

**William McKinley Elementary School
CCSPP Implementation Plan 2026/27
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CCSPP: IMPLEMENTATION PLAN 2026/27

William McKinley Elementary School – CDS Code: 36676866035661

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Response to the Scoring Criteria

Needs and Assets

William McKinley Elementary serves 499 students, of whom 91.6% are socioeconomically disadvantaged and 23.4% are classified as English Learners (ELs). Chronic absenteeism affects 30.6% of students, with higher rates observed among homeless students (49.3%) and ELs (22.5%). Academic performance data highlights significant challenges: students are performing 71 points below standard in English Language Arts (ELA) and 92.4 points below standard in Mathematics. ELs are particularly impacted, performing 85.6 points below standard in ELA and 105.1 points below standard in Math. Despite these challenges, McKinley boasts strengths such as a low suspension rate of 1.8%, a committed teaching staff, and established positive behavior frameworks.

Stakeholder engagement during the planning year revealed critical areas of need. Students expressed a desire for mental health supports and culturally relevant learning experiences. Families requested more opportunities to engage in decision-making and emphasized the need for bilingual workshops addressing parenting strategies and college readiness. Staff identified professional development in trauma-informed practices and culturally responsive teaching as priorities to better serve the school's diverse population.

Despite these challenges, McKinley benefits from strong existing assets. Positive Behavioral Interventions and Supports (PBIS) have contributed to a welcoming school climate, and established partnerships with local organizations provide supplemental academic tutoring and after-school enrichment programs. A dedicated bilingual teaching staff is committed to advancing equity-driven practices. The planning year's asset-mapping process aligned these strengths with the California Community Schools Framework, positioning McKinley Elementary to address the holistic needs of its students and families.

Core Commitments

McKinley Elementary's community school strategy is guided by the four Cornerstone Commitments of the California Community Schools Framework, with a focus on integrating existing strengths and building new capacities to meet the needs of all students, with special attention to ELs and underserved groups.

Integrated Support Services (Evolving Stage):

McKinley has existing partnerships with local agencies that provide academic tutoring and after-school enrichment. The school will enhance these services by integrating mental health counseling and wellness programs. Increased access to a bilingual counselor will be offered to address the social-emotional needs of students, particularly ELs and socioeconomically disadvantaged students. Additionally, calming corners in classrooms and a referral system for behavioral health services will be developed to promote well-being.

Family and Community Engagement (Emerging Stage):

McKinley has a strong foundation of family engagement through its active School Site Council (SSC) and English Learner Advisory Committee (ELAC). To build on this, the school will create a Family Resource Hub offering bilingual workshops, parenting classes, and accessible resources for families. The school will continue to develop its cultural celebrations to include more cultures and engage families, students and staff. This is a central area of focus for McKinley and part of our SPSA.

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

The Community School Advisory Council, formed during the planning year, will serve as the central body for collaborative leadership, engaging diverse stakeholders to co-create goals and strategies. Existing governance structures like SSC and ELAC will be integrated into this framework to ensure alignment and inclusivity.

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

Through partnerships with local organizations, McKinley has introduced after-school STEM and arts programs. The school will expand these offerings to include summer learning opportunities and student-led projects addressing community challenges. These initiatives will enhance academic engagement and provide meaningful, real-world learning experiences.

Measurable Goals and Objectives**1. Increase Academic Achievement:**

- **Goal:** Improve CAASPP performance in ELA and Math by 5% overall, with 7% growth for ELs, by Spring 2026.
- **Activities:** Implement Guided Language Acquisition Design (GLAD) strategies, expand after-school tutoring, and provide differentiated instruction.
- **Measurement:** Progress tracked through quarterly benchmarks, CAASPP scores, and ELPAC results.

2. Reduce Chronic Absenteeism:

- **Goal:** Lower chronic absenteeism from 28.4% to 26% by Spring 2026.
- **Activities:** Conduct virtual visits, implement 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 60% of identified students by Spring 2026.
 - **Activities:** Provide access to mental health programs, expand partnerships with behavioral health agencies, and integrate wellness programs.
 - **Measurement:** Counseling session logs and student survey feedback.
 4. **Enhance Family Engagement:**
 - **Goal:** Increase family participation in workshops and events by 20% within two years.
 - **Activities:** Host bilingual workshops, offer flexible event scheduling, and address childcare barriers.
 - **Measurement:** Participation logs and post-event surveys.

Key Staff

1. **Community Schools Site Specialist:**
 - Oversees the community school strategy, manages partnerships, and leads the Community School Advisory Council.
2. **Family Engagement Specialist:**
 - Organizes bilingual workshops, strengthens home-school connections, and ensures families have a voice in decision-making.
3. **Behavioral Specialist:**
 - Provides counseling services, supports professional development in trauma-informed practices, and monitors student well-being.
4. **Instructional Coaches:**
 - Assist teachers in implementing data-driven instructional strategies tailored to ELs and underserved subgroups.
5. **Bilingual Liaisons:**
 - Facilitate communication with non-English-speaking families, ensuring their access to school resources and decision-making processes.

