establishing systems of assessment and curriculum. LES will be in differentiated assistance to significantly address the academic performance and achievement. The proposed staff, assessment coordinator and curriculum and instruction coordinator, will support the process of the learning director to meet with faculty to produce data-driven conversations and practices. When determining the sustainability of the work, LES's size does not justify having two dedicated personnel to singularly address the assessment and curriculum goals. With

CCSPP resources, the district can accomplish the task of setting a solid foundation to the ideal practices. Upon sunset of CCSPP resources, the tasks and responsibilities of the assessment and curriculum and instruction coordinator would be reassigned to the learning director as the capacity would already have been constructed by the assessment and curriculum coordinator. Second, the goal is to build capacities for teachers to engage with data by means of assessments in alignment with curriculum and instruction. The culture of using additional tools to inform instructional practices is a virtue of the culture CCSPP resources has the potential to increase the capacity for instructional and administrative staff.

Family & Community Engagement

LJUSD presently employs a single community liaison to serve all three sites within the district. CCSPP resources allows LES to have a dedicated community liaison to connect with students, parents, families, and community members in a way that allows family and community members to engage with events and activities while ensuring their basic needs are met. Additionally, LES will also have the opportunity to have a family & community engagement director to oversee the work and coordinate school functions such as open house, Laton Family Carnival, and other events that occur outside of the normal school day. The intentionality behind having events and activities sponsored by LES is to allow the facilities that LJUSD has heavily invested in to be put to good use for students, parents, families, and the community at large. Upon sunset of CCSPP funds, the allocation presently dedicated to facilities will be reallocated to meet the family & community engagement components.

Collaborative Leadership & Practices

During the CCSPP planning phase, LES established a community school committee that brainstormed, tested, and approved the CCSPP implementation plan. The community school committee is comprised of administrators including the superintendent, teachers, students, parents, and other staff with a mission to address the integrated student support, family and community engagement, and learning needs of LES students, parents, families, and community members. The proposed research and accountability coordinator will establish systems of ongoing research and accountability for each of the pillars associated with the CCSPP framework. The importance of collaborative leadership is outlined in the shared decision-making practices of the community schools committee. Therefore, during the implementation phase of CCSPP resources, the principal will be responsible for facilitating the community schools committee at each site. This practice will be informed in collaboration with the research and accountability coordinator to design assessment and program evaluation that will carry on past the sunset of CCSPP resources.

Priority 6: Strategic Community Partnerships

Site Level Goals and Measures of Progress

Partner	Description	Action Steps	Outcome

Kaiser Permanente Healthy Smiles	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LES in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Expand Medi-Cal billing ability to include dental screenings for adults • Schedule days and times for services	Better health outcomes for adults and screenings for students.
Adventist Health	An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LES in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.	• Coordinate services for students and the community • Facilities usage • Promote to parents, families, and community members	Better health outcomes for adults and screenings for students.

West Hills Community College District	Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LES parents and families to take advantage of night courses utilizing LES facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students, LES parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.	• Explore facilities availability beyond school hours • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.
California State University, Fresno	A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LES students to. With a healthy partnership with California State University, Fresno, students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.	• Explore facilities availability • Secure funding for faculty • Contact WHCCD for partnership • Promote classes to community at-large	Serving students, parents, families, and the larger Laton community with educational services.

Fresno County Office of the Superintendent	Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LES, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists, behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on needs.	• Expand participation in ELOP • Provide opportunities for staff & faculty • Expand enriching activities • Expand partnership to include additional FCSS services	Serving students, parents, families, and the larger Laton community with educational services.

Education & Leadership Foundation	A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.	• Secure funding • Develop robust partnership • Coordinate times and dates for ELF • Arrange services	Serving students, parents, families, and the larger Laton community with legal, education, and advocacy services.
Local Churches	One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.	• Coordinate food pantry • Coordinate food drives • Secure funding • Secure facilities • Secure materials • Identify families in need	Serving students, parents, families, and community member's basic needs.

Boys & Girls Club	A possible partnership that leads enriching activities for youth before, during, and after school. The boys and girls club has a mission of, “To enable all young people, especially those who need us the most, to reach their full potential as productive, caring, responsible citizens.” LES has the potential to partner with this organization to provide enrichment opportunities where little outside of the school day is available. LES has the potential to provide funding, facilities, transportation, and enrollment to the Boys and Girls Club.	• Secure funding • Develop robust partnership • Coordinate times and dates • Arrange services	Serving students, parents, families, and community member’s enrichment activities.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Each of the partners listed above correspond to either a physical, legal, or educational integrated service within our community school approach. These partnerships are well within reason to assist the students, staff, faculty, parents, families, and the community at large further their academic, personal, health, and career goals by establishing resources that have otherwise been outside of the reach of the greater Laton community. Existing health partnerships such as Kaiser and Adventist will be elevated by receiving CCSPP resources. Community liaisons will be responsible for collaborating with LES’s counselor, staff, and faculty to identify students, parents, and families who are in need of dental and other health-related services. The LES family and community engagement director will be responsible for cultivating a positive relationship with these agencies to identify funding, facilities, and usage of all related services. For example, the partnerships with California State University, Fresno and WHCCD are presently in the developing phase where some classes have started but not reaching its fullest potential are ones LES has the capability to provide students, parents, families, and the community at large with educational and vocational services that address the larger learning community. A notable gap or need that was identified in the strengths and needs assessment was enrichment opportunities in the community. Participants in the study highlighted the need for enrichment opportunities that are not available in Laton. Partnerships with the Boys & Girls Club has the potential to provide fun and enriching opportunities to supplement students who may not be able to receive these services by limited available spaces in the Extended Learning Opportunity Program provided by Fresno County Office of the Superintendent. Therefore, one can conclude that LES’s goal is to establish who is on the waiting list for the program and has the potential to participate in other enrichment programs such as the Boys & Girls Club. Despite the best efforts to be inclusive, there is still a possibility that students, parents, families, and the community at large will be unable to participate in programs such as ELOP or the Boys and Girls Club. This is expressly why it is important to onboard a family and community engagement director who has the capacity to plan, coordinate, and execute enrichment opportunities before, during, and after school as well as during breaks, intersession, and summers thereby creating a robust, year-round enrichment opportunities where students, parents, families, and the community at large. LES’s goal to provide additional services by means of partnerships to address the legal and basic needs can be established during the implementation phase as well. Educational Leadership Foundation and local churches have the potential to provide legal and basic need services. This can bring needed immigration, food, advocacy, and educational services that are otherwise hard to locate or afford for Laton residents.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

School Name	Goals	Action Steps	Outcome/Indicators
Laton Elementary School	Principal & Counselor	• Leadership Matters: Moving Beyond 'PLC Lite' and Nurturing Full Commitment	Professional Learning Community (PLC), teachers continually identify learning challenges and select practices to address the needs of their students. Unfortunately, we often fall short in memorializing the steps taken and the results of effectiveness. A simple way to formalize this process so that it can be repeated is through action research. This session shares a simple three-step model of Challenge-PracticeResults to capture the results achieved by students, and also relate the teacher practices that caused those results.
	Expanded Learning Opportunities Program Coordinator	• Culturally Relevant Practices • Asset-Based Resource Utilization • Develop Evidence-Based Learning Practices • Leader In Me Program Training	Afterschool Programs that follow evidence-based practices to promote social and emotional development are effective. The practical implications of our findings are that policy and funding should be focused on assisting more afterschool programs to develop evidence-based practices that are associated with better outcomes.
	Teachers	• Implement Academic Parent Teacher Teams • Professional Development Regarding MTSS • Professional Development Regarding PLC	Building capacity for teachers is a cornerstone accomplishment of CCSPP to include communication with parents and families in regard to student development.

