



2025 CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM

Lindsay Unified School District – Implementation Plan



Lincoln Elementary



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CORE COMMITMENTS: CORE COMMITMENTS: LUSD’s COMMITMENT TO IMPLEMENTING THE COMMUNITY SCHOOL FRAMEWORK

Lindsay Unified School District (LUSD) has demonstrated a steadfast commitment to equity-driven, student-centered education, ensuring that every learner has access to the academic, social, emotional, and health services necessary to thrive. Recognizing that schools are more than just places of instruction, the district has embraced the community school model as a comprehensive approach to holistic student success. This work has been intentionally developed over multiple years, with progressive planning efforts, stakeholder collaboration, and data-driven strategies shaping the district’s long-term vision for integrated community schools.

The foundation for this initiative was laid through the 2022 Federal Full-Service Community Schools (FSCS) Grant and the 2023 CCSP Capacity Grant, which provided critical support for assessing needs, strengthening partnerships, and designing infrastructure. These grants allowed the district to pilot key support systems, establish cross-sector collaborations, and ensure that every school site had the resources and structures necessary to implement a sustainable community school model. With the *CCSP Cohort 4 Implementation Grant*, LUSD is now poised to expand and refine these efforts, implementing the full community school framework across eight schools.

To ensure effective and sustainable implementation, LUSD has engaged in extensive planning efforts, bringing together a broad coalition of district leaders, school staff, families, and community partners. The district facilitated a series of strategic planning meetings, where key stakeholders reviewed data, identified priorities, and aligned goals with the CCSP framework. These meetings were critical in refining the district’s implementation strategy, ensuring that services, supports, and governance structures were responsive to student and family needs.

As part of the district’s commitment to continuous improvement and data-driven decision-making, the Lindsay Family Resource Center (FRC) contracted with a research and evaluation firm, *Barbara Aved Associates*, to conduct a comprehensive school and community needs assessment. This assessment provided a holistic understanding of student and family needs, identifying gaps in existing services and opportunities for growth. The process engaged a diverse range of stakeholders, including students, educators, administrators, classified staff, parents, union representatives, and community partners, ensuring that implementation efforts were equitable, inclusive, and aligned with real community needs.

To support implementation, LUSD established Core Teams at both the district and site levels, ensuring that leadership structures were in place to drive success. The District Core Team meets monthly to oversee program integration, referral processes,

School	Number of Students
Kennedy Elementary	360
Jefferson Elementary	381
Lincoln Elementary	384
Reagan Elementary	373
Roosevelt Elementary	502
Washington Elementary	744
John J. Cairns, Alt Ed	134
Lindsay High School	1,109
Total Students	3,987



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and service alignment. At the school level, Site-Level Core Teams work collaboratively to coordinate student support services, monitor progress, and address emerging challenges. Additionally, a Mental Health Team has been formed to streamline school-based therapy services, oversee referral procedures, and provide staff training on trauma-informed practices.

Throughout the planning and needs assessment process, Washington Elementary and John J. Cairns (Alt Ed) have emerged as the ***district's model community school sites***, serving as proven examples of successful implementation. During the needs assessment, it was determined that Washington did not require additional study, as the existing data from other schools highlighted similar challenges and strengths. However, the inclusion of Alt Ed in the assessment proved invaluable, showcasing the transformative impact of the community school model on its campus.

These two sites will play a critical role in shaping the district-wide expansion of the CCSPP framework. Their Community School Coordinators and Lead Clinician will serve as mentors and trainers, guiding the new CSCs and clinicians at other school sites. The structure of their Wellness Centers, integration of support services, and parent engagement strategies will serve as the blueprint for other schools transitioning into full community school implementation. Additionally, the Standard Operating Procedures (SOPs) developed for Washington and Alt Ed have informed the district-wide framework, ensuring cohesion and consistency across all sites. Moving forward, these two schools will be instrumental in scaling best practices, with their staff actively contributing to professional development, service integration, and continuous improvement efforts across the district.

District-wide collaboration extends beyond school teams, addressing systemic concerns identified in the needs assessment. The Community School Coordinator and Healthy Start Director work closely with the Directors of Nutrition, Technology, and Maintenance to resolve operational challenges, such as food quality, technology repair delays, and facility maintenance backlogs. With the support of the Assistant Superintendent of Business Services, these leaders are actively improving service delivery, optimizing resources, and enhancing the overall student experience.