Alignment with LCAP

McKinley Elementary's implementation plan aligns with the Colton Joint Unified School District's Local Control Accountability Plan (LCAP) by supporting district priorities:

1. **Goal 1: Improve Academic Achievement:**
 - Targeted interventions in ELA and Math directly address achievement gaps for ELs and socioeconomically disadvantaged students.
2. **Goal 3: Enhance Wellness:**
 - Expanded mental health services align with the district's focus on fostering a positive school climate.

3. **Goal 4: Strengthen Family Engagement:**
 - Initiatives like the Family Resource Hub and bilingual workshops reflect the district's commitment to meaningful family involvement.
4. **Goal 6: Reduce Chronic Absenteeism:**
 - Attendance campaigns and transportation support directly address barriers identified in district priorities.
5. **Goal 7: Promote Equity and Inclusion:**
 - Professional development in culturally responsive teaching ensures alignment with district equity goals

Strategy 1: Shared Commitment, Understanding, and Priorities

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

Why a Community School for McKinley Elementary?

William McKinley Elementary serves 499 students, with 91.6% socioeconomically disadvantaged and 23.4% identified as English Learners (ELs). Chronic absenteeism impacts 30.6% of students, with rates significantly higher among homeless students (49.3%) and ELs (22.5%). Academic performance data reflects substantial challenges, with students performing 71 points below standard in English Language Arts (ELA) and 92.4 points below standard in Mathematics. ELs are particularly affected, performing 85.6 points below standard in ELA and 105.1 points below standard in Math. Despite these challenges, McKinley has strengths to build upon, including a low suspension rate of 1.8%, a committed teaching staff, and established positive behavior frameworks.

The community school model offers a transformative opportunity to address these barriers through equity-driven practices that align resources, build relationships, and center the voices of students, families, and staff. By leveraging its existing strengths and enhancing its efforts in key areas, McKinley aims to create a thriving, inclusive environment that nurtures academic success and social-emotional well-being.

Racially-Just, Relationship-Centered Spaces

McKinley Elementary has already laid a foundation for equity and inclusion through Positive Behavioral Interventions and Supports (PBIS) and cultural celebrations. However, feedback from stakeholders emphasizes the need for deeper efforts to create identity-safe spaces and integrate culturally responsive practices across the school.

To enhance these efforts, McKinley will expand professional development with two sessions on culturally responsive teaching and implicit bias, create calming corners in five additional classrooms, and enhance the wellness room to provide identity-safe spaces. Community-wide cultural festivals will further strengthen relationships and celebrate the school's diversity, fostering a sense of belonging for students and families.

Shared Power

McKinley's governance structures, including the School Site Council (SSC) and English Learner Advisory Committee (ELAC), provide avenues for family and staff involvement. Stakeholders, however, have highlighted the need for more inclusive and collaborative decision-making processes.

Building on this foundation, McKinley will formalize the Community Schools Advisory Council, ensuring diverse representation and shared leadership. This council will co-lead initiatives such as family-led workshops on advocacy and parenting strategies. Additionally, partnerships with local organizations will be formalized to expand wraparound services, ensuring that the school meets the holistic needs of its community.

Classroom-Community Connections

Field trips and guest speakers have provided initial opportunities to link classroom learning to the broader community. However, there is a strong desire among stakeholders to deepen these connections by embedding real-world relevance into the curriculum.

In Year 1, McKinley will implement a project-based learning initiative focused on real-world issues, such as environmental sustainability and social justice, bringing community expertise into the classroom. Provide access to guest speakers from local organizations will enrich these efforts, while new curriculum units will celebrate local culture and history. These initiatives will make learning more engaging and meaningful for all students, with particular attention to ELs and underserved groups.

A Focus on Continuous Improvement and Possibility Thinking

McKinley has a culture of reflection, with staff regularly reviewing data and gathering feedback from families and advisory groups. The community school model will enhance these practices by formalizing continuous improvement processes and emphasizing asset-based approaches.

The Community Schools Advisory Council will lead two data review sessions in Year 1 to evaluate progress on attendance, academic outcomes, and engagement metrics. A structured feedback process will be introduced to capture insights from families and staff, ensuring that the school's initiatives are informed by the community's needs and strengths. Recognizing and celebrating student achievements through asset-based metrics will further promote a culture of possibility thinking and growth.

Year 1 Priorities

In Year 1, McKinley Elementary will focus on the following key priorities:

1. **Racially-Just, Relationship-Centered Spaces:** Expand professional development for staff on culturally responsive practices, introduce calming corners in classrooms, and enhance the wellness room to provide inclusive, identity-safe spaces. Host two cultural festivals to celebrate diversity and strengthen community bonds.
2. **Shared Power:** Formalize the Community Schools Advisory Council to co-lead initiatives, such as family workshops and advocacy programs. Strengthen partnerships with local organizations to expand resources and services for students and families.

