CA Community Schools Partnership Program
CCSPP Grant

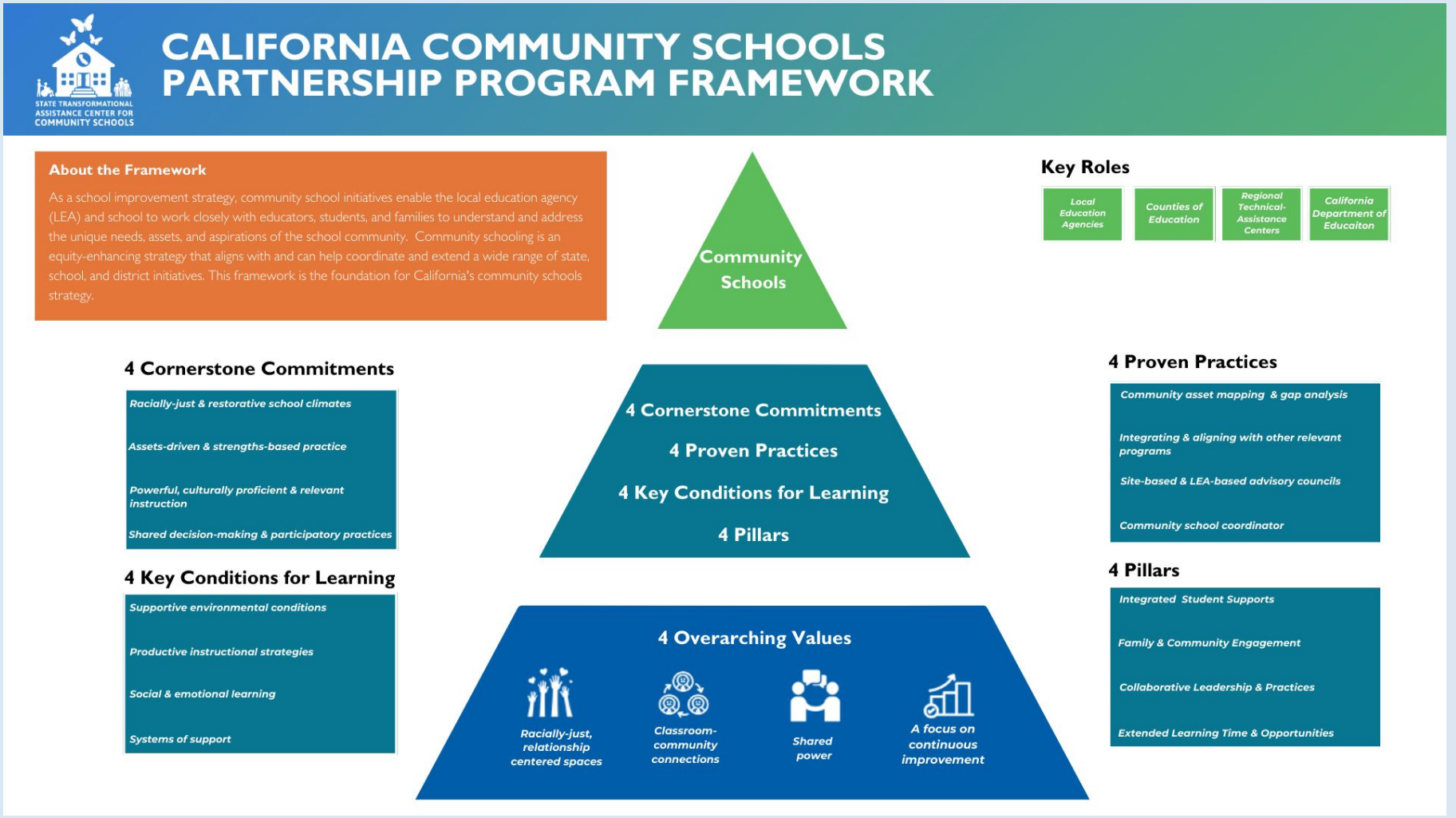
Lincoln Elementary
Survey and NAA Findings 2023-2024

Case Manager Introduction

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Community Schools Framework



MISSION AND VISION

LUSD Community Schools **mission** is to improve the lives of all students and their families by removing barriers to learning and focusing on the 'whole-child'. We will ensure equity, access, and justice for all students, by providing a safe space that empowers each student to reach their full potential and actively contribute to a thriving and connected community.