Lindsay Unified School District (LUSD) has cultivated a network of strategic partnerships with healthcare providers, local government agencies, nonprofit organizations, and mental health services to enhance the implementation of the community school model. **Kawah Health** has played a crucial role in expanding wraparound health services, collaborating with the district to establish *mobile mental health services* at multiple school sites. Healthy Start would expand FRC Satellites offering case management, mental health resources, and parent engagement programs. **The City of Lindsay**, led by Mayor Misty Villarreal, has been a vocal advocate for the Community Schools Initiative, supporting efforts to expand student wellness programs, enhance community engagement, and increase access to family-centered support services. **Turning Point of Central California**, through its Children's Mental Health Program, has provided critical mental health interventions and student wellness resources, reinforcing targeted, trauma-informed care that aligns with LUSD's commitment to removing barriers to student success. These partnerships, alongside additional collaborations with regional service providers, ensure that the



district’s community school initiatives remain deeply integrated, sustainable, and responsive to the evolving needs of students and families.

DESCRIBE THE DEVELOPMENTAL PHASE FOR EXPLORATION, EMERGING, EVOLVING, AND EXCELLING THE CORE COMMITMENTS.

Commitment to Asset-Driven and Strength-Based Practices

Lindsay Unified leverages the strengths and cultural assets of students, families, and the broader community to create inclusive and supportive learning environments. Schools at the **evolving** stage—Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt—are actively integrating healing-centered approaches, social-emotional learning (SEL), and wellness initiatives into the school community while strengthening systems of support for students and families. Schools in the **excelling** phase, including Washington and John J. Cairns (Alt Ed) have fully embedded accessible, destigmatized, and culturally fluent health and wellness supports, ensuring that students receive integrated mental health services, family engagement opportunities, and equity-centered programming. As Lindsay High School (LHS) **emerges**, the school is beginning to align its student and family support systems with an asset-based approach, working toward a holistic implementation of wraparound services.

Commitment to Racially Just and Restorative School Climates

Creating a safe, restorative, and racially just school climate is a key priority in LUSD’s community school model. Schools at the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, have implemented Positive Behavioral Interventions and Supports (PBIS) and are expanding restorative practices, ensuring that students receive proactive interventions rather than punitive discipline. These schools are actively training educators, staff, and student leaders in culturally responsive conflict resolution, strengthening student voice in school climate initiatives. Schools that have reached the **excelling** phase, Washington and John J. Cairns (Alt Ed), have fully institutionalized restorative justice models, replacing exclusionary discipline with healing-centered practices that foster connection, accountability, and long-term behavioral growth. Meanwhile, LHS is in the **evolving** phase, continuing to expand its implementation of restorative approaches, building staff capacity for racial equity-focused discipline reform, and working toward a whole-school restorative framework.

Commitment to Powerful, Culturally Proficient, and Relevant Instruction

LUSD prioritizes culturally relevant, inquiry-based instruction that reflects the lived experiences of students while fostering critical thinking and engagement. Schools in the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, are deepening their commitment to multimodal, project-based, and collaborative learning while refining instructional practices that integrate students’ cultural backgrounds. These schools are actively working to enhance experiential learning opportunities, strengthen student agency in learning pathways, and expand competency-based education models. Schools in the **excelling** phase, Washington and John J. Cairns (Alt Ed) have



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fully integrated real-world learning experiences, utilizing co-teaching, mentorship programs, and career-connected learning to ensure that students see themselves reflected in curriculum and instructional design. LHS, in the **evolving** phase, continues to scale personalized, student-centered learning approaches, working toward a robust, culturally sustaining instructional framework.

Commitment to Shared Decision-Making and Participatory Practices

LUSD is committed to fostering a collaborative leadership model where students, families, educators, and community partners play an active role in school decision-making. Schools in the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, are continuing to strengthen school-based governance structures, such as Parent Advisory Councils, Student Leadership Teams, and Community School Steering Committees. These schools are working toward greater transparency in decision-making and increasing accessibility for historically underrepresented voices in policy discussions. Schools at the **excelling** phase, Washington and John J. Cairns (Alt Ed) have fully established shared leadership models, ensuring that stakeholders are deeply involved in shaping school policies, resource allocation, and strategic planning. LHS, currently **evolving**, is working toward strengthening its governance model, building greater student and family engagement in shaping school culture and instructional priorities.