3. **Classroom-Community Connections:** Implement one project-based learning initiatives addressing real-world issues, integrate guest speakers from the community into classroom learning, and develop new curriculum units that celebrate local culture and history.

Continuous Improvement and Possibility Thinking: Conduct biannual data review sessions to evaluate progress and adjust strategies. Introduce a structured feedback process for families and staff to ensure initiatives remain responsive and effective. Celebrate student achievements through asset-based metrics to foster a culture of growth and possibility.

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

Deepening the Needs and Assets Assessment Process

William McKinley Elementary is dedicated to expanding and refining its understanding of the needs and strengths within its diverse school community. The planning year laid a critical foundation, revealing key challenges such as chronic absenteeism (30.6%), substantial academic gaps in ELA and Mathematics, and inequities disproportionately affecting English Learners (ELs) and socioeconomically disadvantaged families. These findings provide a roadmap for deeper, more targeted engagement with all stakeholders as the school moves into its implementation phase.

To achieve this, McKinley will build on its initial needs and assets assessment, evolving its approach to uncover more granular insights into barriers and opportunities. Key steps include:

- **Expanding Asset Mapping:** Explore untapped community resources, including local organizations that can support ELs, provide mental health services, and address housing instability. This updated map will reflect the evolving needs of the McKinley community.
- **Engaging Families of Marginalized Groups:** Host empathy interviews and bilingual focus groups to gather firsthand accounts from families of ELs and homeless students, ensuring their voices directly shape the school's priorities.
- **Collaborative Data Analysis:** Work with the Community Schools Advisory Council to analyze input from surveys, focus groups, and forums, prioritizing strategies that address disparities and align with the school's long-term vision.

Engaging Diverse Stakeholders

McKinley Elementary understands that meaningful progress depends on the active participation of all stakeholders. A collaborative process ensures every voice is heard, and the community school strategy reflects shared ownership. The Community Schools Advisory Council will lead these efforts, with the site specialist playing a central role in facilitating collaboration and managing partnerships.

Key Stakeholder Roles and Contributions:

- **Administrators:** Ensure alignment with district priorities, such as those outlined in the Local Control Accountability Plan (LCAP), and advocate for equitable distribution of resources to support the school's goals.
- **Certificated and Classified Staff:** Contribute expertise through focus groups and embark on training for professional learning communities (PLCs), these will inform strategies to close academic gaps and improve school climate.
- **Students:** Participate in advisory groups and focus sessions to share their perspectives on programs, services, and learning experiences, with a particular focus on amplifying the voices of ELs.

- **Families:** Engage in culturally affirming workshops, forums, and bilingual initiatives designed to strengthen their role in shaping school priorities and supporting student success.
- **Community Partners:** Provide specialized services and resources, such as mentorship, academic support, and wellness programs, aligning their expertise with the school's priorities.

Processes for Engagement

To ensure inclusivity and equity, McKinley will utilize a range of methods to engage stakeholders and foster meaningful participation:

1. **Multilingual Surveys:** Distributed across the school community to gather input on school climate, resource needs, and specific challenges faced by ELs and other vulnerable groups.
2. **Focus Groups and Empathy Interviews:** Targeted sessions with historically underserved families to better understand their experiences and barriers.
3. **Visioning Workshops:** Collaborative exercises where stakeholders co-create goals and priorities for the community school.
4. **Community Forums:** Inclusive and family-friendly gatherings that provide updates, invite feedback, and celebrate cultural diversity.
5. **Advisory Council Meetings:** Regularly scheduled meetings to maintain open dialogue, facilitate shared decision-making, and track progress.

Engaging Historically Marginalized Groups

McKinley Elementary is committed to centering the voices of historically marginalized families and students in all aspects of the community school strategy. Strategies to ensure inclusion include:

- **Proactive Outreach:** Community liaisons will conduct virtual visits, personal outreach, and tailored invitations to ensure families feel valued and included in the school community.
- **Addressing Barriers to Engagement:** Offer translation services, childcare, and flexible meeting schedules to remove obstacles and encourage participation.
- **Creating Inclusive Environments:** Design engagement activities that affirm cultural identities and provide a safe space for families to share their experiences.
- **Leveraging Targeted Partnerships:** Collaborate with local organizations to provide resources such as
 - tutoring, mental health support, and workshops tailored to the needs of ELs and socioeconomically disadvantaged families.

