WE BELIEVE MADERA UNIFIED

California Community Schools Partnership Program

Needs & Assets Assessment

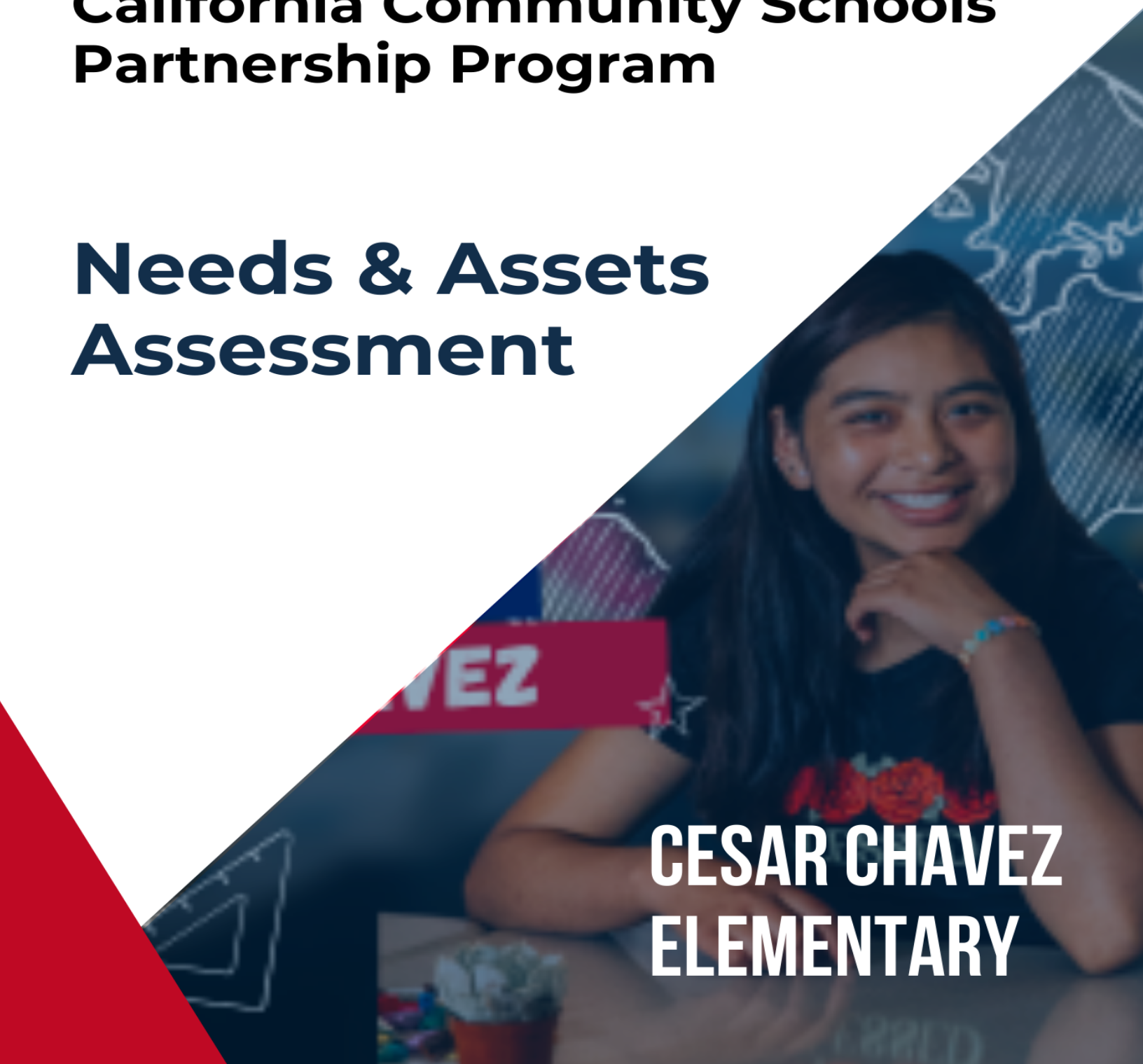


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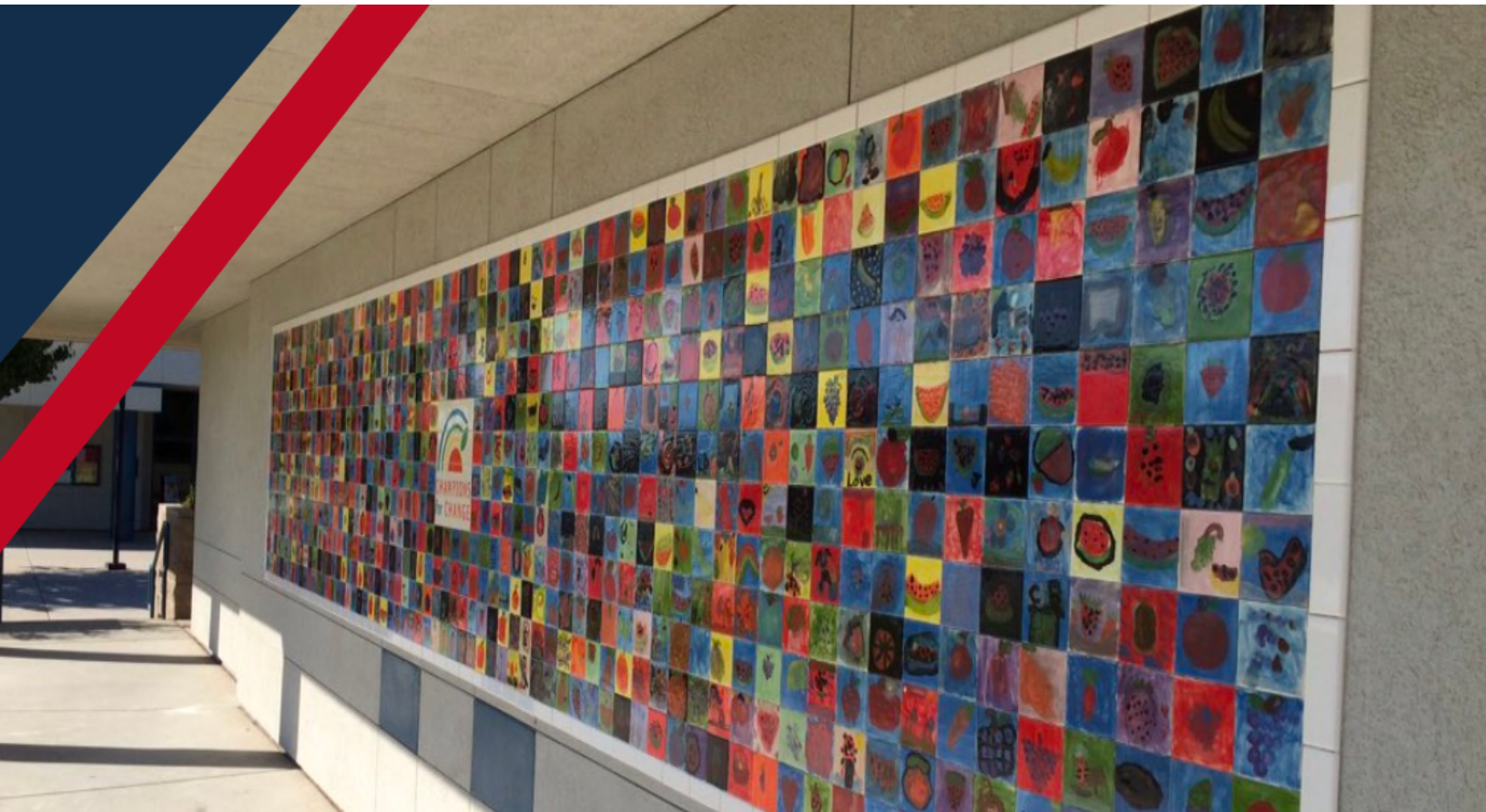
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Community School Framework Overview

The Community Schools framework aspires to provide whole child or wraparound supports. The various direct and indirect supports manifest as four pillars or features that schools aspire to embody.[1] The results of this needs assessment and asset mapping are discussed as they align to each of these four pillars. A concise summary of each pillar is provided below in anticipation of the discussion of results.

Integrated Student Supports



Community schools integrate supports to address all students' needs as well as those of family members. Integrated supports include MTSS, PBIS, healthcare, mental and behavioral health support, and social services, which collectively work to retain students in their classrooms for the full school day and promote students' academic achievement and overall positive youth development.

Family and Community Engagement



Community schools move beyond parent involvement and aspire to meaningfully engage family and community members in co-learning, cross-dialogue, and shared understandings (e.g., through home-school collaboration, community partnerships). As a result, family members become active co-partners in children's education, and community members leverage resources to promote students' healthy development.