PLAN FOR ESTABLISHING AND/OR MAINTAINING A COMMUNITY SCHOOL COORDINATOR (LEADER) TO WORK WITH STEERING COMMITTEES/ADVISORY COUNCILS, KEY STAFF AND PARTNERS WITHIN THE SCHOOL TO EXECUTE THE IMPLEMENTATION PLAN.

A well-structured leadership and implementation team is essential to ensuring the successful execution of the CCSPP Implementation Plan. LUSD has developed a comprehensive staffing model designed to **support coordinated service delivery**, family engagement, and whole-child support across all school sites. The Core Team, consisting of district and site-level leaders, will oversee program integration, service coordination, and continuous improvement to sustain the long-term success of the community school model.

District-Level Leadership

At the district level, a **Lead Community School Coordinator (LCSC)** will be responsible for ensuring that CCSPP implementation is carried out with fidelity across all sites. This individual will work directly with principals, Community School Coordinators (CSCs), and district leadership to integrate wraparound services, strengthen parent engagement efforts, and develop systems for program sustainability. The LCSC will also oversee a district-wide Parent Advisory Council, ensuring that families have a structured platform for input and shared decision-making. To enhance mental health services, LUSD will expand its behavioral health support network by hiring three additional **Mental Health Clinicians** to provide direct therapy services across the district. A **Clinical Lead** will oversee training, program development, and trauma-informed professional learning for staff, ensuring that students have access to consistent, high-quality mental health support (*See Job Descriptions in attachments*).



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School-Site Leadership

Each school site will have a dedicated **Community School Coordinator (CSC)** to manage the daily implementation of the community school framework. The CSC’s primary responsibilities include:

- Overseeing service coordination between schools, community agencies, and local service providers.
- Managing parent and family engagement programs, ensuring that families have access to leadership opportunities, workshops, and educational support.
- Supporting student case management, linking students to appropriate interventions, mental health services, and academic supports.
- Collaborating with school administrators and instructional teams to align school-based programs with CCSPS goals.
- Tracking and reporting on service utilization and program effectiveness.

To maintain consistency and program alignment, a district **Lead CSC** will provide ongoing support and supervision to all site-based CSCs. This individual will serve as a mentor and resource, ensuring that best practices in case management, student advocacy, and school-community engagement are shared across the district. Additionally, four (4) **Student Advocates** will be placed at school sites that currently do not have them, offering bullying prevention, behavior intervention, and social-emotional learning (SEL) support. All Student Advocates will receive specialized training in behavior management, conflict resolution, and trauma-informed practices to support students effectively (*See Job Description in attachments*).

Integrated Support for Families and Students

To remove barriers to parent engagement, **childcare aides** will be hired to support school sites during parent education activities and leadership meetings. This will ensure that families can fully participate in community school initiatives without logistical concerns. By investing in this comprehensive leadership and support model, LUSD is ensuring that each school has the personnel, expertise, and resources necessary to fully implement the community school model.

Please see the table on the following page that describes the composition and responsibilities of the implementation teams at each site.

LUSD TEAM	DESCRIPTION	MEMBERS
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District CORE	Meets Monthly to review all programs, integration, SOP's design, referral and linkage process	Director of Healthy Start (DHS), Student Services (SS), Curriculum (C), Lead CSC, CSC's, and Lead Clinician (LC)
District Mental Health Team	Meets Monthly to review referral process, documentation, SOP's, planned training for PL's and PD, groups, etc	LC, SEL Coordinator, Lead CSC and DHS
Site Core Team 1: Jefferson	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, Principal (P), Learning Director (LD), Site counselor and Student Advocate (SA)
Parent Advisory Team: Jefferson	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS and site designated appointee
Site Core Team 2: Kennedy	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor and SA
Parent Advisory Team: Kennedy	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee
Site Core Team 3: Lincoln	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor and SA
Parent Advisory Team: Lincoln	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee
Site Core Team 4: Reagan	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor and SA
Parent Advisory Team: Reagan	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee
Site Core Team 5: Roosevelt	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD Site counselor, SA
Parent Advisory Team: Roosevelt	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee
Site Core Team 6: Washington	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor and SA
Parent Advisory Team: Washington	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee
Site Core Team 7: Lindsay HS	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor, SA
Parent Advisory Team: LHS	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, site designated appointee
Site Core Team 8: JJC, Alt Ed	Meets monthly to plan/discuss and leverage CS supports	Lead CSC, CSC, P, LD, Site counselor and SA
Parent Advisory Team: Alt Ed	Meets monthly to build up parent group, parent training, parent review of program, support for parent engagement activities	Lead CSC, site CSC, SS, and site designated appointee