Tailored Strategies for Engagement and Action

McKinley will implement targeted strategies to ensure that its community school strategy effectively addresses the school's unique challenges:

- **Comprehensive Resource Alignment:** Use district-supported tools and frameworks to address barriers such as chronic absenteeism and academic disparities. Initiatives will include multilingual attendance campaigns and academic workshops for ELs.
- **Focused Professional Development:** Provide staff with training in culturally responsive teaching and trauma-informed practices, ensuring educators are equipped to meet the needs of ELs and other underserved students.
- **Enhanced Wellness Support:** Expand classroom calming corners, enrich the wellness room, and strengthen partnerships to provide wrap-around services addressing social-emotional and academic needs.

Part C: Collective Priorities

A Shared Path Forward

William McKinley Elementary School, guided by its community school vision, has identified three collective priorities to drive meaningful change and address the unique needs of its students and families. Shaped by stakeholder engagement and the needs and assets assessment, these priorities focus on fostering equity, collaboration, and holistic student development. They align with the California Community Schools Framework and the Whole Child and Family Supports Inventory, emphasizing integrated student supports, authentic family engagement, and transformative teaching practices.

Collective Priority 1: Expand Integrated Student Supports

Integrated student supports address barriers that impede success, including chronic absenteeism, academic challenges, and social-emotional needs. Special attention will be given to English Learners (ELs), students experiencing homelessness, and students with disabilities.

Outcomes/Indicators

- Provide counseling services to identified students by the end of Year One.
- Reduce chronic absenteeism by 3% overall and by 5% among ELs and homeless students.
- Improve student-reported well-being by 10%, as measured through school climate surveys.

Key Activities

- **Increase Counseling Services:** Provide access to additional counselors and social workers to support mental health and emotional well-being.
- **Trauma-Informed Practices:** Conduct two professional development sessions focused on trauma-informed practices and strategies for engaging ELs and other underserved students.

- **Attendance Support Systems:** Implement early warning strategies, multilingual attendance campaigns, and attendance incentives to address absenteeism.
- **Behavioral Support Programs:** Expand restorative practices and positive behavior support systems to reduce suspensions and create a supportive school environment.

Alignment to Overarching Values and CS Framework

This priority underscores racially-just, relationship-centered spaces by addressing systemic inequities. By fostering student well-being and equitable access to services, McKinley creates a foundation for holistic success.

Collective Priority 2: Strengthen Family and Community Engagement

This priority focuses on empowering families as partners in student success by addressing barriers to participation and fostering shared decision-making.

Outcomes/Indicators

- Increase family participation in workshops and school events by 20% by Spring 2025.
- Increase representation of historically underserved families in governance roles by 15%.
- Improve family-reported satisfaction with communication and engagement efforts by 10%.

Key Activities

- **Family Liaisons:** Provide access to family liaisons to connect families with resources and proactively address their needs.
- **Skill-Based Workshops:** Host workshops on topics such as **homework help, technology navigation, social-emotional learning for families, and workforce readiness.**
- **Interactive Events:** Organize family-focused activities, including cultural celebrations, parent-teacher mixers, and community showcases, to foster collaboration and belonging.
- **Feedback Systems:** Use bilingual surveys, listening sessions, and enhanced Advisory Group meetings to ensure family voices guide decision-making.

Alignment to Overarching Values and CS Framework

This priority reflects shared power and classroom-community connections by placing families at the center of decision-making. Through culturally affirming practices, McKinley builds a foundation for mutual trust and continuous improvement.

Collective Priority 3: Transform Classroom Practices through Community-Based Learning (CBL)

Community-Based Learning (CBL) connects classroom instruction to real-world issues and local contexts, making learning more relevant and engaging for students.

Outcomes/Indicators

- Implement two community-based projects addressing local challenges by the end of Year One.
- Increase student participation in enrichment activities by 10%, with targeted outreach to ELs and socioeconomically disadvantaged students.
- Improve teacher confidence in project-based learning by 15%, as measured through post-training surveys.

Key Activities

- **Project-Based Learning (PBL):** Develop interdisciplinary projects focused on local issues, such as environmental sustainability or cultural heritage, to engage students in meaningful problem-solving.
- **Local Partnerships:** Partner with community organizations to co-develop curriculum and offer field-based learning experiences.
- **Mentorship Programs:** Establish peer and adult mentorship opportunities, pairing students with role models for guidance and support.
- **Guest Speakers and Field Trips:** Invite local professionals and cultural leaders into classrooms and organize field trips that connect lessons to students' lived experiences.

Alignment to Overarching Values and CS Framework

By integrating local assets into curriculum design, this priority strengthens classroom-community connections and promotes shared power. It reflects possibility thinking by empowering students through relevant, student-centered learning experiences.

Transforming Vision into Action in Year One

McKinley Elementary is committed to embedding these priorities into its daily practices, leveraging district and community resources to achieve measurable progress.

1. Enhancing Governance Structures

- Review and enhance the Community School Site Advisory Group, ensuring inclusive representation and participation.
- Conduct quarterly progress reviews across priorities, incorporating feedback from students, families, and staff.

