

**Abraham Lincoln Elementary School
CCSPP Implementation Plan 2026/27
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CCSPP: IMPLEMENTATION PLAN 2026/27

Abraham Lincoln Elementary School – CDS Code: 36676866035646

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Response to the Scoring Criteria

Needs and Assets

Abraham Lincoln Elementary School serves 613 students, with 90.5% identified as socioeconomically disadvantaged, 29.2% as English Learners (ELs), and 0.2% as foster youth. The school faces significant challenges that reflect the need for targeted interventions and holistic support. Chronic absenteeism affects 27.8% of students, with the highest rates among homeless students (41%). Academic performance data highlights substantial gaps, with students performing 51 points below standard in English Language Arts (ELA) and 69 points below standard in Mathematics. These metrics underscore the critical need for integrated services and interventions to address disparities and improve outcomes.

Stakeholder engagement during the planning year identified several key priorities. Students highlighted the need for mental health services and safe spaces to manage stress and anxiety, while families requested bilingual workshops focused on parenting strategies, college readiness, and mental health awareness. Staff emphasized the importance of professional development in trauma-informed care, culturally responsive teaching, and strategies to support ELs and students with disabilities.

Despite these challenges, the school benefits from strong assets. A dedicated bilingual teaching staff is committed to equity-driven practices, and established Positive Behavioral Interventions and Supports (PBIS) have contributed to a suspension rate of only 0.7%. Active advisory groups, such as the School Site Council (SSC) and English Learner Advisory Committee (ELAC), foster meaningful family engagement. Partnerships with local organizations provide access to mental health services, academic tutoring, and after-school enrichment programs.

The planning year included a comprehensive needs and asset mapping process, which aligned these priorities with the California Community Schools Framework. This alignment ensures that Abraham Lincoln Elementary is well-positioned to address the holistic needs of its students and families.

Core Commitments

The school's implementation plan is guided by the Cornerstone Commitments of the California Community Schools Framework, reflecting its developmental stages of visioning, emerging, and evolving across key areas.

Integrated Support Services (Evolving Stage):

Abraham Lincoln Elementary is expanding its mental health services, building on

existing partnerships with local organizations. The wellness room and calming corners in classrooms were piloted during the planning year, and the school plans to hire additional bilingual counselors to meet students' social-emotional needs.

Family and Community Engagement (Emerging Stage):

The school has strengthened its engagement strategies by hosting bilingual workshops and increasing family participation in advisory groups like SSC and ELAC. These efforts have enhanced communication and trust, with plans to develop a Family Resource Hub to provide centralized access to services and information.

Collaborative Leadership and Shared Decision-Making (Visioning Stage):

The Community School Advisory School, established during the planning year, brings together families, staff, students, and community partners to co-create goals and align resources. This structure ensures transparency and shared ownership of the school's transformation efforts.

Extended/Expanded Learning Time and Opportunities (Emerging Stage):

Through partnerships with local organizations, the school has launched after-school STEM and arts enrichment programs, which connect academic learning with real-world applications. Plans to expand summer learning opportunities are underway to address learning gaps and provide additional support for ELs and students from disadvantaged backgrounds.

Measurable Goals and Activities

The school's goals and activities align with the California Community Schools Framework and focus on achieving measurable outcomes for student success:

1. Increase Academic Achievement:

- **Goal:** Improve CAASPP performance in ELA and Math by 10% by Spring 2026, with targeted growth for ELs and socioeconomically disadvantaged students.
- **Activities:** Implement Guided Language Acquisition Design (GLAD) strategies, provide differentiated instruction, and expand after-school tutoring programs.
- **Measurement:** Progress tracked through quarterly benchmarks, CAASPP scores, and ELPAC results.

2. Reduce Chronic Absenteeism:

- **Goal:** Lower chronic absenteeism from 27.8% to 23% by Spring 2026, focusing on homeless students and other high-risk subgroups.
- **Activities:** Conduct home visits, launch multilingual attendance campaigns, and provide transportation support.
- **Measurement:** Monthly attendance reports and subgroup-specific data analysis.

3. Expand Mental Health Services:

- **Goal:** Provide mental health counseling to 70% of identified students by Spring 2026.

- **Activities:** Hire additional bilingual counselors, expand partnerships with local behavioral health agencies, and enhance wellness room access.
 - **Measurement:** Counseling session logs and student survey feedback.
4. **Enhance Family Engagement:**
- **Goal:** Increase family participation in workshops and events by 25% within two years.
 - **Activities:** Host bilingual workshops on parenting and college readiness, offer flexible event scheduling, and address childcare and transportation barriers.
 - **Measurement:** Participation logs and post-event surveys.

Key Staff

The implementation plan relies on a dedicated team to ensure successful execution:

- **Community School Specialist:** Oversees the implementation plan, facilitates partnerships, and leads the Community School Advisory School.
- **Family Engagement Specialist:** Organizes workshops, strengthens home-school connections, and ensures family voices are central to decision-making.

Alignment with the LCAP

The implementation plan aligns with the Colton Joint Unified School District's Local Control Accountability Plan (LCAP) as follows:

1. **Goal 1: Improve Academic Achievement:** Targeted interventions in ELA and Math align with the district's focus on closing achievement gaps for ELs and socioeconomically disadvantaged students.
2. **Goal 3: Enhance Wellness:** The expansion of mental health services supports the district's emphasis on social-emotional learning and a positive school climate.
3. **Goal 4: Strengthen Family Engagement:** Bilingual workshops and the Family Resource Hub reflect the district's commitment to meaningful family involvement.
4. **Goal 6: Reduce Chronic Absenteeism:** Attendance campaigns and home visits address barriers to consistent attendance, aligning with district-wide priorities.