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KEY STAFF: LINK TO THE LOCAL CONTROL ACCOUNTABILITY PLAN AND THE FRAMEWORK

Aligned with the Local Control Accountability Plan (LCAP) and the guiding principles of the California Community Schools Partnership Program (CCSPP) Framework, Lindsay Unified School District (LUSD) is committed to a holistic, student-centered approach that prioritizes academic success, student well-being, and family engagement. The CCSPP Implementation Plan is directly connected to LUSD's strategic goals, ensuring that integrated support services, mental health expansion, and family engagement initiatives align with the district's priorities. LUSD's LCAP Goals focus on improving student achievement, increasing student engagement, and managing resources to support non-academic needs. The CCSPP pillars are embedded within LCAP strategies, supporting:

A) Goal 1: Increasing student achievement by ensuring access to academic interventions, wraparound services, and social-emotional supports; **B)** Goal 2: Enhancing student engagement by reducing chronic absenteeism, expanding behavioral support services, and increasing student advocacy programs; **C)** Goal 3: Strengthening non-academic resources through mental health services, school safety improvements, and enhanced family support networks. (*Refer to LUSD's 2024-25 LCAP document in Attachment Iv-c*).

ASSETS-DRIVEN AND STRENGTH-BASED PRACTICE

Lindsay Unified School District (LUSD) is committed to leveraging the strengths, cultural assets, and lived experiences of students, families, and the broader community to create a supportive and inclusive learning environment. The district embraces an asset-based approach, ensuring that students are valued for their unique backgrounds, talents, and perspectives while providing targeted supports that remove barriers to success.

Through the CCSPP Implementation Plan, LUSD is expanding mental health services, social-emotional learning (SEL) programming, and wellness initiatives to empower students and support whole-child development. Schools in the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, are deepening their efforts to integrate SEL across curricula, provide trauma-informed care, and strengthen student advocacy services. Schools in the **excelling** phase, such as Washington and John J. Cairns (Alt Ed), have fully institutionalized healing-centered engagement, offering on-site mental health services, culturally responsive family workshops, and peer mentorship programs that reinforce strength-based student development. Lindsay High School (LHS) is in the **emerging** phase, working to align its student and family support systems with an asset-based approach while expanding access to wraparound services and student wellness initiatives.

RACIALLY JUST AND RESTORATIVE SCHOOL CLIMATES

LUSD has prioritized restorative discipline models, ensuring that school climates are proactive, student-centered, and free from punitive, exclusionary practices. Schools in the **evolving phase**, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, have integrated Positive Behavioral Interventions and Supports (PBIS) and SEL-based conflict resolution models, reinforcing restorative justice strategies to reduce disciplinary



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disparities. These campuses continue to train educators, classified staff, and student leaders in bias-free discipline, trauma-informed behavioral supports, and conflict mediation strategies. Schools in the **excelling** phase, including Washington and John J. Cairns (Alt Ed), have fully institutionalized restorative justice models, prioritizing student voice, peer mediation, and family involvement in behavior resolution processes. LHS is in the **evolving** phase, working toward fully embedding equity-centered discipline reform, strengthening school-wide SEL implementation, and providing professional development for staff on implicit bias, culturally responsive behavior interventions, and student-led restorative circles.

POWERFUL, CULTURALLY PROFICIENT AND RELEVANT INSTRUCTION

LUSD recognizes that student engagement and achievement are directly linked to culturally relevant, meaningful, and student-centered instruction. Schools in the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, are **expanding** student-centered learning models by embedding project-based, inquiry-driven, and competency-based instructional practices. These sites are working toward a fully integrated curriculum that reflects the diverse cultural backgrounds of students while ensuring that instructional materials, classroom discussions, and learning experiences are inclusive, equitable, and reflective of the real-world challenges students face.