2. Leveraging Funding and Partnerships

- Align priorities with the Local Control Accountability Plan (LCAP) to secure sustainable funding.
- Formalize partnerships with local organizations to expand mental health services, mentorship programs, and academic supports.

3. Building Capacity for Continuous Improvement

- Provide professional development on culturally responsive teaching, trauma-informed care, and community-based learning strategies.
- Use feedback loops to refine initiatives based on the evolving needs of stakeholders.

4. Fostering Inclusive Engagement

- Prioritize outreach to historically underserved families through bilingual communication, flexible scheduling, and culturally affirming activities.
- Expand family engagement through interactive newsletters, skill-based volunteer opportunities, and structured feedback channels.

Strategy 2: Centering Community-Based Learning (CBL)

McKinley Elementary School is committed to embedding Community-Based Learning (CBL) into its curriculum, leveraging the cultural and linguistic strengths of its diverse student body and community. CBL aims to bridge classroom instruction with real-world experiences, fostering meaningful connections that enrich academic learning while honoring students' identities. Through this approach, McKinley seeks to nurture engagement, belonging, and agency, ensuring that learning environments are inclusive and empowering.

Site Level Goals and Measures of Progress

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

McKinley Elementary recognizes the need to build teachers' capacity to integrate CBL principles into their instructional practices. This involves equipping educators with culturally relevant teaching strategies and fostering an understanding of how to connect classroom learning to students' lived experiences and the broader community.

Action Steps:

- 1. Professional Development on CBL Foundations:**
 - Provide district-supported training on culturally responsive pedagogy, leveraging frameworks such as funds of knowledge and community asset mapping.
 - Collaborate with community organizations to deliver workshops focused on local history and culturally relevant teaching.
- 2. Resource Curation and Sharing:**
 - Develop a repository of lesson plans, case studies, and community-based examples, tailored to McKinley's student population.
- 3. Educator Collaboration Sessions:**
 - Facilitate quarterly reflection meetings for staff to share successes, challenges, and strategies for refining CBL practices.

Measures of Progress:

- 30% of teachers complete professional development sessions by the end of Year 1, as tracked by attendance and post-training evaluations.
- Utilization of the CBL resource repository by at least 30% of teachers, monitored through access logs.
- 75% of educators report increased confidence in applying CBL strategies, as measured by surveys conducted after collaboration sessions.

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

This goal emphasizes creating classrooms where students feel valued and connected by incorporating their cultural identities and community narratives into learning.

Action Steps:

- 1. Student Engagement Activities:**
 - Conduct introductory activities to explore students' cultural backgrounds, personal interests, and aspirations.
- 2. Curriculum Integration of Local Contexts:**
 - Work with teachers to embed local traditions, history, and community resources into lessons.
- 3. Community Walks for Educators:**
 - Organize teacher-led explorations of McKinley's surrounding neighborhoods to deepen understanding of students' lived experiences and identify community assets.

Measures of Progress:

- Incorporate culturally responsive practices into their instruction, as evidenced by lesson plan reviews.
- A 10% increase in student-reported feelings of belonging, measured through annual school climate surveys.
- Staff will begin to participate in one community walk within Year 1, tracked through attendance logs.

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

Families bring invaluable knowledge and experiences that enrich students' learning. McKinley seeks to position families as active collaborators in education, fostering a shared sense of ownership and pride.

Action Steps:

- 1. Family-Led Cultural Workshops:**
 - Host workshops where families share cultural traditions, skills, or stories that complement classroom lessons.
- 2. Classroom Collaboration Opportunities:**
 - Invite families to participate in lessons, share expertise, or serve as guest speakers on relevant topics.
- 3. Community Celebrations:**
 - Organize showcases where students present projects that reflect their family histories and community connections.

Measures of Progress:

- Increase participation in classroom activities or workshops during Year 1, as tracked by participation logs.
- 80% of attendees at community showcases report feeling engaged and valued, based on post-event surveys.
- Teachers and families provide positive feedback on collaboration efforts during focus groups conducted twice annually.

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

This goal focuses on systematically integrating CBL principles into classroom instruction, ensuring that learning is relevant, collaborative, and empowering for students.

Action Steps:

1. **Project-Based Learning (PBL):**
 - Collaborate with educators to design interdisciplinary projects addressing real-world challenges, such as environmental conservation or local history preservation.
2. **Community Partnerships for Enrichment:**
 - Partner with local organizations to bring in guest speakers, host field trips, and create experiential learning opportunities.
3. **Student-Led Initiatives:**
 - Empower students to identify community challenges and propose actionable solutions through collaborative projects.

Measures of Progress:

- Implementation of at least one community-based project per grade level by the end of Year 1, documented in lesson plans.
- A 15% increase in student engagement, tracked through self-assessments and classroom observations.
- Partnerships established with at least three local organizations, documented through MOUs and collaborative activities.