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Achieve Language Inclusiveness	Learn the Languages in the Laton Community	● Family and community engagement ● Build understanding of the richness and diversity that exists.
Incorporate Local Environment	Discover the ecosystems in the local community	● Foster a community of expertise by tapping into the rich knowledge that exists among its community members.
Engage Laton History	Understand and study the story of Laton and social movements with the sharing of local stories	● Cherish the pride that exists of being a Laton residence. ● Revitalize a new generation of community leaders.
Integrate Culture & Art	Learn Laton community family norms	● Present a harmony between home and school with consistency.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system.School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators

Planned Learning Communities (PLC)	The following steps will create learning communities to function together and plan instruction around a set of collective goals and assignments: - Providing professional learning and collaboration opportunities for teachers to enhance their understanding of common core standards and assessments. - Supporting teachers in refining their abilities to use data from Illuminate Data systems and other data systems to target individual student's needs for standards-mastery. - Continue development and improvement of Grade-level Rubrics to ensure that each learner is evaluated by the same grade level criteria for proficiency in preparation for success in the next grade level. - Maintain a full-time physical education teacher for K-8 students in order to provide PLCs time to collaborate on data review and planning to address the needs of all learners. - Use benchmark assessments in all core content areas to identify the progress of Low-Income students and English Learners. - Use standards-based report cards that report the progress identified above. The District will continue to consider individual classroom data, Interim Assessments (IAB/FIAB), and other measures will be examined at grade level, classroom, and individual student levels to determine, plan and drive instruction. One of the main focus areas is to create a consistent assessment system for our 9th-12th grades so that data can be analyzed and compared from month to month and year to year.	Make data driven decisions that directly impact student achievement. Collectively work together to solve problems that impede student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for English Learners, Low-Income students, and students with exceptional needs. Create a safe learning environment for all where they feel safe to take risks.

	Instructional decisions will be student-centered and informed by excellent data collection and analysis. Research clearly demonstrates that teacher quality is a significant factor in predicting student achievement. In our experience, fully credentialed and appropriately assigned teachers who are provided high-quality, ongoing professional development and coaching have an unparalleled impact that is progressively higher in the upper grades.	

Plan-Do-Study-Act (PDSA)	The school will ensure ongoing reflection and assessment by implementing those sections of its SPSA/LCAP that are focused on assessment and evaluation of students' academic and social-emotional progress in a manner aligned with the community schools initiative. As LES collects interim academic (e.g., benchmark assessments, iReady diagnostics) and social-emotional (absenteeism, suspensions, mental health referrals, etc.) data, those will be shared with our advisory groups (School Site Council, English Learner Advisory Committee, etc.) to assess progress toward school goals aligned with the CCSPP initiative. All groups will hold regularly scheduled meetings – at least four times per year – of school partners and site leadership, using the Plan/Do/Study/Act continuous improvement process. Meetings shall include: • Review and analysis of data related to indicators identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Review and analysis of data related to 'implementation progress markers" identified in the school's SPSA, the District LCAP, and the CCSPP, and identification of next steps to be taken based on that analysis; • Reports on LES progress to the District Committees and Governing Board; - Summative review, analysis, and evaluation of the SPSA to determine recommended revisions for the following year that will inform the LCAP and CCSPP implementation plan.	Protected PLC schedules that focus on assessments and evaluation of students' academic outcomes. PLC schedules will be added to the district's master calendar. PLC reflection logs and agendas collected from each team. ELAC and School Site Council meeting agendas and minutes. School Board meetings minutes and presentations.

Academic Parent-Teacher Teams (APTT)	Work collectively beyond the team of teachers to include student personnel specialists, students, and parents.	Increased trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data fromPBIS referrals and PowerSchool.

Multi-Tiered System of Supports (MTSS)	To study the causes and effects of behavior among the study body in partnership with proposed staff such as the school counselor, social worker, and intervention specialist, the District will engage in the following: Student survey data, mental health referrals, and the expert knowledge of the District's counselors, psychologist, and student health support staff will be used to identify students at risk of abuse, neglect, or exploitation, and in need of additional social-emotional support. Instructional staff and administrators will also assist in identifying students in need of those services. The District recognizes that the events of the last three years have had incalculable impacts on students, staff, and families, creating a need for social-emotional learning as an integral part of the curriculum. Tiered supports for social-emotional learning will begin with all students participating in: ● 2nd Step Curriculum for K-8 ● Bell schedule that supports 2nd Step ● PBIS systems that target positive reinforcement and engage every partner ● PBIS routines are ingrained in every aspect of our school environment and practice ● High School Prep course requirement for all 9th graders ● Positive Behavior Recognition Awards/Assemblies The next tier will include: ● Targeted behavior intervention groups led by the site counselors ● Student Support/Resource Center ● LHS mentors and leadership at LES/LMS ● PBIS Focus Intervention At the most intensive level, targeted intervention will be: ● All4Youth ● Behavior Plans	Ensures driven decisions that directly impact student achievement. Create an environment where all work together to solve problems that impact student learning. Increase academic gains in English Language Arts, English language acquisition, and Mathematics for all students. Create a safe learning environment where all feel safe to take risks. Structured PLC system that focuses on assessments and evaluation of students' academic outcomes. Increase in trust and communication between parents and teachers as measured in the district's yearly surveys. Increased student academic outcomes as measured in report cards and CAASPP. Decreased student behavior problems as collected in data from PBIS referrals and PowerSchool.

	• One-on-One Counseling/Psychologist • PBIS Intense Support	

Eligibility

Grant Funding and Match Sources

School Name	Enrollment	Grant Funding	Match (33%)	Matching Source Funding Description
Laton Elementary School	279	$1,187,500	$391,875	Supplemental Instruction Resources As contributing actions, LJUSD will be using Supplemental and Concentration funds as a matching source.

The funding listed above gives LES the opportunity to build a robust community school to address the “whole child” in a transformative way. This process builds from the CCSPP framework listed above as a catalyst to fundamentally address the way students' needs (e.g. physically, mentally, medically, etc.) are met and how learning occurs. The strategy LES students learn are by in large part the responsibility of parents, families, community members, staff, administrators including after school learning coordinators, and ultimately, teachers. Our intention is to effectively make learning engaging and enriching before, during, and after school times beyond the traditional school day while making significant instructional improvements. The shared responsibility of learning falls on the stakeholders who want the best environment for LES students. By bringing students, parents, and community members together with staff, teachers, and administrators in a fun and welcoming environment, the modeling behaviors of adults who work together has the potential to instill the same behaviors students can share with their peers. The methods of CCSPP and the future of the LES community school relies on the collaboration of these groups. Our shared decision-making practices allow for the rich results we expect to see as a community school - to lift everyone: students, parents, families, administrators, staff, teachers, and the community as a whole.

Detailed Community School Implementation Plan - Laton Elementary School

Introduction

The surrounding community of Laton, California is a small, rural community of 1,967 people according to the 2020 Census. Over 50 percent of the population is also under the age of 18. Being that Laton Joint Unified School District (LJUSD) is the only school district in this small community, the majority of the minors in Laton attend an LJUSD school and parents engage with district employees on a regular basis. As an unincorporated city on the outskirts of metropolitan Fresno and along the southern county border of Fresno County, there are few enriching, recreational, or governing opportunities for students, parents, their families, and the community to access outside of the school community making LJUSD and its elementary, middle, and high school “the hub” of the community it serves.

