

### Performance Gaps

ACMS will continue to be intentional in supporting homeless, foster and SPED populations with their academic, social emotional growth and attendance. Diagnostic data will be collected to determine focus standards. Staff is able to provide individual lessons thru small group instruction to students. ACMS is re-configuring our Tier 3 interventions in mathematics. We are meeting through our ILT, PLC and staff meetings to look at data & strategies that will best serve our students. Small groups, quarterly goal setting, data and standard based practices, peer tutors, formative common assessments with data groups, rubrics, success criteria and uses of FIAB/IAB's are some of the practices we are focusing on.

### Supplemental Services

ACMS will be using categorical funds for tier 3 supports with a focus on our at-risk, low-income, SWD, EL, homeless and foster youth. In tier 3 intervention we will be using Lexia Power Up for ELD and SIPPs +/-challenge like programs to support students on a daily basis with a ongoing intervention plan with goals and progress monitoring for ELA and math. Tier 3 instruction should target essential skills and concepts that allow students to work on essential grade level standards. We also have access to CCESIS funds to support our students in SEL. We will be using the data from the fall and spring SEL survey to help determine next steps.

## **CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN**

The Lancaster Elementary School District (LANCSD) has embraced a collaborative approach by integrating the California Community Schools Partnership Program (CCSPP) Implementation Plan into the Single Plan for Student Achievement (SPSA). This collaborative effort aims to improve alignment and efficiency in meeting shared educational goals. The integration allows for streamlined strategies, reduced duplication, and better coordination of resources and interventions. It also simplifies progress tracking and reporting, supports continuous adjustments, and fosters stronger collaboration among educational partners. This inclusive approach ensures a comprehensive, community-focused strategy for student success, making everyone involved feel part of a unified team.

In Spring 2023, the Lancaster Elementary School District (LANCSD) was awarded 22 five-year (2023-2028) Community Schools Implementation Grants. These grants, in partnership with site leaders, staff, parents, students, and community partners, signify a significant step towards a unified vision of establishing community-based learning hubs. With the active involvement of our community partners, these hubs will offer students and families access to comprehensive support services and resources in a centralized location, fostering holistic growth and strengthening community engagement.

The California Community Schools Framework (CA CS Framework) defines essential elements for successful community schools, including Four Pillars, Four Key Conditions for Learning, Four Cornerstone Commitments, and Four Proven Practices. The Lancaster Elementary School District (LANCSD) has identified four key Community Schools priorities to improve student outcomes in alignment with this framework,

as informed by the previous year's data analysis. These priorities are: (1) Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services; (2) Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education; (3) Building the capacity of educators and staff to meet the academic and developmental needs of students through a Multi-tiered System of Supports (MTSS); and (4) Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction. These priorities are fully aligned with the CA CS Framework and support the overarching goals of Lancaster Elementary School District's Local Control Accountability Plan (LCAP), which include promoting academic achievement, equitable learning practices, and creating safe, supportive environments.

To implement and continuously enhance a whole-child approach to school improvement across the Lancaster Elementary School District, each school will engage in ongoing evaluation, reflection, and cycles of continuous quality improvement throughout the CCSPP grant and beyond. This process will focus on assessing the fidelity of implementation and the impact of CCSPP investments and initiatives. In collaboration with LANCSD and various educational partners, each school will annually review and update the Implementation Plan to reflect the progress and evolving needs of the community schools. The results will inform this review of the Needs and Assets Assessment and course corrections derived from continuous improvement efforts and school community engagement. The annual review process will incorporate data from the School Plan for Student Achievement (SPSA), YouthTruth Survey results, local assessment results, California school Dashboard, evaluation reports from previous and current years regarding the Four Pillars of Community Schools, and the Capacity-Building Strategies (Shared Commitment, Understanding and Priorities, Centering Community-Based Learning, Collaborative Leadership, Sustaining Staff and Resources, and Strategic Community Partnerships).