Alignment with Existing Practices

McKinley Elementary is already laying the groundwork for CBL through its commitment to culturally responsive teaching and positive family engagement practices. Programs such as the PBIS framework and existing family workshops provide a foundation for this work. The enhancements outlined above aim to deepen these efforts, aligning them more closely with the California Community Schools Framework.

Transforming Vision into Action in Year One

To ensure the successful implementation of CBL, McKinley will focus on three key actions in Year One:

1. Prioritize professional development to equip teachers with the tools to bring community assets into the classroom.
2. Build stronger family-school partnerships through meaningful collaboration opportunities.
3. Embed CBL into curriculum design, ensuring every student sees their identity and community reflected in their learning.

Strategy 3: Collaborative Leadership (CL)

McKinley Elementary School recognizes that collaborative leadership is vital to achieving its community school vision. By fostering shared decision-making, the school empowers students, families, staff, and community partners to actively participate in shaping initiatives that reflect the diverse needs of its community. Through enhanced governance structures, leadership capacity building, and inclusive engagement practices, McKinley is committed to creating an environment where all stakeholders have a voice and can contribute meaningfully to the school's progress.

Site Level Goals and Measures of Progress

CL Goal 1: Strengthen Shared Governance Structures

McKinley Elementary will enhance its governance systems to ensure decisions are made inclusively and transparently, reflecting the community's diverse perspectives.

Action Steps:

1. **Governance Mapping:** Review the roles, composition, and decision-making processes of SSC, ELAC, and other governance bodies to identify gaps and opportunities for integration.
2. **Revise and Enhance the Community Schools Advisory Council (CSAC):** Build on the existing CSAC to ensure broad representation, particularly from historically underrepresented groups such as English Learners and families experiencing homelessness.
3. **District Alignment:** Establish regular communication between the CSAC and the district steering committee to align site-level priorities with district-wide goals.

Measures of Progress:

- Governance mapping completed by the end of Year 1, with recommendations documented and implemented.
- Enhanced CSAC established with representation from at least five stakeholder groups by mid-Year 1.
- Quarterly district alignment meetings conducted, with outcomes documented and shared.

Alignment to Overarching Values and CS Framework:

This priority reflects shared power and transparency by ensuring governance structures include all voices and align with district-wide priorities.

CL Goal 2: Build Capacity for Collaborative Leadership

McKinley will equip stakeholders with the skills and tools to lead effectively, fostering equity and shared responsibility in governance.

Action Steps:

1. **Leadership Training:** Provide professional development sessions for CSAC members, staff, families, and students on collaborative decision-making, facilitation skills, and equity-focused leadership.
2. **Participatory Budgeting:** Implement participatory budgeting processes to enable stakeholders to allocate resources collaboratively.
3. **Mentorship Programs:** Establish mentorship opportunities to guide new leaders and build continuity within governance structures.

Measures of Progress:

- 75% of CSAC members and key staff complete leadership training by the end of Year 1, as tracked through attendance and post-training surveys.
- Participatory budgeting implemented, with resources allocated for at least two community-driven initiatives.
- Stakeholder surveys show at least 85% satisfaction with leadership training and support systems.

Alignment to Overarching Values and CS Framework:

This priority supports racially-just, relationship-centered spaces by fostering equity in leadership opportunities. It reflects possibility thinking by empowering stakeholders to envision and enact meaningful change.

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

McKinley will ensure that governance structures are inclusive, accessible, and representative of the school's diverse community.

Action Steps:

1. **Inclusive Recruitment:** Actively recruit members from underrepresented groups, including English Learners, families experiencing homelessness, and socioeconomically disadvantaged students, to join governance structures.
2. **Accessibility Supports:** Provide resources such as translation services, childcare, and flexible meeting times to remove barriers to participation.
3. **Student Leadership Opportunities:** Empower students through advisory roles within the CSAC and student-led initiatives that amplify their voices.

Measures of Progress:

- Representation of historically underserved groups will be increased during the CSAC by Year 1.

- At least two student-led initiatives implemented and documented by the end of Year 1.
- Attendance logs reflect consistent participation from diverse stakeholder groups in governance meetings.

Alignment to Overarching Values and CS Framework:

This priority ensures shared power and equity by prioritizing underrepresented voices in decision-making. Student engagement highlights classroom-community connections and the school's commitment to continuous improvement.

Transforming Vision into Action in Year One

In Year 1, McKinley Elementary will focus on embedding collaborative leadership into its daily operations, ensuring that governance structures are sustainable and reflective of community needs:

- 1. Refining Governance Structures:**
 - Complete governance mapping to enhance integration between SSC, ELAC, and the CSAC.
 - Conduct quarterly reviews to assess progress and adapt strategies.
- 2. Enhancing Leadership Capacity:**
 - Deliver professional development sessions focused on equity, participatory governance, and facilitation skills.
 - Establish mentorship programs to support new leaders and build continuity.
- 3. Fostering Inclusive Participation:**
 - Prioritize outreach to underrepresented families through bilingual communication and culturally affirming practices.
 - Empower students through leadership roles and opportunities to shape school initiatives.