Laton Elementary School (LES) serves 281 unduplicated pupils from kindergarten through 5th grade. The services the school provides to students include dental, health accessibility, solution-focused counseling services, therapeutic services offered by the county office of education, and instructional services provided by teachers and intervention resource faculty. The community is involved throughout the school year by participating in extended learning programs offered by the extended learning opportunity program and partnerships with the local university. The extended learning opportunity program provides students with enriching activities the community would otherwise not have access to due to the rural nature of the community LES serves. Leaders at LES collaborate with staff, faculty, students, parents, and the community in a shared decision-making practice where all commit to the long-term success of the community school initiative.

During our planning process, LJUSD hired a community school coordinator to begin formulating the committee of stakeholders. This process initiated the district’s community school strategy. The process of planning incorporated a comprehensive strengths and needs assessment where staff, faculty, students, parents, and the community would be able to contribute their unique perspectives of LJUSD’s strengths and weaknesses. While stakeholders were able to speak about the many positive ways LJUSD impacted their immediate lives and the community they serve, the participants described the many shortcomings of what feels like a forgotten community from the perspective of the county and state officials. Without adequate funding or attention to the needs of the community, participants described a city with a lot of pride and hope, which is what makes the implementation of the community schools so appealing to the students, parents, community, and LJUSD.

In order to accurately address the focus of the LES community school strategy, the strengths and needs of LES must be examined. Strengths are significantly important to examine as they have the potential to be scaled upward in a manner that allows the effectiveness of the service or model to grow and impact more students. Conversely, needs or weaknesses are gaps in opportunity that can be addressed with solutions to overcome once barriers are removed and resources allocated to remedy the shortcomings. Both strengths and needs are considered as LES formulated the potential actions of its community school initiative strategy.

Demonstrated Need

Measure	Measure Descriptor
Total enrollment for school year 2021–22	LES Unduplicated Enrollment - 287
Unduplicated pupil count for school year 2021–22	LES Unduplicated Enrollment - 287
Local educational agency (LEA) and proposed school site's dropout rate for the 2021–22 school year	Very High: 5.1%, especially among Socioeconomically Disadvantaged and Students with Disabilities
LEA and proposed school site's suspension rate for the 2021–22 school year	Suspension rate for the 2021–22 school year
Locale Code (RE: small/rural)	43–Rural, Remote
LEA's Non-Stability Rate for the 2021–22 school year	15.2%
LEA's Non-Stability Rate for foster youth for the 2021–22 school year	Data may be suppressed to protect student privacy
LEA's Non-Stability Rate for homeless pupils for the 2021–22 school year	27.3%
LEA's Child Find rate	Child Find rate for the 2021–22 school year
LEA's compliance status for overall disproportionality RE: Special Education	Out of compliance (i.e., Disproportionate) for the 2021–22 school year
LEA's compliance status for disproportionality by disability type RE: Special Education	Out of compliance (i.e., Disproportionate by disability type) for the 2021–22 school year
County's cumulative COVID-19 number of cases per 100K	5.8 per 100k as of 1/28/2023
County's December 2022 unemployment rate	6.2%
County's October 2020 food insecurity rate	14.4%

Strengths

-**Class Sizes**: LES class sizes have been indicated by the students, families, and the community as a strength that allows faculty and support staff to make an impact in their lives and education. The size of the class allows teachers with each student in a personable method where each student has the opportunity to be meaningfully engaged with each lesson at any point during class time.

-**Continuity of Education**: Most of the students who attend LES continue to attend LES throughout the duration of their primary school education. This continuous enrollment also allows staff and faculty to become familiar with students and their families in a way that allows them to support future staff and faculty with how to achieve success in their classrooms and beyond.

-**Staff & Faculty Engagement**: LES employs staff and faculty who actively participate in extracurricular activities that are outside of their classroom and contract hours. The staff and faculty of LES outreach to students and their families during times of open house, parent-teacher conferences, special education referrals, and other special events.

-**Community Outreach:** With the assistance of the district community liaison, teachers, administrators, and district personnel have the ability to connect with parents and community members. The main function of the district community liaison is to build relationships with key stakeholders while developing trust and cooperation with students, parents, families, and community members.

-**Extended Learning Opportunities Program:** As a result of the Extended Learning Opportunities Program grant, LES has experienced a significant number of students participating in enrichment activities beyond the traditional school hours. Students have limited opportunities to engage in activities that are difficult to accommodate during the school day. These activities occur during the school year, beyond the school day, during intersession breaks, and in summer.

Gaps/Needs

-Family & Community Engagement: Participants of all kinds describe a lack of participation from family and community members. Engagement, as the California Community Schools Partnership Program describes, contrasts participation by means of decision-making models and frequency of participation. Regular and direct participation in the decision-making abilities of family and community members is a strategy that has not been considered in previous years at LES. In order to achieve success in any of our community school initiatives, LJUSD commits to maintaining regular and direct contact with parents, families, and community members of the Laton community. Although the work of a community liaison is partly meeting this gap of outreach, the district presently employs a single community liaison to serve all sites of LJUSD creating a limited amount of time and resources to adequately serve all students and families of LES.

-Academic Performance: There are many metrics that can be used to understand the need to address the academic performance of students and by extension the teaching practices at LES. According to the California School Dashboard, LES has at least three areas where attention is required: English Learner Progress (44.3% making progress toward English language proficiency), English Language Arts (98 points below standard), and Mathematics (96.6 points below standard). Present rates and percentages indicate that these targeted areas are either at a low or very low level. Participants in the assessment relate the underachieving Mathematics, English Language Arts, and Learner Progress as an acceleration of many previous years of low or very low test performance. In part, this is due to the high degree of administrative and teacher turnover, COVID-19 Shelter in Place orders, and under/un-patrolled curriculum and coaching practices. Students, staff, administrators, and parents report the need for improvement this year as it has an impact on the following areas of need. As a result of the previous metrics coupled with state and county guidelines, LES has been marked for Differentiated Assistance. The need in this area is urgent to address and is rooted in the need to examine our current instructional practices, standards, and ability to assess and monitor the desired outcomes with focused and systematic coaching models/cycles in place.

-Collaborative Leadership: Due to the high degree of administrative turnover, the execution of initiatives has been a difficult undertaking for constantly rotating new administrators. The

collaborative nature of what the leadership has been noted as an area for improvement from staff, teachers, and parents who wish to have a stake in the overall success of what LJUSD has envisioned for LES. Community and family members have highlighted the need for transparency and accountability to become part of the collaborative efforts the community school strategy intends to implement. The collaborative nature includes being open and honest with those involved in a shared decision-making process. Administrators at LES are the site principal and learning director who share the responsibility of discipline and coaching along with all the other aspects of the school, which results in limited delegation and less of an opportunity to collaborate with stakeholders. LJUSD and LES would like to address this problem by providing the freedom to administrators to delegate and focus on the collaborative nature of their role in the community school team.

-School Climate & Culture: Students and parents report the atmosphere of LES has room for improvement. The modern era of the school incorporates the side effects of technology and society such as bullying, peer pressure, trauma, and mental illness. In order to address these areas, parents, community members, administrators, staff, and faculty indicate the need to be on mental health, trauma-informed care, restorative justice, student-centered learning, and social-emotional learning.