Schools in the **excelling phase**, Washington and John J. Cairns (Alt Ed), have implemented community-connected learning opportunities, career mentorships, and culturally sustaining pedagogy to ensure students see themselves in their education. These sites have fully embedded ethnic studies, social justice education, and experiential learning programs that foster student agency, critical thinking, and civic engagement. LHS is in the **evolving** phase, continuing to scale personalized, student-centered learning approaches, working toward a robust, culturally sustaining instructional framework.

SHARED DECISION MAKING AND PARTICIPATORY PRACTICES

LUSD is dedicated to ensuring that families, students, educators, and community partners play an active role in school decision-making and program development. Schools in the **evolving** phase, including Kennedy, Jefferson, Lincoln, Reagan, and Roosevelt, are strengthening collaborative governance structures, such as Parent Advisory Councils, School Leadership Teams, and Community School Steering Committees. These schools are increasing family voice in decision-making processes while enhancing access to leadership opportunities for historically underrepresented groups. Schools in the **excelling** phase, Washington and John J. Cairns (Alt Ed), have established strong participatory governance models, ensuring that students, parents, and staff actively contribute to policy discussions, program evaluations, and resource allocation decisions. LHS is in the **evolving** phase, working toward expanding student-led initiatives, deepening partnerships with local organizations, and embedding shared leadership into school operations, ensuring that all stakeholders have a voice in shaping the future of their schools.



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CCSPP ORGANIZATIONAL STRUCTURE

Please see LUSD's CCSPP Organizational Chart on the next page.



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MEASURABLE GOALS & ACTIVITIES: IDENTIFY THE GOALS AND ACTIVITIES. DESCRIBE HOW PROGRESS WILL BE MEASURED

LINCOLN ELEMENTARY			
GOAL 1: <i>Improve access to and coordination of services.</i>			
GOAL 2: <i>Increase the social, emotional, behavioral, physical, and mental health of students</i>			
GOAL 3: <i>Expand family and community engagement</i>			
Community School Pillars	Measurable Outcomes	How it Will be Measured	Key Staff
	<i>Identify the school's goals and activities</i>	<i>Describe how progress towards goals will be measured (i.e., SMART goals)</i>	<i>Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan</i>
Integrated Student Support			
<ul style="list-style-type: none"> ● CSC-case management/link-ages and referral to services. ● Clinician to be shared with Reagan ● SEL Groups ● Student Advocate ● Identify unaccompanied youth living with caregiving relations 	<ul style="list-style-type: none"> ● CSC site coordinator will facilitate support for 100 children annually. ● CSC site coordinator will facilitate support for 60 families annually. ● Starting mid-year- all children will be eligible for on-site Mental health services: with 60 children annually with direct mild to moderate mental health services. ● 30 children served by groups. 	<ul style="list-style-type: none"> ● Penelope/Tracking Logs ● Monthly Data collection and Monthly Team review of data. ● Quarterly Data presentation to Healthy Kids-Healthy Lindsay ● Lead CSC will share data with site admin, and parent advisories. 	<ul style="list-style-type: none"> ● Community School Coordinator at site facilitate a shared leadership model ● Participate on Site Leadership Team ● Participate on Coordination of Services Team (COST) ● Collaborate with Lead CSC and Lead Clinician,