Strategy 1: Shared Commitment, Understanding, and Priorities

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

Why a community school for Lincoln Elementary?

Abraham Lincoln Elementary School's diverse community reflects a rich tapestry of cultures, languages, and strengths. With 90.5% of students socioeconomically disadvantaged and 29.2% English Learners, the school is committed to addressing barriers that hinder equity and success. Chronic absenteeism (27.8%), academic gaps in English Language Arts (51 points below standard), and Mathematics (69 points below standard) highlight the need for coordinated, equity-driven strategies to address both academic and social-emotional needs.

The community school model is not entirely new to Lincoln Elementary. Many foundational practices—such as family engagement through SSC and ELAC, existing cultural celebrations, and positive behavior supports—already reflect the principles of the California Community Schools Framework. Transitioning fully into a community school allows Lincoln to formalize and expand these efforts, leveraging existing strengths while addressing gaps through intentional collaboration, shared decision-making, and resource alignment.

The planning year engaged stakeholders to co-create a vision grounded in shared values and priorities. The following commitments reflect Lincoln's understanding of community schools and their alignment with the California Community Schools Framework:

Racially-Just, Relationship-Centered Spaces

Lincoln Elementary has long recognized the importance of celebrating its diverse community and creating a school culture where every student feels seen, valued, and respected. Stakeholders, including SSC and ELAC members, have emphasized the need to deepen trust and build relationships through authentic engagement:

- **Existing Practices:** Regular SSC and ELAC meetings already facilitate dialogue and collaboration among families, staff, and leadership. Cultural celebrations like heritage nights celebrate the school's diversity.
- **New Initiatives:** Lincoln will scale efforts to integrate culturally relevant practices into the curriculum and expand professional development on implicit bias and trauma-informed care. Year 1 will include two staff training sessions, the expansion of classroom calming corners, and wellness room enhancements.

Shared Power

The school has embraced shared power through its advisory structures, such as SSC and ELAC, but stakeholders see opportunities to deepen this commitment:

- **Existing Practices:** Families are already engaged in leadership through advisory roles in SSC and ELAC. Community input was central to the planning year's needs and assets assessment.
- **New Initiatives:** The Community Schools Site Advisory Council, established during the planning year, will formalize shared decision-making. In Year 1, the council will meet five times per year, ensuring representation from historically underserved groups and co-leading initiatives such as family workshops on advocacy and parenting strategies.

Classroom-Community Connections

Lincoln is already taking steps to connect classroom learning with community resources, but stakeholders are eager to see this work grow:

- **Existing Practices:** Field trips and guest speakers from local organizations provide initial opportunities for students to explore connections between their education and the broader community.
- **New Initiatives:** Year 1 will focus on implementing a project-based learning initiatives addressing local challenges, such as environmental sustainability and social justice. Teachers will collaborate with community partners to bring in 2 guest speakers and develop curriculum units celebrating local history and culture.

A Focus on Continuous Improvement and Possibility Thinking

Reflection and growth have always been part of Lincoln's culture, but the community school model formalizes these practices through structured processes:

- **Existing Practices:** Staff already engage in regular data reviews to track student progress, while SSC and ELAC provide feedback loops for families.
- **New Initiatives:** The Community Schools Site Advisory Council will lead two biannual data reviews in Year 1, focusing on actionable insights from attendance, academic, and family engagement metrics. The school will also implement asset-based metrics to celebrate student strengths.

Developmental Plans

Abraham Lincoln Elementary is transitioning from the **visioning phase** to the **engaging phase**, building on existing practices to achieve a transformative impact. The following developmental plans ensure the values of the California Community Schools Framework are reflected in daily operations:

Racially-Just, Relationship-Centered Spaces

- **Year 1 Priorities:**
 - Expand professional development with two sessions on culturally responsive teaching and implicit bias.

- Scale calming corners to five additional classrooms and enhance the wellness room to provide identity-safe spaces.
- Host two cultural festivals to celebrate the school's diversity and strengthen community bonds.
- **Existing Practices:** Current SSC and ELAC structures foster engagement and trust, while cultural celebrations highlight the community's rich diversity.

Shared Power

- **Year 1 Priorities:**
 - Hold five meetings yearly of the Community Schools Site Advisory Council, ensuring inclusive representation.
 - Co-develop two family-led workshops on advocacy and parenting strategies.
 - Formalize partnerships with two local organizations to expand wraparound services.
- **Existing Practices:** Advisory roles in SSC and ELAC ensure families already have a voice in decision-making.

Classroom-Community Connections

- **Year 1 Priorities:**
 - Implement two project-based learning initiatives linked to real-world issues, such as environmental sustainability and social justice.
 - Host local businesses and organizations to enrich classroom learning and participate in Career Days.
 - Continue using the District curriculum units celebrating local history and culture.
- **Existing Practices:** Field trips and guest speaker programs already provide a foundation for real-world learning.

A Focus on Continuous Improvement and Possibility Thinking

- **Year 1 Priorities:**
 - Conduct two data review sessions to evaluate progress on attendance, academic outcomes, and engagement metrics.
 - Introduce a feedback system for families and staff to inform program improvements.
 - Use asset-based metrics to track and celebrate student strengths alongside academic growth.

Existing Practices: Regular staff meetings and SSC/ELAC feedback loops provide initial avenues for reflection and growth.

Part B: Deepening the needs assessment and engaging historically marginalized groups.