## **COLLECTIVE PRIORITIES OF LANCASTER DISTRICT COMMUNITY SCHOOLS:**

Priority	Outcome
<p><b>Priority 1:</b> Enhancing academic performance, social-emotional development, and student well-being by strengthening integrated student support services.</p>	<p>Success will be determined by comparing actual outcomes to baseline outcomes, including:</p> <ul style="list-style-type: none"> <li>• CAASPP and i-Ready Diagnostic Assessments) to evaluate students' academic achievement</li> <li>• YouthTruth Survey results to assess school climate, student engagement, and social-emotional development</li> <li>• Multiple behavioral outcome measures, including attendance rates, chronic absenteeism, and suspension/expulsion rates</li> </ul>
<p><b>Priority 2:</b> Empowering parents and families to contribute to their children's success by providing access to community resources and fostering active engagement in education.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Regularly administering surveys and conducting focus groups with parents, families, and community members to gather qualitative feedback on the perceived quality of community school services and the effectiveness of home-school-community engagement efforts</li> <li>• Analyzing year-over-year results from the Whole Child and Family Support Inventory to assess progress and identify areas for improvement</li> </ul>
<p><b>Priority 3:</b> Building the capacity of educators and staff to meet students' academic and developmental needs through a Multi-tiered System of Supports (MTSS).</p>	<p>Success will be determined by reviewing teacher and staff surveys, such as the YouthTruth and other site-specific surveys.</p>
<p><b>Priority 4:</b> Enhancing and expanding access to after-school, intersession, and summer learning opportunities to complement in-school instruction.</p>	<p>Success will be determined by:</p> <ul style="list-style-type: none"> <li>• Increases in annual attendance in expanded learning programs</li> <li>• Growth in the number of out-of-school activities and events offered</li> <li>• Improved academic performance and student behavioral outcomes among expanded learning program participants (EL, Homeless, Foster Youth), as measured by CAASPP, ELPAC, and i-Ready Diagnostic scores, as well as redesignation rates of English Learners to Fluent English Proficient (RFEP)</li> </ul>

## CCSPP WHOLE CHILD AND FAMILY SUPPORTS INVENTORY:

For each potential support below, please identify if the support was part of your Community Schools Implementation Plan or Needs and Assets Assessment.

Potential Support	Are these whole child and family supports part of your Community Schools Implementation Plan/Needs and Assets Assessment?
	YES/NO
Health Screening and Services (vision, dental, hearing, neurological, physical health)	YES
Mental Health Screening and Services	YES
Nutrition Services and Support	YES
Academic Support (tutoring, specialist, etc.)	YES
Counseling/Wellness Center	YES
Multi-Tiered System of Support (MTSS)	YES
Coordination of Services Team (COST Team)	NO
Before School (times/services)	YES
After School (times/services)	YES
Summer/Intersession Programs	YES
During School (learning pathways, differentiated instruction, lab times, etc.)	YES
Teacher Leadership Development and Opportunities	YES

Parent Leadership Development and Opportunities	YES
Student Leadership Development and Opportunities	YES
Shared Decision-Making Bodies that center the voices of students, families, and community	YES
Multiple Modes of Family Communication & Involvement (e.g., student-teacher-family conferences, regular class information & outreach)	YES
Home Visits	YES
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.)	NO
Positive Behavioral Interventions and Supports (PBIS)	YES
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, trauma-formed practices, CHK, conflict resolution, etc.)	YES
Programs and practices that teach social-emotional skills (e.g., SEL curriculum (Sown to Grow, Second Step, Wondergrove, Kelso's Choice), mindfulness practices, etc.)	YES
Project-Based Learning	NO
Culturally-Sustaining and Responsive Curriculum and Pedagogy	YES
Community-Based Curriculum, Pedagogy, and Projects	NO
Personalized Learning Plans	YES
Performance Assessments (e.g., capstones, portfolios, etc.)	NO

Advisory System to ensure every student has a home base/family group and an advisor who knows them well	YES
Other: Write In	
Other: Write In	
Other: Write In	

**STRATEGY 1: SHARED COMMITMENT, UNDERSTANDING, AND PRIORITY:**

**PART A:** Describe the developmental plans for ensuring the [Overarching Values](#) are reflected in your community schools work.