VISION

We will transform the lives of our students, our community, and generations to come through:

- fostering a culture of holistic excellence,
- collaboration with educational partners,
- and continuous supports that promote lifelong learning and success.

Importance of Community Voice

1. It will provide valuable insights about the strengths/assets and the needs of the families and students the school serves. These insights will provide guideposts to create a community school plan that truly reflects the aspirations and meets the needs of the families and students.

2. In the act of building this knowledge together, the playing field is leveled between staff, students and families. Barriers created by role/class/language fall away. Authentic relationships built on mutual understanding, trust and respect are built.

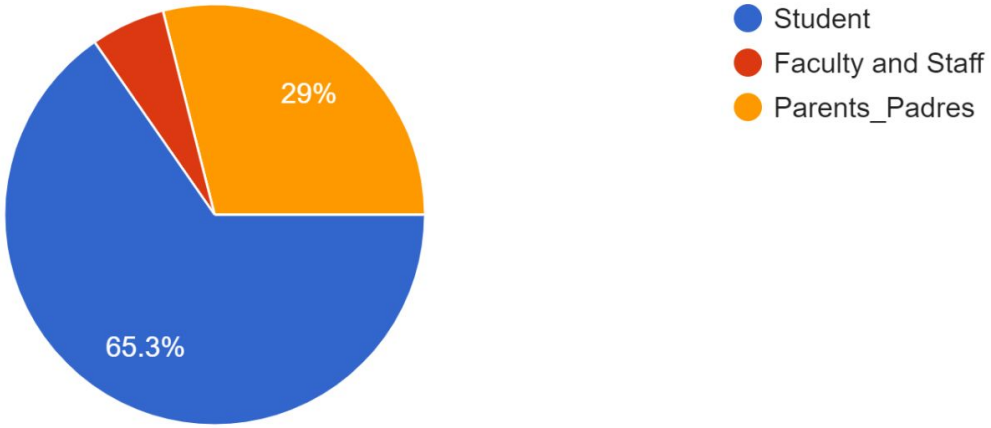
3. Student, family, educator and community leaders are identified and develop through the process. The process is a vehicle for shared decision-making teams to develop and/or expand.

4. It will you help to build knowledge to create and sustain change over time.

Survey Participant Data

Please select student, parent and faculty and staff to get to the survey. Seleccione estudiante, padre o personal escolar para acceder a la encuesta.

297 responses



Survey Questions

STUDENT QUESTIONS

What is your current grade level?

What is your race or ethnicity? (Please select all that apply)

1. Do you see college as your future?

2. What do you think needs to change so that every student succeeds?
3. Do you agree with discipline or consequences for behavior at your school?
4. How do you feel about the teachers and staff at the school?
5. Do you have a trusted adult on campus?
6. What supports are needed so that every student succeeds?
7. Do you feel comfortable requesting assistance for basic needs?
8. Have you ever visited the Lynwood Library?
9. Do you attend any events with Parks and Recreation?
10. Do you attend City of Lynwood community events?

Survey Questions

PARENT QUESTIONS

1. How would you rate the school's effort in promoting positive behavior and discipline among students?
2. Are you satisfied with the school's efforts in promoting social and emotional development in students?
3. How satisfied are you with the level of communication between school and parents regarding cultural events or celebrations?
4. How can the school better serve as a resource for the local community?
5. Do you know the PBIS Expectations at your school?
6. Do you agree with discipline or consequences for behavior at your school?
7. How would you describe the overall atmosphere and environment of the school?
8. Are there specific challenges or barriers that you believe the school should address?
9. What connections or interactions do you currently have with Lincoln Elementary?
10. What initiatives or partnerships would strengthen the bond between the school and community?

Survey Questions

FACULTY AND STAFF QUESTIONS

1. How satisfied are you with the level of academic support provided to students?
2. In what ways do you contribute to supporting students academically in your role?
3. How satisfied are you with the level of collaboration between classified staff and teachers supporting student learning?
4. What do you like about working at this school?
5. Do you feel valued and respected as a member of the school community in your role?
6. How would you rate the school's efforts in meeting the basic needs of students (e.g. food, clothing, hygiene?)
7. Are there any barriers preventing students from accessing basic needs support services?
8. How well does the school collaborate with external organizations to support students' basic needs?
9. Are there any specific resources that you believe are lacking at our school?
10. How important do you think it is for the school to establish partnerships with the local community?