Deepening the Needs and Assets Assessment Process

Abraham Lincoln Elementary recognizes the importance of building on the groundwork established during the planning year to deepen the understanding of the school's needs and assets. While initial assessments revealed key challenges, including chronic absenteeism, significant academic gaps in English Language Arts and Mathematics, and systemic inequities affecting English Learners, students with disabilities, and socioeconomically disadvantaged students, these broad insights require further refinement.

The school will expand its Whole Child and Family Supports Inventory, updating it to provide a more nuanced understanding of access to academic, social, and mental health resources. This process will include:

- **Revisiting Asset Mapping:** Identifying new and untapped resources in the community, such as organizations specializing in support for English Learners or mental health services.
- **Engaging Marginalized Families:** Conducting bilingual focus groups and empathy interviews with families of English Learners and students with disabilities to capture unmet needs and barriers to participation.
- **Integrating Community Feedback:** Using input from stakeholders, particularly through the Community School Site Advisory Council, to prioritize identified needs and align resources with the school's vision.

Engaging Diverse Stakeholders

Lincoln Elementary is committed to meaningful, inclusive engagement with all stakeholders. The Community School Site Advisory Council, established during the planning year, will lead these efforts, ensuring alignment with the California Community Schools Framework. The Community School Site Specialist will be pivotal in orchestrating these efforts, serving as the primary liaison between the school and its stakeholders. This role involves facilitating council meetings, managing partnerships, and ensuring alignment across all initiatives.

Each stakeholder group will play a critical role in this collaborative process:

- **Administrators** will align community school initiatives with district policies and funding streams, such as LCAP, and ensure resources are allocated equitably to support the school's goals.
- **Certificated and Classified Staff** will provide valuable insights through Professional Learning Communities (PLCs), focus groups, and collaborative meetings, helping to shape strategies for improving academic outcomes and school climate.

- **Students** will contribute their voices through advisory groups and forums, where they will share their experiences and provide input on programs, especially those supporting English Learners.
- **Families and Community Members** will actively participate in bilingual workshops, culturally affirming forums, and school-led initiatives. The Community School Site Specialist will coordinate outreach efforts to ensure that families of English Learners, homeless students, and students with disabilities feel valued and included.
- **Community Partners** will join planning sessions and town halls to align their expertise and resources with Lincoln's priorities, expanding opportunities for mentorship, academic support, and enrichment.

Processes for Engagement

A variety of inclusive and accessible methods will be used to engage all stakeholders:

1. **Surveys:** Conducted in multiple languages to collect broad input on school climate, resources, and support needs, with a focus on barriers faced by English Learners and their families.
2. **Focus Groups and Empathy Interviews:** Designed to explore specific challenges for historically marginalized groups, such as limited access to technology or translation services.
3. **Visioning Exercises:** Workshops where stakeholders co-develop shared goals and priorities for the community school.
4. **Community Forums:** Culturally affirming and family-friendly events that provide updates, gather feedback, and build trust within the school community.
5. **Community School Site Advisory Council Meetings:** Regularly scheduled to ensure ongoing dialogue, collaborative decision-making, and continuous improvement.

Engaging Historically Marginalized Groups

Lincoln Elementary is deeply committed to elevating the voices of marginalized families, particularly English Learners, students with disabilities, and socioeconomically disadvantaged families. The following strategies will guide this effort:

- **Proactive Outreach:** Our current community liaison will continue to foster strong relationships with parent community with personalized follow-ups, and targeted invitations to engagement events, ensuring families feel welcomed and valued.
- **Removing Barriers:** Meetings and workshops will include translation services, flexible scheduling, and childcare to address logistical challenges.
- **Culturally Inclusive Practices:** All engagement activities will take place in culturally affirming environments where families feel safe to share their experiences.

- **Leveraging Partnerships:** Collaborations with local organizations will provide targeted supports, such as tutoring for English Learners, counseling services, and family workshops on navigating educational systems.

Tailored Strategies for Engagement and Action

To ensure meaningful progress, Lincoln Elementary will implement the following targeted strategies:

- **Resource Alignment:** Using district-supported tools and frameworks outlined in the LCAP, the school will identify barriers contributing to chronic absenteeism and academic disparities. Initiatives will include bilingual attendance campaigns, mentorship programs, and academic intervention workshops tailored to English Learners and other vulnerable groups.
- **Professional Development:** Staff will receive two district-supported training sessions in Year 1, focusing on trauma-informed practices and culturally responsive teaching, with an emphasis on strategies for supporting English Learners.
- **Integrated Supports:** The school will enhance wellness initiatives, including expanding the wellness room, creating calming corners in classrooms, and partnering with local organizations to provide wraparound services.

Part C: Collective Priorities

As Abraham Lincoln Elementary transitions into the implementation phase of its community school strategy, these priorities reflect its commitment to equity, collaboration, and student-centered outcomes. Rooted in the school's needs and asset assessments, they align with the Whole Child and Family Supports Inventory and emphasize measurable, achievable goals for Year 1.

Priority 1: Enhance Integrated Student Supports to Address Holistic Needs

Integrated Student Supports (ISS) address barriers to learning by coordinating resources and services that promote students' academic success, physical and mental health, and social-emotional well-being. At Lincoln Elementary, ISS will focus on addressing chronic absenteeism, academic performance gaps, and the socio-emotional needs of English Learners and socioeconomically disadvantaged students.

Outcome/Indicators:

- Reduce chronic absenteeism from 27.8% to 23% by the end of Year 1 through targeted interventions.
- Provide socio-emotional or mental health services to referred students, as tracked through counseling logs and attendance data.
- Improve student-reported feelings of safety and belonging on school climate surveys by 10%.