-Enriching Activities in Surrounding Community: Students, parents, and community members report the limited number of enrichment activities to do in Laton. There is one county park that is open seasonally, which has an open field of activities when open. In the surrounding community of Laton, the nearby city of Hanford has entertainment in the form of parks, theaters, museums, restaurants, and other related activities. Meanwhile, LJUSD's sites are not open beyond the extended learning hours, intersession, breaks, or weekends creating a concern for safety when students, other children, adults, or any other community member utilizes its facilities when there is no staff member present to supervise LJUSD facilities outside of hours that the buildings, yards, or playsets are open.

-Limited Academic Support: Students, parents, and community members report being concerned about the limited opportunity for academic support for students and teachers at LES. The system needs to align with the current needs of students, teachers, support staff, and administrators because the demand is greater than the team's capacity. Currently, LES has a single administrator to oversee all teachers and support staff. The responsibility of this role includes coaching, reporting, events, activities, facilities, curriculum, instruction, assessment, professional development, school safety, and accountability. The best attempt, the participants report, is onboarding a part-time learning director/part-time resource teacher(LD/RTI). However, given LJUSD's limited ability to hire additional coaching or administrative roles, the time allocated to the LD is 30% of full-time equivalency. Of that 30%, LJUSD was only approved to move forward with this allocation if the 30% was also split across the other sites of the district. Therefore, the total allocation at LES is limited to 4 hours each week to complete essential tasks.

The LD/RTI provides support with assessment, curriculum, and professional development and supports the principles as a backup when additional administration support is needed in emergencies.

The district also employs a Dual Language and English Language Development Coordinator(DL/ELD) that provides English language support to students and supports teachers as needed. The DL/ELD coordinator schedules all the language assessments for the district-required state. This individual also

teaches a foreign language(Spanish) section at the middle school to support the Dual Language Program.
The district response to intervention support as tier 2 intervention consists of two part-time resource teachers for ELA and Math. There are also two full-time counselors, one at the high school and one at the elementary and middle school. They provide academic support and conduct progress monitoring, social-emotional support and support students with their career/college goals.

We must move forward with the commitment to improve learning outcomes for all and improve student achievement. The principals(site administrators) are the instructional leaders of each site. Then they needed to be added in this paragraph because the principal can't make the magic happen alone—can't be a one-man show—in charge of curriculum, instruction, assessment, professional development, school safety, and accountability. The principals need to be the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

-Limited Multi-Tiered Systems of Support (MTSS): Staff, faculty, and administrators have highlighted our MTSS intervention techniques as an area of need. Presently, the LES Counselor has the responsibility of implementing social-emotional learning (SEL), individual and group solution-focused counseling, Positive Behavior Interventions and Supports (PBIS) coordination, Tier 1 Interventions , Student Study Team coordination, and special education academic counseling. As a result of the overwhelming responsibilities of the limited counseling time and duties, the MTSS model has been limited to solution-focused interventions for all students in need with referral to tier 2 and 3 if appropriate. Furthermore, participants report tier 2 and tier 3 as an area for attention. LJUSD presently utilizes services from Fresno County Superintendent of Schools (FCSS) to provide therapeutic services to tier 2 and tier 3 students at LES. The partnership allows for a mental health clinician to be onsite 2 days a week while serving elementary, middle, and high school students. The need rooted in our MTSS model is for staff to more adequately meet the needs of LES students, parents, families, staff, and faculty.

-Limited Communication Techniques: Being that LES serves as "the hub" for the elementary and greater Laton community, community members who are not parents nor have children enrolled in LES have a difficult time participating in events due to not being aware of the activities or events being hosted or sponsored by LES. Administrators, staff, and faculty currently use a combination of virtual platforms that vary by classroom and grade level to communicate with parents. This separated method of communication does not allow for a uniform communication method with parents and does not allow any communication with the community-at-large. If there was an effort to contact the community, the community liaison who is tasked with working and communicating with students and their parents would attempt to outreach with non-parents or family members of LES on an individual and irregular basis. This method does not allow for relationship or trust-building techniques. It is the recommendation of administrators, staff, faculty, parents, and community members for the district to adopt a source of communication that has a wide-reaching impact on students, parents, their families, non-parents, and community members who all share a responsibility to participate in LES-sponsored events and activities.

Personnel

-Learning Director: The main function of the learning director at LES is to provide coaching, assessment, and assist the site principal when needed. LES has a long history of turnover at the principal level, and therefore, the learning director shares the responsibility and authority of the principal. Given the design of the role, the LJUSD intends to work collaboratively with the LES learning director to refocus time and resources back to teachers with limiting efforts on administrative functions such as discipline and related tasks. The recommended work would be to collaborate with staff, faculty, and potential coordinators to facilitate professional learning communities, PDSA cycles, and provide instruction-focused recommendations based on results from assessment and establish a system of data-driven decision-making.

-School Counselor: Presently, the LES counselor provides tiered intervention, behavioral referral, crisis intervention, group, and individual counseling, social-emotional learning classroom lessons, and career and academic counseling. The goal of designing an effective MTSS model with appropriate staff members while increasing overall counseling effectiveness begins with reexamining the roles and responsibilities of the LES counselors. LJUSD has already allocated a Behavior Intervention Technician to collect behavioral data and respond to crisis intervention. LJUSD is recommending implementing a more comprehensive system of support to address the behavioral, academic, and intervention needs of LES students. By allocating human resources to adequately address the behavioral, academic, and intervention needs of LES students, the LES counselor has the potential to sufficiently address the primary counseling functions of behavioral referral, group, and individual counseling, social-emotional learning classroom lessons, student study team coordination, and career and academic counseling, which more closely aligns with the American School Counseling Association standards, which can be also monitored in collaboration with potential research and accountability hires. Implementing an academic parent-teacher team model would ideally reduce the number of student study teams and individual educational plans because teachers, students, and families would be able to sufficiently address the academic, behavioral, and other related accommodations or needs of students by collaborating effectively with general education teachers directly.

-School Psychologist: LJUSD and more specifically LES has just over 14% of students in a special education program. The LES school psychologist provides assessment, report, and crisis intervention services. With a goal to address the behavioral, academic, and intervention needs of LES students, the LES school psychologist has the potential to allocate more time to ensure services are provided to the large population of special education students and programs. Hiring a social worker and intervention specialist allows the school psychologist to review more data on students from other behavioral professionals working with staff and faculty.

-Special Education Staff & Faculty: Along with the ability to effectively and timely assess students for special education (SPED), SPED staff and faculty would have data and input from more specialized personnel such as the social worker, intervention specialist, and school psychologist, a reasonable and successful individualized education plan with accommodations can be written and evaluated by the LES behavior intervention technician to ensure a quality data-driven standard of special education alongside applicable coaching and collaboration.

-Principals: With the proposed new resources both human and initiative, the LES principal has the capacity to become the instructional leaders of a tiered system of support that ensures good first instructions and systematic assessment assessments that address learning targets and student engagement, as well as additional support systems to address students' specific needs. There must be systematic support for students when they achieve their learning targets and a plan of action for when students aren't meeting the learning targets.

Action

-Implement Community School Committee at Site: Throughout the planning phase of the California Community School Partnership Program (CCSPP), LJUSD has formulated a district community schools committee where LES parents, staff, faculty, and administrators were able to represent their site adequately. Upon implementation, LES will establish a community school committee to participate in decision-making strategies, discuss events and activities, and provide opportunities for celebrations of students, parents, and their families.