**ACMS is committed to providing racially-just, relationship-centered spaces by embedding trauma-informed and restorative practices into the fabric of its school culture. Through ongoing professional development, staff will deepen their understanding of how trauma, bias, and systemic inequities impact student behavior and learning. Educators will be equipped with strategies to build authentic, trust-based relationships with students and families, creating classrooms that prioritize emotional safety, empathy, and belonging. Restorative practices will be used to promote accountability, healing, and community repair, rather than exclusionary discipline. By centering student voice and cultural responsiveness in all interactions, ACMS aims to cultivate an inclusive environment where every student is seen, heard, and valued—ensuring equitable access to meaningful learning opportunities for all.**

**ACMS is strengthening classroom-community connections by prioritizing high-quality Tier I instruction and the strategic use of small-group instructional practices. Teachers collaborate in professional learning communities to design clear, standards-based lessons that include culturally responsive teaching and universal supports to meet the diverse needs of all learners. By emphasizing inclusive and engaging whole-class instruction, ACMS ensures that all students feel connected to the learning community. In addition, small-group instruction is used to provide targeted support, allowing teachers to build stronger relationships with students and tailor learning experiences to individual needs. This dual focus fosters a more personalized, community-oriented classroom environment where every student is actively engaged, supported, and empowered to succeed.**

**ACMS is actively cultivating a sense of shared power through a collaborative leadership model that values and uplifts the voices of staff, parents, and community members in meaningful decision-making processes. The school engages stakeholders through inclusive structures such as the School Site Council, English Learner Advisory Council (ELAC), African American Advisory Council (AAAC), and other parent and community forums. These groups serve as platforms for dialogue, planning, and shared responsibility in shaping school priorities and initiatives. Staff members are also empowered to take on leadership roles through site-based teams, professional learning communities, and special project committees. By fostering transparency, encouraging diverse perspectives, and co-creating solutions, ACMS is building a leadership culture rooted in trust, mutual respect, and collective ownership of the school's mission and vision.**

**ACMS is deepening its commitment to continuous improvement by empowering each Professional Learning Community (PLC) collaborative team to engage in structured improvement cycles. These cycles are driven by student data, allowing teams to identify specific learning gaps, set targeted goals, and monitor progress over time. PLCs regularly analyze formative and summative assessment results, use data to inform instructional decisions, and adjust teaching strategies to meet the evolving needs of their students. Through ongoing collaboration and collective problem-solving, teachers develop and refine high-quality instructional practices. This focus on data-informed, team-based decision making ensures that all students benefit from responsive, effective instruction and that the school remains focused on measurable growth and equity for all learners.**

**PART B:** Describe how you will engage historically marginalized student and family groups.

**ACMS will implement a multi-tiered approach to engage historically marginalized student and family groups, with a focus on students of color, system-involved students, and unhoused students. Strategies will include:**

- 1. Culturally Responsive Practices: Staff will receive ongoing professional development in culturally responsive teaching and communication to ensure that all students feel seen, valued, and respected in the learning environment.**
- 2. Targeted Family Outreach: ACMS will partner with community liaisons and family advocates to conduct intentional outreach to families who may face barriers to engagement, including home visits, flexible meeting times, and multilingual communication.**
- 3. Dedicated Support Services: The school will provide wraparound services, including counseling, social-emotional learning support, and referrals to housing, food, and mental health resources, ensuring that basic needs are met so students can thrive academically.**
- 4. Affinity and Support Groups: ACMS will continue developing student affinity groups and safe spaces, such as mentoring programs and lunch clubs, where students of color and other marginalized groups can connect, build confidence, and voice their experiences.**
- 5. Inclusive Decision-Making: Families from historically marginalized communities will be actively invited to participate in leadership and advisory roles, such as ELAC, AAAC, and School Site Council, ensuring their perspectives help shape school policies and practices.**
- 6. Restorative and Trauma-Informed Practices: To build trusting relationships and reduce punitive discipline, ACMS will use restorative circles and trauma-informed responses that support healing, repair harm, and promote student belonging.**

**Through these intentional, equity-centered strategies, ACMS aims to eliminate barriers to engagement and foster a school community where every student and family feels empowered, included, and supported.**

### **PART C: GOALS AND ACTIONS:**

Please describe the top three goals for your community schools' initiative based on your Needs and Assets Assessments and their associated actions. At least one goal should be identified from the Whole Child and Family Inventory.