Implementation Steps:

- Develop a dedicated **Student Support Center** on campus, offering counseling, restorative practices, and spaces for social-emotional support.
- Partner with local organizations to deliver periodic health services, such as mental health workshops and family resource sessions.
- Conduct bilingual outreach campaigns to ensure families of English Learners are aware of and can access support services.
- Train staff in culturally responsive and trauma-informed practices to better support students' socio-emotional needs.

Alignment with Overarching Values: This priority supports racially-just, relationship-centered spaces by addressing systemic inequities and fostering a school culture of safety, inclusion, and well-being.

Priority 2: Strengthen Family and Community Engagement for Shared Leadership

Family and community engagement ensures that families and community members are active partners in shaping school decisions, aligning resources, and creating inclusive learning environments. At Lincoln Elementary, this priority will address the need for improved communication, culturally responsive engagement, and greater family leadership, particularly for English Learners and historically marginalized families.

Outcome/Indicators:

- Increase family participation in governance roles (SSC, ELAC, and the Community School Advisory Council) from 30% to 45%.
- Host two bilingual family engagement events, achieving an 85% satisfaction rate on post-event surveys.
- Ensure 85% of families report receiving timely updates through their preferred communication methods by Year 1.

Implementation Steps:

- Establish a **Family Engagement Center**, offering bilingual materials, workshops, and support for navigating school systems.
- Launch quarterly forums and cultural celebrations to build trust and strengthen community ties.
- Improve communication systems, including multilingual text alerts, newsletters, and home visits conducted by bilingual liaisons.
- Provide leadership training for families, particularly those of English Learners, to empower them to actively participate in school governance.

Alignment with Overarching Values: This priority promotes shared power and classroom-community connections by embedding families in decision-making and creating inclusive engagement opportunities.

Priority 3: Expand Extended Learning Opportunities to Support Academic Growth

Extended learning opportunities address academic gaps by offering students additional time and resources to reinforce and extend their learning. At Lincoln Elementary, this priority will focus on reducing performance disparities in English Language Arts and Mathematics, while providing enrichment opportunities tailored to the needs of English Learners and underserved groups.

Outcome/Indicators:

- Reduce the percentage of students scoring below standard by 5% in ELA and Math, with a 7% improvement among English Learners.
- Increase student participation in after-school enrichment programs by 15%, focusing on English Learners and socioeconomically disadvantaged students.
- Introduce two new project-based learning programs, engaging at least 75 students in Year 1.

Implementation Steps:

- Partner with community organizations to implement after-school programs in STEAM, arts, and career exploration, tailored to the needs of Lincoln students.
- Provide targeted academic interventions through extended ELD sessions and bilingual tutoring services.
- Create Saturday workshops that combine academic enrichment with cultural and social-emotional learning activities.
- Conduct quarterly reviews of program effectiveness to ensure alignment with student progress and adjust strategies as needed.

Alignment with Overarching Values: This priority reflects a focus on continuous improvement and possibility thinking, offering innovative learning opportunities tailored to the community's unique needs.

Institutionalizing Priorities in Year 1

To ensure the sustainability of these priorities, Lincoln Elementary will:

- Empower the **Community School Advisory Council** to oversee the planning, implementation, and evaluation of strategies.
- Embed the **Community Schools Site Specialist** as a key facilitator for stakeholder engagement, resource coordination, and progress monitoring.
- Conduct quarterly data reviews, surveys, and focus groups to ensure initiatives remain responsive and equitable.
- Leverage district-level resources and partnerships, such as those identified in the LCAP, to support funding and implementation efforts.

Strategy 2: Centering Community-Based Learning (CBL)

Abraham Lincoln Elementary is committed to embedding Community-Based Learning (CBL) into its curriculum, leveraging the cultural and linguistic richness of its student body and the surrounding community. CBL at Lincoln aims to connect classroom instruction to students' lived experiences, fostering deeper engagement and a sense of belonging. By grounding lessons in local history, cultural traditions, and real-world applications, Lincoln seeks to create a transformative educational experience that empowers students and honors the unique contributions of their families and community.

Site Level Goals and Measures of Progress

CBL Goal 1: Equip Educators with Foundational Knowledge of Community-Based Learning

This goal focuses on providing teachers with the knowledge and tools to integrate CBL principles into their classrooms, ensuring that lessons reflect the cultural and community contexts of Lincoln students.

Action Steps:

1. **Professional Development:** Deliver district-supported training on CBL principles, including culturally responsive teaching, funds of knowledge, and real-world project-based learning.
2. **Resource Development:** Based on requests from parent/community, we will curate a resource hub with lesson plans, case studies, and community-specific examples to support CBL implementation.
3. **Collaborative Reflection:** Facilitate quarterly educator collaboration sessions to share experiences, discuss challenges, and refine practices based on feedback.

Measures of Progress:

- 75% of teachers complete professional development sessions by the end of Year 1, tracked through attendance and post-training surveys.
- Creation and use of a CBL resource hub accessed by at least 40% of teachers (Year 1), monitored through utilization logs.
- 80% of participating teachers report increased confidence in applying CBL strategies, as measured by post-collaboration surveys.

CBL Goal 2: Create Relationship-Centered Learning Environments that Foster Belonging

To ensure that students feel valued and connected, this goal emphasizes the integration of cultural relevance and inclusivity into classroom practices.

Action Steps:

1. **Student Surveys and Activities:** Conduct "All About Me" surveys and class discussions to explore students' interests, cultural backgrounds, and aspirations.