-Hire School Social Worker: In order to achieve mental health equity in our district, hiring a social worker is essential to serve the students in the most need. Presently, LJUSD contracts with the Fresno County Superintendent of Schools (FCSS) to provide mental health therapy services to LES students on a part-time basis. FCSS subcontracts with the Fresno County behavioral health department to provide these services for students and families that qualify for Medi-Cal. LES would benefit from hiring a social worker by providing equitable services for students in addition to serving as an important component of the MTSS model. The MTSS model is presently being operated by the school counselor, who has a variety of additional duties and is intended to serve the entire student body, whereas the school social worker will be working with a small formal caseload and systematically work in collaboration with the intervention specialist and school counselor to implement the academic-parent teacher teams effectively.

-Hire Intervention Specialist: A complete MTSS model includes a first level of intervention. LES utilizes a counselor to serve all students and implement a comprehensive MTSS model. With an intervention specialist, LES has the potential to adequately serve the behavioral needs while implementing a complete MTSS model and serving the social-emotional learning of the entire student body. In addition to serving the role of intervention, LES intends to charge the responsibility of implementing the academic parent-teacher teams. The intervention specialist would collaborate with the social worker, school counselor, and community liaison to work with students, parents, families, teachers, and administrators to coordinate times for students and parents to meet with teachers and assign measurable interventions. The district community school committee collaborated on an approved plan to hire a behavior intervention technician to measure the effectiveness of each intervention set in academic parent-teacher teams.

-Implement Academic-Parent Teacher Teams: Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together as genuine partners, to maximize student learning inside and outside of school. The model is research-based and aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration. The APTT model supplements and elevates the efforts of traditional parent conferences by expanding opportunities for families and

teachers to collaborate. The format creates a systematic pathway for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning. By implementing APTT, schools take responsibility for engaging in a collaborative process to build strong relationships with their students' families and to empower those families to make concrete contributions to student growth and achievement.

-Hire (site specific) Dedicated Community Liaison: A community liaison is ultimately responsible for establishing relationships with families. LJUSD employs one community liaison to serve the high, middle, and elementary schools. A dedicated community liaison will be ultimately responsible for creating an environment that encourages and welcomes families to be willing to participate in school functions and activities. LJUSD intends to hire a dedicated community to develop relationships with students, parents, and their families who will be their trusted school officials from kindergarten through the time necessary to transition students, parents, and families to the following community liaison. A secondary benefit to having a dedicated community liaison would be to extend the hours of the LES community school; yards, fields, and playsets will have the potential to be open beyond the traditional school day and year.

-Hire Family & Community Engagement Director: With community liaisons doing important work engaging parents, families, and community members, the work of planning and executing events and activities that are fun and welcoming before, during, and after school during the school year, weekends, breaks, and summer will be the responsibility of the family and community engagement director. Alongside the other related personnel, the responsibility of connecting parents and families with county and community partnerships as representative of LES.

-Hire Curriculum & Instruction Coordinator: The focus on improving the academic performance of LES students involves the review and application of district, county, and state standards of LES lessons and teachers. In order to achieve the capacity necessary for LES teachers, the curriculum and instruction coordinator will be responsible for providing coaching, professional development, classroom management techniques, and implementing related standards across all grade levels at LES.

-Hire Assessment Coordinator: In order to measure the effectiveness of the standards, teaching practices, and learning of LES students, the assessment coordinator will be responsible for creating a calendar of assessment cycles and coordinating the assessment of student learning and teaching. The assessment coordinator will work collaboratively with the curriculum and instruction coordinator to determine the variables to be addressed and measured. There are three key parts to this job. First, this position needs to be able to build and maintain strong internal data systems. This involves being able to work with LES teachers and administrators to understand their data needs and then working with our staff and vendors to adjust systems to meet these needs. Second, this position is responsible for managing the collection of relevant data. Working with stakeholders across the district to identify the right mix of quantitative and qualitative assessment data beyond those required by state and federal testing. Third, this person will need to have the skills to cultivate an internal culture where data teams and teachers are able to easily utilize student data to tell a story. This could range from working with a teacher to help them better understand and use individual student testing data, to creating a presentation on attendance data for the Board of Trustees.

-Implement Planned Learning Communities: LES uses a plan, do, study, and act (PDSA) cycle. However, LES teachers have been trained to complete these PDSA cycles in short and concentrated ways which creates a gap in completely addressing the overall purpose of collaborating and planning. By implementing planned learning communities (PLCs), teachers will have the ability to

examine data, plan instruction, and collaborate with personnel such as the curriculum and instruction coordinator and assessment coordinator. The very essence of a learning community is a focus on and a commitment to the learning of each student.

-Hire Research & Accountability Coordinator: The role of ensuring and measuring the effectiveness of each program listed above will be the responsibility of the research and accountability coordinator. The intention of the research is to illustrate the successes of each program while highlighting the areas of improvement. Furthermore, the need for continuous improvement incorporates an ongoing need to create, redesign, and provide recommendations on the strengths and needs of the community school. Each pillar of the LES community school model and the learning of its students will need to be measured. The research and accountability coordinator will have the responsibility of designing models of assessment for the overall success of the integrated student support services, expanded and extended learning opportunities, family and community engagement, and collaborative leadership practices.

Success

-Shared Decision-Making Practices: Implementing the LES community school advisory committee will allow the time and space for students, parents, families, community members, local businesses, school administrators, staff, and faculty to share responsibility for the decisions and recommendations in a safe and welcoming environment. These groups of individuals will tap into the expertise and experience of them all. It is important to note that not one group of people is more important than the other but equals as sharing the responsibility of educating and providing services to the whole child. Important announcements, events, updates, and action items will be discussed and voted on in this community school committee in a manner that reflects their overall decision. Recommendations will be made to staff, faculty, administrators, board members, and community businesses and leaders in an effort to improve student performance, academic motivation and rigor, curriculum development, family and community engagement beyond the classroom, and sharing a commitment to continue the comprehensive approach to collaboration, and coherence.

-Academic Performance: The goal of LES in regard to academic performance is to improve the quality of instruction and learning. By examining the lessons and instructional practices, LES's goal is to provide an environment that engages students in a fun, welcoming, and enriched learning environment.

-Academic Motivation & Rigor: With lessons and activities that are engaging and well-designed, students are more likely to be motivated to learn and challenge themselves. A need in the strengths and need assessment highlights the importance of academic support for instructional faculty.

-**Behavior:** The MTSS model and social-emotional learning curriculum for all students is anticipated to have the biggest impact on student behavior. The California School Dashboard currently reports a high or very high degree of suspensions, chronic absenteeism, and behavior. With the appropriate tools in place, LES should see a decline in all of these areas as they are related to student behavior, climate, and culture.

-Curriculum Development: Year over year, the goal of hiring a dedicated curriculum and instruction coordinator is to collaborate with faculty of each grade level to design a comprehensive

curriculum that aligns with state standards of practice. LES faculty will have the ability to contribute to current practices and elevate their standards with adequate planning and assessment to measure the outcomes of their instructional practices. With improvements made to each of the grade level instruction, LES should see improvements in each of its testing areas.