RESULTS

FINDINGS: STUDENTS

The student survey at Lincoln Elementary gathered responses from 203 students across various grade levels, with most in 3rd (32.5%), 4th (24.6%), and 5th grades (21.2%). The majority of students identified as Hispanic or Latino/a/x (79.5%), followed by White (18%), and smaller percentages from other ethnicities.

Key findings include:

- **College Aspirations**: 67% of students see college in their future, while 31% are uncertain.
- **Areas for Improvement**: Students emphasized the need for tutoring, better behavior, improved teaching methods, more involvement and support from teachers and parents, and increased communication and emotional support.
- **Discipline**: 67.3% of students agreed with current discipline practices, while 18.6% were unsure, and 14.1% disagreed.
- **Teachers and Staff**: Students generally felt positive about their teachers and staff, describing them as nice, helpful, and supportive, though some noted areas for improvement in communication and respect.
- **Trusted Adults**: 81.6% of students reported having a trusted adult on campus.
- **Support Needed**: Students suggested more tutoring, emotional support, one-on-one teaching, better equipment, and resources to aid learning and personal development.
- **Comfort Seeking Assistance**: 66.2% felt comfortable requesting assistance for basic needs, while others were less certain.
- **Community Engagement**: About half of the students had visited the Lynwood Library, and many participated in events organized by Parks and Recreation or other community events.

These insights highlight the importance of academic and emotional support, parental and teacher involvement, and community engagement in fostering student success.

FINDINGS: PARENTS

Positive Behavior and Discipline:

- Majority of parents (78.7%) rate the school's efforts in promoting positive behavior and discipline highly, with 46.7% rating it 5 and 32% rating it 4.

Social and Emotional Development:

- A large majority (89.6%) are satisfied with the school's efforts in promoting social and emotional development.

School Atmosphere:

- Parents generally describe the school environment positively, using terms like "welcoming," "safe," "positive," and "great."
- Some feedback indicates room for improvement, particularly in parent/community involvement and academic support.

Communication on Cultural Events:

- High satisfaction with communication regarding cultural events, with 50.6% rating it 5 and 35.1% rating it 4.

Challenges or Barriers:

- Common challenges include the need for more workshops for parents, better communication about events, and more activities for students.
- Concerns about bullying and the need for more effective tutorial plans were also noted.

FINDINGS: PARENTS

Community Resource Role:

- Suggestions for improvement include stricter enforcement of uniform policies, increased parent involvement, more events, better communication, and offering adult education classes.
- Practical ideas like better food options, playground improvements, and more after-school activities were highlighted.

PBIS Expectations and Discipline:

- Many parents (64%) are aware of PBIS expectations, while 17.3% are not.
- The majority (84.4%) agree with the discipline or consequences for behavior at the school.

Connections with Lincoln Elementary:

- Various forms of interaction include participating in school events, good communication with teachers, and involvement in advisory councils.
- Some parents indicated minimal interaction or were unsure about their level of connection.

Initiatives and Partnerships:

- Parents suggest holding events at times more convenient for working parents and increasing advocacy and school pride initiatives.
- More workshops for parents are seen as beneficial for strengthening the school-community bond.

These findings underscore the importance of ongoing communication, community involvement, and tailored support to enhance the educational experience and well-being of students at Lincoln Elementary.

FINDINGS: STAFF

Faculty and Staff Survey Summary

The recent faculty and staff survey at Lincoln Elementary provided valuable insights into the perspectives and needs of our school community.

Demographics and Diversity:

- Our faculty and staff are predominantly Hispanic or Latino/a/x (64.7%), with smaller representations from Black or African American (11.8%), Asian (11.8%), Mixed or Multiracial (5.9%), and other ethnic groups (11.8%).

Academic Support:

- Satisfaction with academic support for students varies, with 23.5% very satisfied, 47.1% satisfied, and 29.4% neutral.
- Faculty and staff contribute to academic support through varied teaching strategies, classroom instruction, social/emotional support, intervention programs, and collaboration with parents and teachers.