2. **Curriculum Integration:** Support teachers in incorporating local history, traditions, and community narratives into lesson plans.

Measures of Progress:

- 80% of teachers incorporate Culturally Responsive Teaching and the Brain by Zaretta Hammond into their classrooms, documented through lesson plan reviews.
- 10% increase in student-reported feelings of belonging and engagement, measured through school climate surveys.

CBL Goal 3: Engage Families as Co-Teachers and Partners in Community-Based Learning

Families are essential collaborators in creating meaningful, community-rooted educational experiences. This goal focuses on deepening family involvement in curriculum development and classroom activities.

Action Steps:

1. **Family Storytelling Workshops:** Host workshops where families share cultural stories, skills, or traditions, fostering their role as co-teachers in the classroom.
2. **Classroom Participation Opportunities:** Develop structured opportunities for families to contribute to classroom activities, such as career talks, cultural presentations, or skill demonstrations.
3. **Community Showcases:** Organize two annual events where students present projects rooted in family and community experiences, celebrating the diversity and strengths of the Lincoln community.

Measures of Progress:

- At least 5% of families participate in classroom activities or workshops within the first year.
- 85% of families attending community showcases report satisfaction and a sense of inclusion, as measured by post-event surveys.
- Positive feedback from teachers and families on collaboration efforts, collected through focus groups.

CBL Goal 4: Integrate Community-Based Learning into Curriculum Design

This goal ensures that CBL principles are embedded into curriculum planning and delivery, making classroom learning relevant and empowering for Lincoln students.

Action Steps:

1. **Project-Based Learning (PBL):** Collaborate with teachers to develop interdisciplinary projects that address local issues or celebrate community strengths.

2. **Local Partnerships:** Build partnerships with local businesses, cultural organizations, and community leaders to provide guest speakers, resources, and experiential learning opportunities.
3. **Student-Led Initiatives:** Facilitate projects where students identify community challenges and propose meaningful solutions, enhancing their agency and critical thinking skills.

Measures of Progress:

- At least one community-based project created by a team of teachers will be implemented by the end of Year 1, documented in curriculum plans.
- 15% increase in student engagement, measured through self-assessments and classroom observations.
- Exploration and establishment of partnerships with at least three local organizations, tracked through agreements and collaborative activities.

Strategy 3: Collaborative Leadership (CL)

Abraham Lincoln Elementary recognizes that collaborative leadership is the cornerstone of its community school transformation. By fostering shared decision-making, the school seeks to empower all stakeholders—students, families, educators, and community partners—to play an active role in shaping its vision and implementation strategies. Collaborative leadership ensures that decisions reflect the needs and priorities of the entire community while building trust, sustainability, and alignment with district-level goals outlined in the LCAP.

The goals and actions outlined below are designed to strengthen governance structures, enhance the capacity of stakeholders to lead effectively, and ensure that all voices, particularly those from underrepresented groups, are included in meaningful ways. This approach reflects Lincoln’s commitment to equity, transparency, and community-driven progress.

Site Level Goals and Measures of Progress

CL Goal 1: Strengthen Shared Governance Structures

Abraham Lincoln Elementary aims to build robust governance systems that create opportunities for meaningful collaboration and democratic decision-making. The school will establish clear, inclusive structures to ensure that decisions reflect the diverse needs and priorities of the community while maintaining alignment with district-level efforts.

Action Steps:

1. **Governance Mapping:** Conduct a comprehensive review of existing governance bodies, such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other site-level groups. This mapping process will examine their roles, composition, and decision-making processes to identify gaps and opportunities for integration.
2. **Establish the Community Schools Advisory Council (CSAC):** Create a representative body that includes stakeholders from all sectors—students, families, staff, and community members—to oversee the community school implementation. This council will serve as the primary decision-making entity, ensuring transparent and inclusive governance.
3. **District Alignment:** Facilitate regular communication and collaboration between the CSAC and the district-level steering committee to ensure coherence with district-wide goals and leverage shared resources.

Measures of Progress:

- Completion of governance mapping by the end of Year 1, with clear documentation of roles and alignment recommendations.

- Establishment of the CSAC with representation from at least five stakeholder groups by mid-Year 1.
- Quarterly alignment meetings between the CSAC and the district steering committee, with progress updates recorded and shared.

CL Goal 2: Build Capacity for Collaborative Leadership

To ensure the success of shared governance, Abraham Lincoln Elementary will invest in building the leadership capacity of all stakeholders. By providing targeted training and support, the school will create an environment where all participants feel confident in their ability to contribute meaningfully.

Action Steps:

1. **Leadership Training:** Offer workshops and professional development sessions for CSAC members, staff, families, and students on key topics such as equity-focused decision-making, consensus-building, and facilitation skills.
2. **Participatory Budgeting:** Introduce participatory budgeting processes, allowing stakeholders to collaboratively allocate resources in alignment with the school's goals and priorities.
3. **Mentorship and Peer Support:** Establish mentorship programs where experienced leaders can guide and support new participants, ensuring continuity and knowledge sharing within governance structures.

Measures of Progress:

- 100% of CSAC members and key staff complete leadership training sessions by the end of Year 1, as tracked through attendance logs and post-training evaluations.
- Implementation of participatory budgeting practices, resulting in the equitable allocation of resources for at least two key initiatives.
- Stakeholder surveys indicate at least 80% satisfaction with leadership training and support systems.

CL Goal 3: Increase Engagement and Representation in Decision-Making

A truly collaborative leadership system requires the active participation of all stakeholders, particularly those from historically marginalized groups. Abraham Lincoln Elementary will ensure that its governance structures are accessible, inclusive, and representative of the school's diverse community.