-Reformation of Home & School Club: Parents of LES have a significant role in the school. Prior to the era of COVID-19, LES parents, and community members would come together to plan and make recommendations to LES administrators. The LES community liaison will have the opportunity to participate in their meetings to represent LES when appropriate. It is important to note that a representative from the LES home and school club will serve on the LES community schools committee. This representation is important to represent parents' and other related stakeholders' voices.

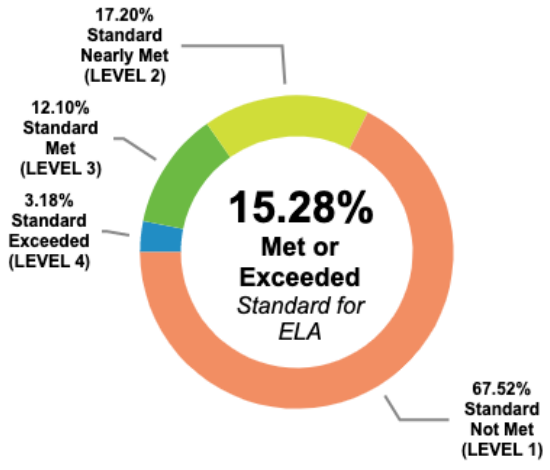
-Commitment: LES will be characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources, and build support and relationships among each of the previously identified measures of success. Ultimately, LES community school will be able to provide coordination and targeting for numerous child, family, and community goals. This will be demonstrated through policy and funding decisions that begin to reflect site successes via shared decision-making.

Metrics for Reporting

-CAASPP: LES has room for improvement in the English Language Arts and Mathematics. With the appropriate curriculum, instruction, assessment, behavioral, social, and accountability resources, it is expected that the ELA and Math CAASSP scores will improve to a metric that LES students, parents, and administrators can be proud of.

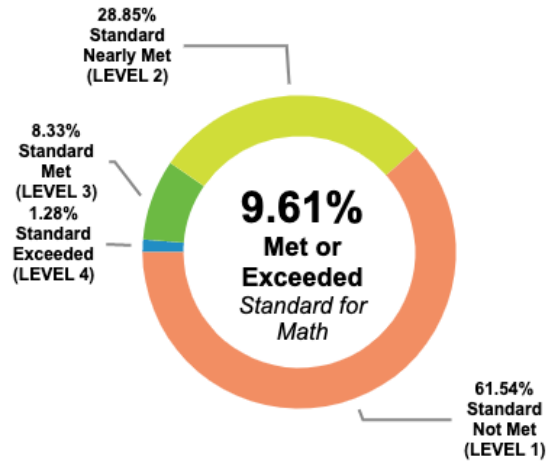
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



-Student Study Teams: Presently, the LES counselor is responsible for coordinating SSTs and collecting data to report on at each of the SSTs. Students who are in need of academic support due to failing grades, poor participation in class, or behavioral concerns are directed to SSTs. The misuse of this model will be corrected by the number of resources dedicated to academic parent-teacher teams at both the classroom and individual levels have the potential to decrease the need for SSTs. However, in the event that the frequency of SSTs remains consistent, there will be a significant amount of data that can be used from other personnel such as the behavior intervention technician, intervention specialist, school social worker, school psychologist, and learning director. At the point of facilitating an SST, the school counselor will be able to track what has been done to achieve success and properly track results.

-504 Accommodations & Individualized Educational Plans: LES, like many other districts and schools, has a waiting list of students in need of assessment for special education. The school psychologist presently responds to crisis situations where others may have the ability to do so. With the district allocating resources to improve the quality of learning and behavioral interventions, the school psychologist ultimately becomes more effective and produces a greater number of quality assessments. The assessment report will be able to include more information about what has been reported and articulated by general education faculty and related student personnel services such as the intervention specialist and school social worker. The goal is to serve students in the best possible way with referrals to the appropriate resources and agencies.

-Chronic Absenteeism: School climate and culture is a proven element associated with chronic absenteeism. The culture at LES has resulted in 23% of students being classified as chronically absent. The task of making their learning engaging and creating a welcoming atmosphere will address chronic absenteeism. Community liaisons will be in frequent contact with parents to address the importance of having their children attend school on a regular basis. Unsafe conditions have been identified as another factor of chronic absenteeism, which will be addressed by the LES school counselor implementing a comprehensive social-emotional learning curriculum for the entire student body alongside an effective MTSS model.

-Effectively and Meaningfully Engagement: The roles and responsibilities of each of the proposed and existing personnel are to engage students, teachers, families and community partners. The outcome of these practices will result in shared decision-making to achieve student success, propose recommendations, review data, and improve the quality of education for students, parents, their families, and the community at large.

-Establish and Expand Partnerships: The community of Laton is fortunate to have access to Fresno County resources and regional community-based businesses. The purpose of having and expanding these partnerships are to support and provide services that intentionally address the needs of the community and expand the current assets. LES has the opportunity to serve parents, families, and community members' needs in addition to the work LES currently does with students.

-**Expand Student-Centered Teaching Practices and Enrichment:** LES has the opportunity to onboard staff and provide enrichment opportunities to its faculty and staff to support LES students beyond the traditional school day. Multiple resources, including facilities and human resources, have the potential to serve students and the community with learning opportunities beyond the school day including evenings, weekends, breaks, and other times when school is not in session.

Links to Local Control Accountability Plan (LCAP)

-Relation to Goal #1 of LJUSD LCAP: LJUSD Goal #1 is, “Promote Academic Success for All: By providing access to rigorous standards-aligned curriculum, intervention, and enrichment to increase academic proficiencies while closing the achievement gaps for all students, based on a culture of collaboration, community, and a supportive working environment that promotes independent learners, values collaboration among educational partners, and is centered on data-driven decision making.” The relationship between this first goal and efforts to community school initiatives is expressed in the efforts to onboard personnel tasked with designing, implementing, and assessing curriculum that promotes academic success for students at LES. This includes aligning standards with state and county standards while providing adequate intervention and enrichment. Both the LCAP and community schools initiatives will be achieved in cooperation and collaboration among proposed and existing personnel.

- *Action 1.1 of LCAP*: Outstanding Staff - Onboarding Curriculum and Instruction Coordinator, Assessment Coordinator, and Research and Accountability Coordinator. All of the aforementioned staff are new to LJUSD and LES but only achieved at this moment in time via California Community Schools Partnership Program (CCSPP). The proposed staff will be highly qualified and have expertise in their subject area to implement effective and efficient instructional change. Regarding family and community engagement, the proposed staff (i.e. Family and Community Engagement Coordinator and additional community liaisons) will be able to more effectively connect with community partners and families in a way that fosters engagement with LES.
- *Action 1.2 of LCAP*: Dual Immersion Language Program - The district’s Dual Immersion Language Program (DI) has been a strength of LES and LJUSD for many years. LJUSD plans to implement transformative work to support the learning of these students at LES by refocusing the work of the LES DI coordinator to serve as a resource for English Language Proficiency while shifting the assessment responsibilities of this program to the assessment coordinator via CCSPP funds.
- *Action 1.3 of LCAP*: Teacher Collaboration for Improving Instruction - District collaboration among teachers is difficult to plan over the years despite many efforts. CCSPP plans to support this LCAP goal by providing LES faculty with funds and opportunities to plan and meet with instructional professionals to improve instruction and curriculum planning and coaching. This is accomplished by collaborating with funds allocated from the Differentiated Assistance allows a learning coordinator to facilitate coaching and recommendation in consultation with proposed staff such as the assessment coordinator, curriculum and instruction coordinator, and research and accountability coordinator to discuss strategies for instructional improvement and curriculum development.
- *Action 1.4 of LCAP*: Effective Professional Development - In order to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students and those

statewide, the District will: Consult with instructional staff in identifying areas in which to provide professional development opportunities for teachers and paraprofessionals in order to enhance instructional skills and increase available instructional strategies to promote learning for high needs students and students with exceptional needs, in order to support academic gains and to close achievement gaps on state and local assessments