System of shared governance and site-level leadership structure

McKinley Elementary School's governance framework is designed to ensure inclusive and transparent decision-making by actively engaging students, families, staff, and community members. Rooted in the California Community Schools Framework, this structure prioritizes shared power, equity, and alignment with district-wide goals, as outlined in the Local Control Accountability Plan (LCAP).

District-Level Leadership

At the district level, the **CJUSD Community Schools Advisory Committee** provides strategic direction and ensures that McKinley's efforts align with district priorities. This committee offers essential guidance on funding, policies, and initiatives, serving as a conduit for resources and expertise that support school-level implementation.

Site-Level Leadership

At the site level, the **McKinley Community Schools Advisory Council (CSAC)** serves as the central decision-making body, fostering collaboration and accountability among all stakeholders. The CSAC ensures that McKinley's community school strategies are responsive to the needs of its students and families while remaining aligned with district goals.

The CSAC includes representatives from:

- **School Site Council (SSC):** Oversees school-wide planning and budgetary decisions.
- **English Learner Advisory Committee (ELAC):** Advocates for English Learners, ensuring their voices are central to the school's plans and priorities.
- **Students:** Provide insights into school culture and lead initiatives that reflect the needs and aspirations of their peers.
- **Families:** Offer perspectives on community challenges and opportunities, ensuring historically underserved groups have a voice in shaping school decisions.
- **Community Partners:** Contribute expertise, resources, and services to enhance student outcomes and strengthen family engagement.

Subcommittees for Targeted Action

To address specific priorities, the CSAC is supported by subcommittees focused on critical areas such as academic interventions, mental health supports, and family engagement. These subcommittees are empowered to design and implement targeted strategies that align with the broader vision of the community school.

Student Leadership and Empowerment

Students play an integral role in McKinley's governance structure. Through advisory roles in the CSAC and participation in student-led initiatives, they actively contribute to shaping the school's culture and priorities. These opportunities foster leadership skills and ensure that decisions are informed by the lived experiences of McKinley's youth.

Continuous Improvement and Feedback

The CSAC is committed to ongoing evaluation and refinement of its strategies. Quarterly reviews provide an opportunity to assess progress on goals, address emerging needs, and incorporate feedback from stakeholders. This iterative process ensures that the governance system remains adaptive and responsive to the evolving needs of McKinley's community.

Alignment with District Priorities

By integrating the guidance of the CJUSD Community Schools Advisory Committee with the on-the-ground leadership of the CSAC, McKinley ensures that its efforts are not only locally relevant but also aligned with district-level initiatives. This alignment allows the

school to leverage resources effectively and sustain its community school strategy over time.

This shared governance structure empowers all stakeholders at McKinley to contribute meaningfully to the school's transformation, creating a collaborative and equitable foundation for lasting success.

Strategy 4: Sustaining Staff and Resources (SSR)

A focus on staffing and sustainability ensures that McKinley Elementary can maintain the human and financial resources needed to support its students, families, and community over time. By addressing the immediate needs of the target population while building long-term capacity, McKinley's community school strategy aims to create lasting impacts beyond the life of the grant.

Site Level Goals and Measures of Progress

SSR Goal 1. Targeted Staffing to Serve Student Needs

Goal: Ensure that staffing directly addresses the diverse academic, social-emotional, and behavioral needs of McKinley's student population, with a focus on equity and inclusion.

Action Steps:

- **Increase School-Based Support Services:** Hire counselors, social workers, and behavior specialists trained in trauma-informed care to support student well-being and address absenteeism.
- **Mentor and Peer Support Programs:** Introduce peer and mentor-based programs where older students and trained adults provide structured emotional and academic guidance.
- **Professional Development:** Implement district-supported training for staff in restorative practices, cultural competency, and strategies to engage ELs.

Measures of Progress:

- Provide access to at least three additional staff members, including bilingual counselors and behavior specialists, by the end of 2026.
- Provide professional development to 90% of staff, with a focus on culturally responsive and trauma-informed practices, by Spring 2026.
- Decrease chronic absenteeism by 3% overall and by 5% for ELs and homeless students by Spring 2026.

SSR Goal 2. Recruitment and Hiring of Diverse, Multilingual Staff

Goal: Build a diverse and multilingual workforce reflective of McKinley's community and student demographics, ensuring that all students feel represented and supported.

Action Steps:

- **Diverse Talent Pipelines:** Partner with local colleges and community organizations to recruit multilingual, culturally responsive staff.
- **Equity in Hiring:** Provide equity-focused training for hiring committees to reduce bias and ensure fair hiring practices.

- **Retention Strategies:** Offer mentorship programs and professional growth opportunities to retain high-quality staff.