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<ul style="list-style-type: none"> • Mental Wellness Room Braided funding for basic needs 	<ul style="list-style-type: none"> • Student advocate will support all site students in need of bully prevention and behavioral interventions as directed by site admin/student services. • All students will benefit from services, practices from Positive Behavioral Interventions Supports (PBIS) implemented within a Multi-tiered system of supports (MTSS), Panorama Curriculum for bully prevention and additional SEL Supports 	<ul style="list-style-type: none"> • Monthly Meetings with Partners on Mobile MH Collaboration/Integration in year 1 	<p>Director of Healthy Start and Student Services. Site Principals and Learning Directors.</p>
<p>Family and Community Engagement</p>			
<ul style="list-style-type: none"> • Lead CSC Support • Create and lead parent advisory • Coordinate parent engagement related site activities with site principals • Work with community partners to assess for additional linkage supports. 	<ul style="list-style-type: none"> • CSC will support site with identification of students who are living with relative caretaker to assess for McKinney Vento Unaccompanied Minor Status. • CSC will reach out to families to facilitate pipeline services. • At least 50% of parents, caregivers, and adult family members participate in two or more parent enrichment activities each year. This can include parent engagement assemblies, math and literacy nights, Abriendo Puertas, Family Latino Literacy, evidence-based parenting programs 	<ul style="list-style-type: none"> • Penelope/Tracking Logs • Monthly Data collection and Monthly Team review of data. • Quarterly Data presentation to Healthy Kids-Healthy Lindsay • Lead CSC will share data with site admin, and parent advisories. 	<ul style="list-style-type: none"> • Community School Coordinator at site facilitate a shared leadership model • Participate on Site Leadership Team • Participate on Coordination of Services Team (COST) • Collaborate with Lead CSC and Lead Clinician, Director of Healthy Start and Student Services.



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	<p>such as Parenting Wisely, Family Leadership Advisory.</p> <ul style="list-style-type: none"> Starting in year 1, the Lead CSC and site CSC will build a parent advisory team (site) or incorporate it into existing advisories to include Community Schools. Beginning in year 2, there will be a 10% increase in families receiving services such as case management, linkages, and support. 		Site Principals and Learning Directors.
Collaborative Leadership Practices			
<ul style="list-style-type: none"> Enhanced Trauma-informed training and strategies Building of the MH program for LUSD Bully Prevention and Behavior support Enhanced Sex Education and STI Awareness Collaborate with following partners: Hope Horizon, Turning Point- SYS, Kaweah Health, WIC, Family Services, Central 	<ul style="list-style-type: none"> Coordinated Strategies to train staff-including Classified staff. Lead CSC will work with District Admin to train all classified staff (PD). Year 1: LEAD CSC, Curriculum, and Student Services will create the infrastructure training and seek partners to support a robust Sex Education and Health program for all sites. New modules will be added to the existing curriculum of making Proud Choices and partnering with health partners for resources and linkages on access to contraceptive medical testing. 	<ul style="list-style-type: none"> Penelope/Tracking Logs Monthly Data collection and Monthly Team review of data. Quarterly Data presentation to Healthy Kids-Healthy Lindsay Lead CSC will share data with site admin, and parent advisories. Monthly Meetings with Partners on Mobile MH 	<ul style="list-style-type: none"> Community School Coordinator at site facilitate a shared leadership model Participate on Site Leadership Team Participate on Coordination of Services Team (COST) Collaborate with Lead CSC and Lead Clinician, Director of Healthy Start and Student Services.



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<p>Valley Recovery Services, and Probation</p>	<ul style="list-style-type: none"> • Year 1; Continue to partner with existing mental health and health partners to improve access for long term therapy supports. New Mobile Mental Health program will be piloted in LUSD to support additional Tier 3 mental health with linkage to psychiatry if needed at their nearby health center. • Partnership with WIC at the FRC: WIC will be co-housed at the center, allowing for identification of preschool-aged students and homeless families. 	<p>Collaboration/Integration in year 1</p>	<p>Site Principals and Learning Directors.</p>
<p>Extended Learning Time and Opportunities</p>			
<ul style="list-style-type: none"> • STARS • Abriendo Puertas • Family Latino Literacy 	<ul style="list-style-type: none"> • CSC coordinator will engage families for early learning opportunities before matriculation (i.e. First 5, LUSD Preschool, TK) Annually. Targeting 80% of families. • LEAD & CSC will support the number of students in expanded learning time and opportunities targeting 80% of students. 	<ul style="list-style-type: none"> • Penelope/Tracking Logs • Monthly Data collection and Monthly Team review of data. • Quarterly Data presentation to Healthy Kids-Healthy Lindsay 	<ul style="list-style-type: none"> • Community School Coordinator at site facilitate a shared leadership model • Participate on Site Leadership Team • Participate on Coordination of Services Team (COST)



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		<ul style="list-style-type: none">• Lead CSC will share data with site admin, and parent advisories.	<ul style="list-style-type: none">• Collaborate with Lead CSC and Lead Clinician, Director of Healthy Start and Student Services. Site Principals and Learning Directors.
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