- *Action 1.5 of LCAP*: Tiered Academic Supports - To achieve a more equitable layered academic support for students, LES and LJUSD plans to implement a quality first instruction. LES has a comprehensive approach to address the academic needs of student intervention. With CCSPP funds, LES has the ability to make meaningful headway in the attempt to support teachers by means of assessment and aligning instruction by means of coaching and demonstration.
- *Action 1.6 of LCAP*: Access to a Broad Curriculum - LJUSD's mission to provide students with a variety of curricula at the secondary and primary levels begins with having an enriched and quality education. At LES the CCSPP framework allows for faculty to work collaboratively with administrators and coaches to provide students with engaging instruction. CCSPP allows for LES to employ curriculum, assessment, and accountability professionals to support faculty with necessary data and learning outcomes that are consistent with state and federal learning standards for students. Upon satisfactory improvements, LJUSD and LES administrators, faculty, staff, students, and community stakeholders can consider future curriculum expansion.
- *Action 1.7 of LCAP*: After School Program - LES continues to serve students beyond the traditional school days. to improve students' academic outcomes and close achievement gaps in ELA, Math, and English Language Development that exist between our English Learners and Low-Income students, and those statewide, the District will fund 50% of the Pre-K through 12 after-school ASES program in partnership with the Fresno County Superintendent of Schools, providing English Learners and low-income students with a place to go after school that will have adult supervision in an enriched atmosphere that promotes completion of homework, and participation in schoolwork and athletics. The District will also provide transportation so students have access to safe, reliable means of traveling from activities to home. Additional staff can assist with the expansion of a successful program implementation and serve more LES students and families.
- *Action 1.8 of LCAP*: Supplemental/Intervention - To support academic gains and to close achievement gaps on state and local assessments, LJUSD presently utilizes supplemental and intervention materials, including technology-based instructional programs and related costs, principally directed to provide interventions and additional supports for English Learners and low-income students who have demonstrated achievement gaps between their performance levels and those of the overall performance of students at local and state levels. In conjunction with CCSPP funds, LES's ability to address the supplemental and intervention needs of LES students will be enhanced by providing personnel. The proposed curriculum, assessment, and accountability personnel will work closely with resource and learning faculty to identify areas of need, progress, and provide data-driven recommendations for LES faculty and administration to consider implementation.
- *Action 1.9 of LCAP*: English Learner Supports - These Reading/Literacy/Technology instructional programs are directed toward accelerating language acquisition and access to the core. Teachers will be provided targeted professional learning activities by Fresno County

Superintendent of Schools' staff to support the best use of these materials and programs in order to support the broadest possible access to the curriculum.

- *Action 1.10 of LCAP*: Summer School Program - To support academic gains and to close achievement gaps on state and local assessments, the District will provide a summer extended learning program for Low-Income students, Foster Youth, English Learners to provide learning recovery, acceleration, enrichment, English language development, credit recovery, and original credit classes for grades pre-K-12. CCSPP would allow not only opportunities for academic learning; enrichment opportunities to support students' motivation to want to be at school during their summer break. The surrounding community of Laton has a limited number of enrichment outside of the school district to provide students with the opportunity to engage the school community in a fun and welcoming environment.
- *Action 1.11 of LCAP*: Create a Culture of Post-Secondary Success - LJUSD has regularly sponsored the LES mission of creating a culture of post-secondary success. LES has begun to implement AVID curriculum throughout each grade level. However, the LES counselor has been tasked with providing socio-emotional support and responsive services for students with the greatest need. CCSPP has the opportunity to provide all students with college and career readiness by onboarding specialized personnel to address the social-emotional and behavioral needs of LES students.

-Relation to Goal #2 of LJUSD LCAP: LJUSD's second goal is to, "Maintain a Safe, Healthy, and Supportive School Environment: By maximizing the processes within our organization to execute our mission by creating a safe, clean, efficient, and effective learning environment for all educational partners that promote student engagement provides social-emotional support, and builds academic success by providing access to 21st-century learning."

- *Action 2.1 of LCAP*: Well-Maintained Facilities - LES has a new multipurpose room that was recently constructed to serve students, faculty, staff, parents, families, and the community. Part of the purpose of having well-maintained facilities is to provide space for students, families, and community members to use for enrichment and engagement activities and events. CCSPP allows the opportunity for the facilities to be used beyond the traditional school day and year. By providing additional staff to supervise during alternate working hours, the space will be opened for enriching activities that students and families have the potential to enjoy.
- *Action 2.2 of LCAP*: Transportation - Every student has safe and reliable transportation to and from school. CCSPP allows for the opportunity to arrange transportation for students to engage in activities during breaks, intersession, summer, and after school to participate in expanded, extended, and enriched learning experiences.
- *Action 2.3 of LCAP*: Positive School Climate - LES has the potential to onboard the school social worker, intervention specialist, and community liaison through CCSPP to address the following areas: Common Behavior Expectations for LES/LMS/LHS Classrooms and Campuses; • Providing professional presentations/ assemblies to increase bullying awareness for all educational partners; • Continuing use of PBIS structures at each site K-12; • Providing professional development for staff to increase bullying awareness and for prevention and intervention techniques; • Implementing Safe School Ambassadors 4th - 12th; • A daily healthy snack beyond the meal program will be provided to all kindergarten students; • Purchasing supplemental curriculum or technology in social-emotional learning, as needed in support of these programs; • Provide transitional services, social/emotional, and academic supports to

Foster Youth and homeless students. • School site teams will conduct root cause analyses of student survey results to determine what is causing declining percentages of feelings of safety and school connectedness.

- *Action 2.4 of LCAP*: Social/Emotional Learning and Supports - LES plans to provide students with the appropriate support by: • Continuing with Counselor and Counseling Interns for K – 12th grades student support, and a full-time school psychologist to address social/emotional issues; • Implementing Character Counts at each site, K-12, in order to support social, emotional, and character development as well as a positive school/district climate; • LHS/LMS Mentorship -- Implement the "Leader in Me" program to build self-confidence, resilience, and leadership skills. High School students who complete the program may serve as mentors for younger students; • Increase students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. CCSPP allows the opportunity to provide the time and resources for the LES counselor. Presently, the LES counselor provides significant behavioral support to a few students. Upon implementation, the behavioral support will be limited and the focus of the LES counselor can be to serve all students through classroom lessons, individual group support, and other related tasks to provide all students with necessary social-emotional learning and supports in collaboration with the intervention specialist and social worker.
- *Action 2.5 of LCAP*: Safe Schools - LES plans to provide awareness and prevention services to target • Ensuring safety & security by minimizing the presence of illegal drugs, gunpowder-based items and weapons in addition to commonly abused medication. • Reducing the contraband-related suspension and expulsion rate. • An educational component to help build a relationship between the security team and the students in conjunction with CCSPP funds and personnel.
- *Action 2.6 of LCAP*: LES partners with Fresno County Superintendent of Schools to provide the Truancy Intervention Program, which not only intervenes with truant students but will also be proactive in providing strategies for truancy prevention. This partnership has the potential to grow with more trained personnel such as a school social worker and intervention specialist to target truant or chronically absent students.