Action Steps:

1. **Inclusive Recruitment:** Actively recruit underrepresented groups, including English Learners, families experiencing housing instability, and students from diverse cultural backgrounds, to join governance structures.
2. **Accessibility Supports:** Provide resources such as translation services, childcare during meetings, and flexible scheduling to remove barriers to participation for families and community members.

3. **Student Leadership Opportunities:** Empower students through advisory roles within the CSAC and through student-led initiatives that allow them to voice their priorities and implement projects meaningful to their peers.

Measures of Progress:

- Representation from historically marginalized groups increases to at least 50% within the CSAC by Year 1.
- At least two student-led initiatives implemented by the end of Year 1, documented in meeting records and project reports.
- Participation rates in governance meetings consistently include diverse stakeholder groups, as recorded in attendance logs.

System of shared governance and site-level leadership structure

Abraham Lincoln Elementary's shared governance system is designed to integrate voices from all sectors of its community, ensuring equitable and transparent decision-making. At the district level, the CJUSD Steering Committee provides overarching guidance, aligning the school's efforts with the district's strategic priorities and resources outlined in the LCAP.

At the site level, the Community Schools Advisory Council (CSAC) serves as the central decision-making body. This council includes representatives from existing governance structures, such as SSC and ELAC, alongside students, families, and community partners. It oversees the implementation of community school strategies, ensures accountability, and addresses emerging needs through collaborative processes.

Subcommittees within the CSAC focus on specific areas such as mental health, academic supports, and family engagement, allowing for targeted strategies within a unified framework. Additionally, student representatives participate in leadership roles, offering insights into school climate and leading initiatives that reflect their peers' priorities.

Enhanced Professional Development for Collaborative Leadership

Action Plan:

1. **Training Curriculum:** Develop a curriculum focusing on leadership practices, equity, and consensus-building, tailored to the needs of Lincoln's diverse stakeholders. Topics will include implicit bias, conflict resolution, and effective communication.
2. **Training Delivery:** Conduct sessions during staff in-service days, parent workshops, and student leadership meetings. Collaborate with local universities and cultural organizations to deliver these trainings.
3. **Evaluation and Iteration:** Use feedback from training participants to refine content and delivery methods, ensuring relevance and impact.

Expected Outcomes:

- Improved collaboration and trust among stakeholders.
- Enhanced capacity for equitable decision-making.
- Stronger alignment of school initiatives with community values and district goals.

Strategy 4: Sustaining Staff and Resources (SSR)

Sustaining the community school strategy at Abraham Lincoln Elementary requires deliberate planning to ensure adequate staffing, equitable representation, and long-term funding. As a Title I school serving a predominantly socioeconomically disadvantaged and multilingual student body, Lincoln's efforts must directly align with the needs of its target population, including socioeconomically disadvantaged students, English Learners, and students with disabilities. Collaborative efforts between site and district levels will be essential for building capacity, ensuring equity, and institutionalizing key roles and programs.

Site Level Goals and Measures of Progress

SSR Goal 1. Align staffing resources to meet the needs of Lincoln's most underserved populations.

Action Steps:

- Use ongoing needs assessments to refine staffing priorities based on data related to absenteeism, ELA/Math performance gaps, and social-emotional needs.
- Hire interventionists, counselors, and bilingual staff to provide academic and emotional support to targeted subgroups.
- Collaborate with families and students through focus groups to inform staffing priorities and ensure alignment with community needs.

Measures of Progress:

- Increased retention of key staff and counselors.
- Demonstrated improvement in student outcomes, such as a 5% reduction in chronic absenteeism and increased participation in wellness services.

SSR Goal 2. Recruit and hire diverse, multilingual staff to enhance cultural responsiveness and equity.

Action Steps:

- Partner with local colleges and universities, with the assistance of the district, to develop a pipeline of bilingual and culturally responsive candidates.
- Train hiring committees on implicit bias and equity-focused practices to ensure fair evaluations.
- Conduct outreach to professional organizations and local networks representing diverse and multilingual educators.
- Use family feedback during hiring processes to prioritize characteristics important to the community.

Measures of Progress:

- Increase in bilingual hires by 10% within the first year.
- Positive family feedback on staff diversity, measured through post-hiring surveys and focus groups.

SSR Goal 3. Establish the site-level CS Specialist role as a hub for service coordination and family engagement.

Action Steps:

- Finalize the hiring of the CS Specialist, ensuring the position is filled by a bilingual professional with a strong background in equity-based practices.
- Provide professional development to the CS Specialist on trauma-informed practices, collaborative leadership, and data-driven decision-making.
- Define the Specialist's role in service alignment, stakeholder engagement, and continuous improvement efforts.

Measures of Progress:

- Successful hiring of the CS Specialist by the first quarter of Year 1.
- Increased satisfaction among families and staff with service coordination, measured through annual surveys.

SSR Goal 4. Ensure district-level leadership support for Lincoln's community school initiatives.

Action Steps:

- Work with the district to secure funding for the LEA Coordinator role through the Local Control Accountability Plan (LCAP) and other district resources.
- Facilitate monthly check-ins between the site-level CS Specialist and the district coordinator to align goals and address challenges.
- Advocate for integration of community school objectives, such as chronic absenteeism reduction and academic support, into district-wide strategic plans.

Measures of Progress:

- Regular monthly meetings between the site-level and district-level coordinators, with 90% attendance.
- Integration of Lincoln's community school goals into the district's LCAP and strategic plans.