Goal	Was this goal submitted with the first APR?	Explain how the school has developed it, particularly as it relates to your Needs and Assets Assessment.	Explain the action(s) you took in the SY 2024-2025 to meet this goal.
<p>Goal 1: CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities - ACMS will see an increase in student achievement by continuing to offer tutoring services for all students in the area of English language arts, using Community Schools funds. ACMS students will grow 5 points closer to standard on the CAASPP ELA Assessment by the administration of the 2026 CAASSP Assessment.</p>	<p>NO</p>	<p>This school goal was developed through a collaborative process grounded in ACMS's commitment to the California Community Schools Partnership Program (CCSPP) Strategy 1: Shared Commitment, Understanding, and Priorities. Stakeholders, including teachers, administrators, family members, and community partners, examined student achievement data and identified persistent gaps in English language arts performance, particularly among students in Tier 3 intervention. Recognizing the positive impact of targeted academic support, the team prioritized the continued use of Community Schools funds to sustain and expand tutoring services in ELA. This goal reflects a shared belief that focused intervention, when paired with consistent instructional support, will result in measurable growth, with the aim of students moving 5 points closer to</p>	<p>This is a newly established goal for the 2025-2026 school year.</p>

		standard on the CAASPP ELA assessment by 2026.	
<p>Goal 2: CCSPP Strategy 1: Shared Commitment, Understanding, &amp; Priorities - We will see an increase in student achievement by continuing to offer tutoring services for all students in the area of mathematics using Community School Funds. Academics - Students will grow 5 points closer to standard by the 2026 CAASPP administration.</p>	NO	<p>This goal was developed through a collaborative process aligned with CCSPP Strategy 1: Shared Commitment, Understanding, and Priorities. ACMS stakeholders, including staff, families, and community partners, reviewed site-level math achievement data and identified a need to strengthen support for students. The data showed that many students were performing below standard in mathematics, prompting the team to prioritize targeted academic interventions. Building on the success of current tutoring efforts, the decision was made to continue and refine these services using Community School funds. The shared commitment to equity and academic growth led to the establishment of this goal, with the expectation that students will demonstrate measurable progress by growing 5 points closer to standard on the CAASPP math assessment by 2026.</p>	<p>This is a newly established goal for the 2025-2026 school year.</p>

<p>Goal 3: CCSPP Strategy 2: Centering Community Based Learning - We will see an increase in language development by offering tutoring services for multi-language learners using Community School Funds. By May 2026, Multi-Language Learners will demonstrate growth and will increase their level of English proficiency as measured by the ELPAC Summative Assessment.</p>	<p>NO</p>	<p>This goal was developed in alignment with CCSPP Strategy 2: Centering Community Based Learning, through a collaborative process involving teachers, administrators, family members, and community stakeholders. Analysis of ELPAC data and language proficiency trends revealed that many multi-language learners at ACMS require additional support to accelerate their English language development. In response, stakeholders identified targeted tutoring as a key strategy to address this need and ensure equitable access to academic success. By leveraging Community School Funds, the school will offer focused tutoring services specifically designed to support language acquisition. This shared commitment to improving outcomes for multi-language learners led to the establishment of this goal, with the expectation that students will demonstrate measurable growth in English proficiency by May 2026, as evidenced by ELPAC summative results.</p>	<p>This is a newly established goal for the 2025-2026 school year.</p>