Alignment to California Community Schools Partnership Program

-Integrated Student Support Services: LES has a long history of relying on a school counselor to address the varying academic, behavioral, and personal needs of LES students. In addition to providing all students with this level of support, the LES counselor has also been facilitating intervention and accommodation services such as MTSS, SSTs, 504, individual counseling, and group counseling. The level of support needed to provide LES students with targeted prevention and intervention services is beyond the scope of a single person. Therefore, the CCSPP resources and initiatives would allow LES to onboard a school social worker and intervention specialist to work in collaboration with the existing LES school counselor. The goal of student-integrated support services is to connect students, parents, families, and the community with wraparound services that address the "whole child." These types of services were illustrated as an important component of what students and families described as important. Families and community members spoke during the strengths and needs assessment about the behavior and the need to

address the school's climate and culture and special education needs to include items such as behavior intervention plans, individual education plans, 504's, and student study teams. LES has planned to implement academic parent-teacher teams to build capacity for counselors, the proposed intervention specialist, and the proposed school social worker to work with faculty to connect with parents, families, and community members for the purposes of addressing students academic, behavioral, and personal needs before, during, and after school.

-Expanded, Extended, and Enriched Learning Opportunities: Being a small, rural city, LJUSD sites, such as LES, is the only form of recreation. It is not uncommon for community children, present and former students, adults, and others to use school facilities when the campus is otherwise closed and nothing beyond play equipment is available for use. Upon CCSPP implementation, the goal is to provide students with facilities before, during, and after school to enrich their learning experiences. The goal would be to provide students, parents, and families with additional enrichment learning opportunities sponsored by the school and coordinated by school officials. The focus on activities that captivate students and encourage parents and families to participate in school functions that occur beyond the traditional school day. In addition to supporting student learning during class time, it is the LES goal to provide students with a top-tier and focused learning environment during the school day. Presently, faculty and staff have indicated that there is a need for teacher support, aligning lessons with state standards, and providing data to support their decision-making practices and track progress. Each of these elements has the potential to increase student engagement before, during, and after school with the hopes of bringing parents, families, and community members together in the process of learning and collaboration. With the support of the proposed assessment and curriculum and instruction coordinators, faculty will be able to communicate clearly the needs and potential advantages of their student body with administrators, coaches, parents, and families.

-Family & Community Engagement: Presently, LES family and community engagement is described as either low or an obstacle by parents, faculty, staff, and administrators. Though much improvement has been made through the work of the LJUSD community liaison, there is only one to support the entire school district. Because of the measurable success with the current community liaison, it is the vision of LES to scale up this work by having a dedicated community liaison for LES to collaborate with a proposed family and community engagement coordinator. The significance of both roles are important to demonstrate. The first, community liaison, is responsible for providing students, families, and community members of LES with information and at-home support such as parent checklists for schools, vaccination information, school announcements, and other related activities and information. On the other hand, the role of the coordinator is to plan events and activities for students, parents, families, and community members to participate in. The community of Laton attempts to do this now with little resources and notice to the community at large. The benefit of having a full-time coordinator responsible for family and community engagement is the time and resources provided by CCSPP.

-Collaborative Leadership Practices: LES has a commitment to ensuring the success of the CCSPP initiatives through data and ongoing program evaluation. The role of this is to also ensure power-sharing decision-making abilities in the community school committee at LES. The proposed research and accountability coordinator's role is to evaluate the programs and the overall effectiveness of the CCSPP resources. It is important to note that this coordinator reports to the community school committee and does not have a direct role in evaluating the people as part of the power-sharing decision-making process. Furthermore, the roles of existing staff and faculty are just as important to the success of CCSPP initiatives. All of the relevant stakeholders including students,

parents, and community members maintain the significance their role plays in providing LES students with an outstanding learning experience. With each of the roles that have been proposed, LES plans to include their unique leadership in the implementation process.

Partnerships

Participants in the strength and needs assessment indicate the following partnerships as possible to partner with to provide students, parents, families, and the community with physical, educational, social, or basic need services. It is important to note that there are some partnerships that are currently in use and have the ability to be scaled upward with the appropriate personnel from CCSPP resources. LES in conjunction with LJUSD has the potential to partner with the following entities and agencies.

-Adventist Health: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer the free physical education and services to conduct A1C, diabetes, hypertension, and other health screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LES in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-Kaiser Permanente Healthy Smiles: An existing partnership that has been experiencing little to no community members utilizing their services. The goal is to have community liaisons offer free dental screenings to students, parents, families, and community members. There is currently no medical office in Laton. The nearest medical facility is nearly 20 minutes away. With a healthy partnership, LES in coordination with LJUSD has the potential to create a lasting partnership that allows Adventist Health to maintain an office in a possible school facility.

-West Hills Community College District: Although a partnership with West Hills Community College District (WHCCD) was once in place, the partnership has been nonexistent in recent years. Prior to COVID-19, WHCCD once provided the opportunity for high school students and LES parents and families to take advantage of night courses utilizing LES facilities. LJUSD has the opportunity to reconnect with WHCCD to participate in these college-level courses to provide high school students, LES parents and families, and the community with access to higher education without leaving Laton. Currently, if an individual has aspirations to pursue a higher education, the closest campus is over 20 minutes away.

-California State University, Fresno: A college campus, located nearly 45 minutes away from Laton, is the closest 4-year university to expose LES students to. With a healthy partnership with California State University, Fresno (Fresno State), students can tour the facilities including athletics, housing, food options, and classrooms while reinforcing the significance of higher education; regardless of attending Fresno State or another institution.

-Fresno County Office of the Superintendent: Extended Learning Opportunity Program - The jointly identified supplemental instruction and support strategies that will be implemented include extending instructional learning time by increasing the number of instructional days beyond the regular school year at LES, to include instruction during the months not regularly in session: June and July. Essential student services will be provided during the increased number of instructional days to include but not limited to paraprofessionals, guided learning specialist services, school psychologists,

behavioral support mentors, academic tutors, special education and special needs services in accordance with IEPs and 504 Service Plans, Foster Youth services, English learner support, and access to mental health services. In addition, instructional minutes will be extended within the programs beyond the school day during summer sessions to provide services to students based on their needs.

-Education & Leadership Foundation: A community benefit non-profit organization that provides education, civic engagement, and immigration services. The Education & Leadership Foundation's Immigration Integration Help Center (IIHC) representatives and its volunteers are committed to informing, protecting, and providing the best services to individuals who are eligible to renew their DACA. This service is free of charge for eligible low income residents of California. Naturalization is the process by which U.S. citizenship is granted to a lawful permanent resident after meeting the requirements established by Congress in the Immigration and Nationality Act (INA). Our office is currently screening and assisting eligible applicants to become U.S. citizens. The Education & Leadership Foundation offers educational services and Intervention Programs in partnership with School Districts. Services include English Learners, Grades K-12th, Parent education and advocacy, focus on listening, speaking, reading and writing, and STEM. They are administered in the school or in the students' home.

-Local Churches: One of the leading organizations is Catholic Charities. The churches and other social service agencies that are part of this charity will assist qualified individuals regardless of their religion, faith, age, or culture. Laton Catholic has the potential to offer emergency financial assistance and others provide basic needs, such as free clothing, funds to help with paying rent, short term shelter, furniture or food. The churches also help immigrants or refugees, including undocumented ones.