Collaboration:

- Collaboration between classified staff and teachers is generally positive, with 31.3% very satisfied, 37.5% satisfied, and 25% neutral.

Work Environment:

- Positive aspects of working at Lincoln Elementary include a family-oriented environment, strong teamwork, supportive staff, a friendly atmosphere, and good communication.
- A significant majority (76.5%) feel valued and respected in their roles.

FINDINGS: STAFF

Meeting Basic Needs:

- The school's efforts in meeting students' basic needs received mixed ratings, with the majority rating it positively (43.8% rating it 4, 37.5% rating it 5).
- Barriers to accessing basic needs support services exist, with 12.5% acknowledging barriers, 31.3% seeing no barriers, and 56.3% uncertain.

External Collaboration:

- Collaboration with external organizations to support students' basic needs is viewed moderately positively, with 43.8% rating it 3, 31.3% rating it 4, and 18.8% rating it 5.

Resource Needs:

- Identified resource gaps include housing support, cleanliness and rule enforcement, clubs and events, healthy food, ESL classes, improved communication, sports equipment, student leadership programs, and academic tutoring.

Community Partnerships:

- There is unanimous agreement (100%) on the importance of establishing partnerships with the local community to support students.

These findings highlight the diverse needs and perspectives within our school community, emphasizing the importance of targeted support, collaboration, and resource allocation to ensure the academic success and well-being of all our students.

FINDINGS: NAA

Each section outlines the existing assets, identifies needs or gaps, and determines the priority level for addressing those needs

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Positive School Climate:

- Assets: PBIS (Positive Behavioral Interventions and Supports), SEL (Social Emotional Learning), restorative practices.
- Needs/Gaps: Inconsistent PBIS ticket distribution, lack of conflict resolution assemblies.
- Priority: Medium to High.

College & Career Readiness:

- Assets: Intervention programs, career awareness activities.
- Needs/Gaps: More comprehensive college readiness support.
- Priority: High.

Academic Enrichment & Intervention:

- Assets: Afterschool and summer programs.
- Needs/Gaps: Wider tutoring and enrichment opportunities.
- Priority: High.

FINDINGS: NAA

Family Engagement:

- Assets: Online tools, events.
- Needs/Gaps: More parent workshops, better communication.
- Priority: Medium.

Physical Health & Well-Being:

- Assets: SEL counselors, community health organizations.
- Needs/Gaps: Gaps in healthcare access communication.
- Priority: High.

Basic Needs:

- Assets: Clothing drives, food pantries.
- Needs/Gaps: More transportation assistance, job training programs.
- Priority: High.

Special Populations:

- Assets: Services for unstable housing, immigrants, foster care, learning differences, LGBTQ youth.
- Needs/Gaps: Systematic identification and information dissemination.
- Priority: High.

Partnerships:

- Key partnerships: The Movement, Health Collaborative, among others.
- Role: Supporting students, families, and staff in various areas.

NEXT STEPS

Lincoln Elementary School boasts a robust framework of supports and assets, including programs like PBIS (Positive Behavioral Interventions and Supports), SEL (Social Emotional Learning), and various academic enrichment opportunities. However, despite these strengths, there are significant needs and gaps that demand attention. To address these gaps and better serve the diverse student body and their families, it's essential to prioritize enhancements across multiple areas. This includes fostering a more positive school climate, bolstering college and career readiness initiatives, expanding academic enrichment opportunities, strengthening family engagement efforts, promoting physical health and well-being, addressing basic needs such as transportation assistance and job training programs, and providing targeted support for special populations such as students with learning differences and LGBTQ youth.

Collaboration with community partners will be crucial in addressing these needs effectively. By forging strong partnerships with organizations like The Movement and Health Collaborative, Lincoln Elementary School can leverage additional resources and expertise to support its students and families comprehensively. Furthermore, continuous assessment and feedback mechanisms will be essential for monitoring progress, identifying evolving needs, and adjusting strategies accordingly. Through a concerted effort and collaborative approach, Lincoln Elementary School can create a more inclusive and supportive environment that empowers all students to thrive academically, socially, and emotionally.