Key Staff/Personnel

Dr. Eric Mooney Assistant Superintendent, Student Services, Project Director	● Overall Project Leadership: Provides strategic direction and oversight for the successful implementation of the CCSPP initiative. ● Stakeholder Engagement: Serves as the primary liaison with school administrators, community partners, and funding agencies to ensure alignment with program goals. ● Grant Compliance & Reporting: Ensures adherence to grant requirements, monitors progress, and oversees reporting to funding entities. ● Budget & Resource Management: Oversees financial planning, budget allocations, and resource distribution to maximize program effectiveness. ● Program Implementation & Evaluation: Guides the development and execution of program activities, tracks key performance indicators, and ensures continuous improvement. ● Team Supervision & Capacity Building: Leads and supports project staff, fostering professional development and collaboration among educators and community partners. ● Sustainability & Expansion: Develops long-term strategies to sustain and expand community school initiatives beyond the grant period.
Danielle Fernandez CJUSD District Community Schools Coordinator	● Lead CJUSD Community School Steering Committee ● Oversee community school implementation at all participating CJUSD school sites ● Co-train (with the Community Schools Coordinator) the site-level Community School Specialists ● Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists ● Help broker and coordinate district and school partnerships for the benefit of students and families ● Co-train, coordinate, and supervise the CS Specialists ● Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings ● Visit school sites and provide ongoing coaching and support to the CS Specialists ● Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes

Sheila Martinelli, CJUSD Association of Colton Educators (ACE) Community School Facilitator	• Lead CJUSD Community School Steering Committee • Oversee community school implementation at all participating CJUSD school sites • Co-train (with the Community Schools Coordinator) the site-level Community School Specialists • Co-convene and co-facilitate district-wide professional learning community for site-based Community Schools Specialists • Help broker and coordinate district and school partnerships for the benefit of students and families • Co-train, coordinate, and supervise the CS Specialists • Co-convene and co-facilitate the CS Specialists' Professional Learning Communities meetings • Visit school sites and provide ongoing coaching and support to the CS Specialists • Coordinate data collection for project monitoring, evaluation, continuous improvement, and grant reporting purposes • Works with the Community School Specialists to facilitate the Community School Site meetings. • Helps provide support and feedback to the overall site reporting on the progress of the Community School Framework as it pertains to instruction and student learning outcomes.
, School Principal	• Align CS initiative with other site initiatives • Oversee educational programming and community school leadership • Conduct administrative oversight
[To be Recruited], Site Community Schools Specialist	• Co-convene and -facilitate (with a certificated staff member) the Community School Site Team • Co-lead the needs and asset assessment, goal setting, and action planning processes • Conduct outreach to students and families about available resources at the school and how to access them • Coordinate school climate and culture initiatives • Coordinate allocation of space for student and family support services and special events • Convene and facilitate meetings and development of action plans on behalf of referred students; follow-up

	with families regarding measures recommended with their children; work with teachers and other staff to connect students/families to prescribed supports • Coordinate and liaise with the school's community partners, and conduct outreach to establish new partnerships and access additional resources to address student/family needs • Coordinate twice-yearly Community School Implementation assessments • Help coordinate yearly school planning for the School Plan for Single Achievement and deepen our community school implementation work
[To be Recruited] , Family Engagement Liaison (or Specialist)	• Conduct outreach to parents about school events, activities, and resources available • Communicate with parents whose children are having difficulties in school • Follow up with families when children are frequently absent • Help coordinate events for families, such as workshops and student performances and celebrations • Lead family education workshops • Recruit family members to volunteer in a range of roles and activities at the school (during the school day and in the expanded learning program)
[TBD] , After School program coordinator	• Coordinate the school's after-school expanded learning program • Enroll students in after school activities • Scheduling after school activities • Supervising other after school staff • Coordinate the work of community partners and volunteers in the after-school activities • Collect data on after school services and students
[TBD] , Social-Emotional Learning Counselor – Tier I and Tier II. South Coast Community Services –Tier III	• Engage students in groups to build the social-emotional skills essential for learning, getting along with others, and navigating education and adult life • Provide counseling support for students • Coordinate restorative justice circles, community building circles and other social and emotional support for students • Work in partnership with the CS Specialist to ensure students referred to special services have

- a warm handoff to these services
- Train teachers on integrating social-emotional learning into instruction, and to respond appropriately to student behavior challenges, as well as in mental-health first aid, trauma awareness, and strategies to promote their own wellness and resilience.

Plans to build sustainability

Lincoln Elementary is committed to ensuring the long-term sustainability of its community school strategy by embedding its most impactful elements into district-level plans, leveraging diverse funding sources, and fostering strong community partnerships. These efforts will focus on institutionalizing key roles, securing stable funding streams, and maintaining high levels of stakeholder engagement to support the school's diverse and dynamic needs.

Plans and Steps for Sustainability

1. **Institutionalizing Key Roles and Programs**

The Community Schools Specialist (CS Specialist) role is critical to sustaining Lincoln's community school efforts. This role will be embedded into the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA), ensuring it is funded as an essential position beyond the grant period.

- **Steps:**
 - Collaborate with district leadership to prioritize the CS Specialist and related programs in the LCAP and SPSA.
 - Align integrated student support services, such as mental health counseling and academic interventions, with district-wide goals to demonstrate their importance.
 - Actively engage district representatives in quarterly review meetings to ensure alignment of site-level and district-level priorities.

2. **Leveraging Diverse Funding Sources**

Lincoln will reduce its reliance on grant funding by tapping into multiple funding streams, including MediCal reimbursement, Title I and Title III funds, and external grants from public and private foundations.