<p>Goal 4: CCSPP Strategy 5: Strategic Community Partnerships: Community schools will help support students through professional development with teachers on how to build classroom communities that are welcoming and inclusive for all students and families. By May 2026, ACMS will reduce it's suspension rate by 1%.</p>	<p>NO</p>	<p>This goal was developed in response to feedback gathered through family and student surveys, which highlighted a need for more inclusive, welcoming, and culturally responsive classroom environments. Many families expressed a desire for stronger relationships between school staff and students, and students reported that not all classrooms consistently foster a sense of belonging. In alignment with CCSPP Strategy 5: Strategic Community Partnerships, ACMS recognized the importance of leveraging community partnerships to provide professional development for teachers focused on building positive classroom communities. The professional development will emphasize inclusive practices, restorative approaches, and culturally responsive teaching. By strengthening these classroom environments, the school aims to improve student engagement and behavior, ultimately contributing to a 1% reduction in the suspension rate by May 2026.</p>	<p>This is a newly established goal for the 2025-2026 school year.</p>

<p>Goal 5: CCSP Strategy 5: Strategic Community Partnerships: Using Community School's funds, ACMS will provide mental health and wellbeing resources for students and their families. By May 2026, ACMS will provide resources, activities, and supports to increase students' sense of belonging on campus.</p>	<p>NO</p>	<p>This goal was developed through an analysis of multiple data sources, including YouthTruth student surveys, Capturing Kids' Hearts (CKH) survey results, and Sown-to-Grow social-emotional learning data. YouthTruth feedback indicated that a significant number of students did not feel a strong sense of connection or belonging at school, while CKH surveys revealed inconsistencies in the implementation of relationship-building strategies across classrooms. Additionally, Sown-to-Grow data showed elevated levels of student stress and emotional dysregulation, particularly among students with repeated behavior incidents. In response, ACMS aligned this goal with CCSP Strategy 5: Strategic Community Partnerships, identifying a need for professional development focused on creating welcoming, inclusive, and culturally responsive classroom communities. By strengthening teacher capacity in these areas, the school aims to proactively address student needs, foster a stronger sense of belonging, and reduce the suspension rate by 1% by May 2026.</p>	<p>This is a newly established goal for the 2025-2026 school year.</p>

## GOAL ANALYSIS:

Describe any changes made to your planned goals, metrics, desired outcomes, or actions for the coming school year that resulted from reflections on prior practice. These reflections can include any substantive differences in planned actions and actual implementation of these actions, considerations of how effective specific actions were in making progress toward the goal, as well as identified areas of growth and any solutions you developed. (300 words or less)

**All goals have been newly developed for the 2025-2026 school year.**

**ACMS has engaged in a comprehensive and collaborative process to develop new California Community Schools Partnership Program (CCSPP) goals and actions, drawing on a wide range of student and family data. Stakeholders—including teachers, classified staff, administrators, parents, community partners, and students—were involved through advisory committees, focus groups, and one-on-one interviews to ensure that multiple perspectives were represented. The school conducted an in-depth review of academic data, including CAASPP and iReady scores, to identify areas of instructional need, particularly in English language arts and mathematics. In parallel, social-emotional and school climate data from YouthTruth surveys, Sown-to-Grow check-ins, and CKH surveys were analyzed to assess students' sense of belonging, emotional well-being, and connectedness to school.**

**Disciplinary and attendance trends, including suspension and chronic absenteeism rates, were also examined to understand barriers to student success and engagement. Input from focus groups and interviews with students, families, and staff provided valuable qualitative context to support and deepen the understanding of the data. This inclusive approach allowed ACMS to co-construct CCSPP goals that are both data-driven and community-informed, targeting academic growth, equitable access to support services, stronger family-school partnerships, and improved school climate. As a result, each goal reflects a shared commitment to student achievement, well-being, and equity, grounded in the lived experiences and voices of the ACMS school community.**

## STRATEGY 2: CENTERING COMMUNITY-BASED LEARNING:

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

The goals described above will assist educators in deepening their understanding of students and families while also building their capacity to implement the theoretical and practical elements of community-based learning. By analyzing a wide range of student data—including academic performance, social-emotional indicators, and family engagement feedback—educators gain a holistic view of each learner’s strengths, needs, and lived experiences. This data-driven approach encourages teachers to move beyond surface-level instruction and develop relationships rooted in empathy, responsiveness, and cultural awareness.