Measures of Progress:

- Increase access to multilingual support team members by 25% by the end of Year 1.
- Conduct quarterly retention reviews to identify and address staff needs.
- Secure district support to fund retention initiatives, including stipends and professional growth pathways.

SSR Goal 3. School-Level and LEA-Level Coordination

Goal: Ensure seamless collaboration between site-level and district-level leadership to align goals, streamline resource allocation, and maintain accountability.

Action Steps:

- **Site-Level Coordination:** The Community Schools Site Specialist (CSSC) will oversee site-specific implementation, facilitate partnerships, and ensure alignment with student needs.
- **District Collaboration:** Collaborate with the LEA-level Community School Director to align site goals with district initiatives, including LCAP priorities and funding strategies.

Measures of Progress:

- CSSC role sustained through grant funding for five years and integrated into LCAP funding after Year 5.
- Conduct monthly meetings between the CSSC and district coordinator to monitor progress and address challenges.

SSR Goal 4. Data-Driven Decision-Making

Goal: Use data from needs and asset assessments to refine strategies, monitor progress, and ensure accountability in staffing and resource allocation.

Action Steps:

- **Data Integration:** Use school-level metrics, such as attendance rates and family engagement data, to evaluate program effectiveness.
- **Continuous Improvement:** Conduct biannual reviews with stakeholders to assess outcomes and adjust strategies based on data insights.

Measures of Progress:

- Publish biannual progress reports to share outcomes with stakeholders.

- Achieve at least 80% satisfaction from families and staff on data-informed decision-making processes by Spring 2027.

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.
Jennifer Pedroza, 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

McKinley Elementary is committed to creating a sustainable community school strategy that continues to address the needs of its students and families long after the initial implementation grant ends. By institutionalizing critical roles, leveraging multiple funding sources, engaging stakeholders in resource planning, and fostering enduring partnerships, McKinley aims to embed its community school framework into the fabric of the district's operations and culture.

Plans and Steps for Sustainability

1. Institutionalizing Key Roles and Programs

Goal: Embed the Community Schools Specialist (CS Specialist) and key programs into district and site-level strategic plans, ensuring their continuation as integral components of McKinley's operations.

Steps:

- Work with district leadership to prioritize the CS Specialist role in the Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA).
- Align core services such as mental health counseling, behavioral supports, and academic interventions with district-wide strategic goals to solidify their importance.
- Conduct quarterly meetings with district representatives to review progress and advocate for the integration of essential roles into district funding streams.

2. Leveraging Diverse Funding Sources

Goal: Secure sustainable funding through multiple avenues, reducing reliance on grant funding by diversifying revenue streams.

Steps:

- Train the CS Specialist and administrative staff in MediCal reimbursement procedures to secure funding for services such as trauma-informed care and behavioral health counseling.
- Pursue additional grants from public and private foundations to support new initiatives like enrichment programs and infrastructure improvements.
- Partner with community organizations, local businesses, and nonprofits to secure financial contributions and in-kind support for extracurricular and support services.

3. Engaging Stakeholders in Budgeting and Advocacy

Goal: Ensure that families, students, and community partners have a voice in shaping funding priorities and advocating for sustained investment in the school.

Steps:

- Use participatory budgeting to involve stakeholders in resource allocation decisions, ensuring alignment with community priorities.
- Facilitate regular Community Schools Advisory Council meetings to discuss funding needs, evaluate program outcomes, and celebrate successes.
- Share success stories, data-driven outcomes, and impact reports with district leaders, policymakers, and external funders to advocate for continued investment.

4. Building Community Partnerships

Goal: Cultivate strong, lasting relationships with external organizations to provide ongoing support, expertise, and resources that enhance student success.

Steps:

- Strengthen existing partnerships with local health providers, educational institutions, and cultural organizations to expand school-based services.

- Develop new agreements with businesses and nonprofits to support mentorship programs, extracurricular activities, and family workshops.
- Host annual partnership forums to celebrate successes, identify emerging needs, and renew commitments from community stakeholders.

5. Developing a Phased Transition Plan

Goal: Transition smoothly from grant-funded initiatives to programs fully sustained by district and community funding sources over the long term.

Steps:

- Conduct annual evaluations to identify the most impactful and cost-effective elements of the community school strategy.
- Gradually shift funding for key roles and services from the implementation grant to district and community sources, ensuring continuity of services.
- Create a detailed timeline for funding transitions, with benchmarks for securing resources and institutionalizing initiatives into the district's operational budget.

Measures of Progress

- **Institutionalization:** Approval of a sustainability plan by the end of Year 1, outlining funding sources, roles, and partnerships.
- **Integration:** Embedding at least three key roles or services into the LCAP and SPSA by Year 2.
- **Funding:** Achieve 50% funding for key initiatives through MediCal reimbursement, district support, and external grants by Year 3.
- **Stakeholder Engagement:** Ensure 75% active participation of families and community partners in participatory budgeting and funding discussions by Year 3.

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.