- **Steps:**
 - Train the CS Specialist and administrative staff in MediCal billing processes to ensure reimbursement for eligible services, such as behavioral health counseling and trauma-informed care, which are high-demand supports for Lincoln's students.

- Apply for targeted grants to support enrichment programs and infrastructure improvements.
- Work with community partners, including local businesses and nonprofits, to secure in-kind contributions and financial support.

3. **Engaging Stakeholders in Budgeting and Advocacy**

Families, students, and community partners will play an active role in determining funding priorities through participatory budgeting and shared governance structures, such as the Community Schools Advisory Council.

○ **Steps:**

- Facilitate regular advisory council meetings to discuss funding needs and evaluate program success.
- Use participatory budgeting processes to involve stakeholders in decision-making about resource allocation.
- Share success stories and impact data with district leaders, policymakers, and potential funders to advocate for continued investment.

4. **Building Community Partnerships**

Sustainable programs depend on strong relationships with external organizations that can provide ongoing support, expertise, and resources.

○ **Steps:**

- Strengthen existing partnerships with local health providers, cultural organizations, and educational institutions.
- Develop agreements with businesses and nonprofits to support school-based services and extracurricular activities.
- Host annual partnership forums to assess needs, celebrate successes, and renew commitments.

5. **Developing a Phased Transition Plan**

Lincoln will use a phased approach to ensure a smooth transition from grant-funded initiatives to sustained programs fully integrated into the district's operational budget.

○ **Steps:**

- Conduct annual evaluations of community school initiatives to identify the most impactful and cost-effective elements.
- Gradually shift funding for key services from the implementation grant to district and community sources, aiming for 50% funding of key initiatives by the end of Year 3 instead of Year 2 to allow realistic time for resource alignment and external funding applications.
- Create a detailed transition timeline to ensure no disruption in services during the funding shift.

Measures of Progress

- Approval of an updated sustainability plan by the end of Year 1, outlining funding sources, partnerships, and institutionalized roles.
- Integration of at least three key roles or services into the LCAP and SPSA.
- Secured funding for at least 50% of community school initiatives through MediCal reimbursement, district funding, and grants by the end of Year 3.
- Active participation of families and stakeholders in participatory budgeting, with documented priorities and decisions reflected in funding allocations.

Strategy 5: Strategic Community Partnerships (SCP)

Site Level Goals and Action Steps

SCP Goal 1: Develop a robust network of strategic community partnerships to provide comprehensive, student-centered support.

Action Steps

Conduct an annual needs and assets assessment to identify service gaps and community strengths. Establish MOUs with key stakeholders, including health providers, behavioral health specialists, workforce development organizations, and enrichment programs to provide holistic services.

SCP Goal 2: Enhance family engagement through culturally responsive partnerships.

Action Steps

Deploy Family Engagement Liaisons (FELs) at every CCSPP site to facilitate bilingual workshops, leadership training, and advisory councils (DPAC, DELAC, AAPAC). Leverage Community Schools Site Specialists to ensure alignment with district-wide family engagement goals.

SCP Goal 3: Expand access to integrated student supports, including healthcare, mental health, and social services.

Action Steps

Establish a district-wide Family Resource Center to centralize services, coordinate referrals, and track utilization. Strengthen partnerships with IEHP, SBCSS, and South Coast Community Services to provide wraparound behavioral health and medical care.

SCP Goal 4: Reduce chronic absenteeism and increase student engagement.

Action Steps

Implement evidence-based attendance interventions through school-community partnerships. Utilize case management services from mental health providers and attendance incentive programs to support at-risk students.

SCP Goal 5: Enhance school-based mental health services through community collaborations.

Action Steps

Expand on-site counseling and crisis intervention with South Coast Community Services and SBCSS. Establish Mental Health & Wellness Teams to integrate trauma-informed practices, SEL programming, and student wellness checks.

SCP Goal 6: Expand academic support and enrichment opportunities through after-school and summer programs.

Action Steps

Strengthen Think Together's 21st CCLC and ASES grant-funded programs to provide tutoring, enrichment, STEM learning, and arts programs. Expand Amplify Education's High-Dosage Tutoring Program for literacy intervention.

Established and Planned Partnerships

- Inland Empire Health Plan (IEHP) – Healthy School Program
 - Provides comprehensive medical care, behavioral health navigation, and wellness services for students and families.
- San Bernardino County Superintendent of Schools (SBCSS) – CYBHI Initiative
 - Expands behavioral health services, strengthens mental health infrastructure, and improves access to early intervention programs.
- Tomorrow's Readiness Starts Today (TRST) Initiative
 - Supports early childhood learning and parent engagement through workshops, referrals, and resource coordination for families with children ages 0-5.
- CJUSD Family Engagement Program
 - Strengthens district-wide parent involvement through culturally inclusive workshops, multilingual communication strategies, and leadership training.
- South Coast Community Services (SCCS) – School-Based Mental Health Partnership
 - Provides on-campus therapy, case management, and behavioral intervention programs, ensuring direct student access to SEL and mental health services.
- Colton-Redlands-Yucaipa Regional Occupational Program (CRY-ROP) – IET NA-C Program
 - Prepares adult English learners for healthcare careers by integrating technical education with language development.
- Think Together – Expanded Learning Programs
 - Implements 21st CCLC and ASES grant-funded after-school and summer programs, providing academic intervention, enrichment, and youth development.
- Amplify Education – High-Dosage Tutoring Program
 - Delivers evidence-based literacy interventions for K-6 students, leveraging mCLASS DIBELS 8th Edition assessment and targeted reading support.