Through professional development aligned with CCSPP strategies, educators will explore the theoretical foundations of community-based learning, including equity, shared power, and culturally responsive pedagogy. Practical implementation is supported through collaborative structures such as PLCs, restorative practices, family partnerships, and inclusive classroom design. As teachers work alongside families and community partners to co-create learning goals, supports, and opportunities, they begin to see the classroom not as an isolated space, but as part of a broader, interconnected ecosystem. Ultimately, these goals empower educators to become more reflective, inclusive, and community-anchored in their approach—ensuring that all students are known, valued, and supported in their academic and personal growth.

### **STRATEGY 3: COLLABORATION LEADERSHIP:**

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

ACMS has established multiple systems of shared governance that ensure collaborative decision-making across all aspects of the school community. The Instructional Leadership Team focuses on academic achievement and instructional improvement, while the PBIS Team addresses school-wide behavioral supports and interventions. Additionally, the Social-Emotional Learning Team guides decisions related to the social-emotional development and well-being of students and their families. Families also play a vital role in shared governance through active participation in advisory committees such as the English Learner Advisory Committee (ELAC), African American Advisory Council (AAAC), and School Site Council (SSC). Beyond formal committees, parent and caregiver voices are regularly gathered through surveys, focus groups, and community conversations, ensuring that stakeholder input informs key decisions and reflects the diverse needs of the school community.

### **STRATEGY 4: SUSTAINING STAFF AND RESOURCES:**

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

**ACMS is committed to building long-term sustainability beyond the life of the CCSPP implementation grant by embedding the core strategies and structures of the Community Schools model into the school's ongoing systems, staffing, and culture. Key to this sustainability plan is the development of internal capacity—through professional development, leadership cultivation, and collaborative team structures—so that practices such as restorative justice, trauma-informed care, and inclusive family engagement become standard components of how the school operates.**

**ACMS will also continue to leverage existing district resources, braid funding streams, and build strong partnerships with community-based organizations to maintain essential services and supports. The school is investing in data-driven continuous improvement processes that ensure adaptability and effectiveness over time, regardless of funding changes. Additionally, the cultivation of strong family and community leadership through advisory councils and shared governance structures will help ensure continued advocacy and accountability. By aligning the CCSPP initiatives with broader school improvement goals and district priorities, ACMS aims to create a self-sustaining, equity-driven model that will continue to benefit students and families for years to come.**

## **STRATEGY 5: STRATEGIC COMMUNITY PARTNERSHIPS:**

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

**ACMS builds partnerships that are deeply responsive to the vision and priorities of its students, staff, families, and community members by engaging in authentic collaboration, shared decision-making, and continuous reflection. The school actively seeks input through multiple channels—including advisory councils such as ELAC, AAAC, and SSC; stakeholder surveys; focus groups; and individual interviews—to understand the unique needs, aspirations, and lived experiences of its diverse community. These insights directly inform the development of school goals, actions, and resource allocation under the CCSPP framework.**

**ACMS prioritizes partnerships with organizations and agencies that align with the school's commitment to equity, academic achievement, social-emotional wellness, and culturally responsive practices. Community partners are not seen as external providers, but as co-educators and co-creators who help deliver services such as tutoring, mental health support, and family education. Through systems of shared governance—including the Instructional Leadership Team, PBIS Team, and SEL Team—ACMS ensures that staff members play an integral role in shaping campus-wide strategies that reflect collective priorities.**

**By aligning these partnerships with a vision of inclusion, empowerment, and student-centered learning, ACMS has created a community school environment where all stakeholders are valued contributors to student success and school improvement. This collaborative and responsive approach ensures that partnerships are not only sustainable but also continuously evolving to meet the changing needs of the ACMS community.**