Collaborative Leadership and Practices



Community schools work to foster a culture of professional learning, collective trust, and shared responsibility for results among educators and administrators as well as students, families, and community members. Professional learning is designed to transform school culture and climate by focusing on pupil learning as well as areas such as mental/behavioral health, trauma-informed care, and social-emotional learning.

Extended Learning Time and Opportunities



Community schools provide enriched, expanded learning designed to prepare students for school and/or reinforce the learning that students encounter during the regular school day. This includes offering early childhood programs, after/before school programs, summer school, and/or intercession sessions that address the academic, social-emotional, and developmental needs of all students.

[1] Maier, A., & Niebuhr, D. (2021). *California Community Schools Partnership Program: A transformational opportunity for whole child education*. Learning Policy Institute.

Needs & Assets Assessment Purpose and Method

Purpose

A needs assessment and asset mapping represent a proven practice for developing community schools. They provide an in-depth review that informs objectives that will guide an initiative, in this case the community schools project. Additionally, they hint at potential solutions or resources that support the pursuit of those solutions. "Need" also alludes to a discrepancy or gap between the commitments schools currently demonstrate and those considered exemplary of community schools. Assets represent resources (realized and unrealized) within and outside of schools that contribute to a school's embodiment of community schools ideals. Assets may also represent characteristics or accomplishments that contribute to the formation of a community school. The needs assessment and asset mapping may reinforce needs and strengths that have already been identified as well as unrecognized ones.

Method

Madera Unified's CCSPP Leadership Team is spearheaded by the Department of Student and Family Support Services, which conducts needs assessments to inform the CCSPP planning. Since 2022, the Leadership Team has partnered with Chavez Elementary to conduct a number of needs assessments, including (1) administering Panorama Surveys to students, staff, and parents; (2) conducting numerous virtual listening sessions to gather student, staff, and parent feedback; and (3) collecting feedback from community members who have requested Parent Resource Center services. The Leadership Team's assessment has also included the following:

Data Analysis: The Leadership Team compiled and analyzed numerical metrics, which included evaluating standardized assessment results, attendance information, school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts included analysis of data related to education, health, student/family characteristics, attendance, behavior data, health statistics, and other domains.

Document Review: The Leadership Team collaborated with Chavez Elementary to gather documentation that demonstrate the school's strengths and improvement areas. This included review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), Panorama Surveys, evaluation reports from projects related to one or more of the Four Pillars of Community Schools, and Madera Unified Local Control and Accountability Plans.

Community Resource Scan: The Leadership Team inventoried community-based services providers operating within Chavez Elementary and district boundaries. This inventory was organized into a CCSPP Partnership Matrix outlining the role of each partner. In addition to providing a summary of active community partnerships, the Matrix also aids in identifying service gaps that may exist or that might contribute to future community schools efforts.

Stakeholder Perspectives: Chavez Elementary and the CCSPP Leadership Team meaningfully engaged with students, parents, family members, teachers, staff, administrators, and broad range of key community partners and stakeholders to better understand the many perspectives of those committed to partnering with Chavez Elementary to support the community school initiative. Stakeholder perspectives were gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

District CCSPP Vision and Commitment

Madera Unified's long-term Community Schools strategic vision is to establish a district-wide network of community schools that provides high-quality and comprehensive academic, social-emotional, youth enrichment, health and wellness, and community engagement services that improve the lives of all students and families across the district's entire 384-mile service area. Madera Unified's 28 schools are organized into three "pyramids" that each contain one comprehensive high school, one middle school, and five to nine elementary schools. Over the past decade, Madera Unified has implemented and braided a number of special projects and initiatives that advance all Four Pillars and Four Cornerstone Commitments of Community Schools. These efforts have included prior and current grant projects funded by the California Department of Education and the U.S. Department of Education, such as an Elementary and Secondary School Counseling Program, School Climate Transformation Program, 21st Century Community Learning Centers Programs, and two prior California Community Schools Partnership Programs. The majority of investments to date (October 2023) have supported Madera Unified in establishing strong community schools within the district's Red Pyramid (CCSPP Implementation Grant Round 1) and Purple Pyramid (CCSPP Implementation Grant Round 2). Madera Unified's CCSPP Implementation Round 3 initiative will enable the district to continue to build on its prior and current CCSPP efforts and scale its community schools initiative to all Blue Pyramid schools.

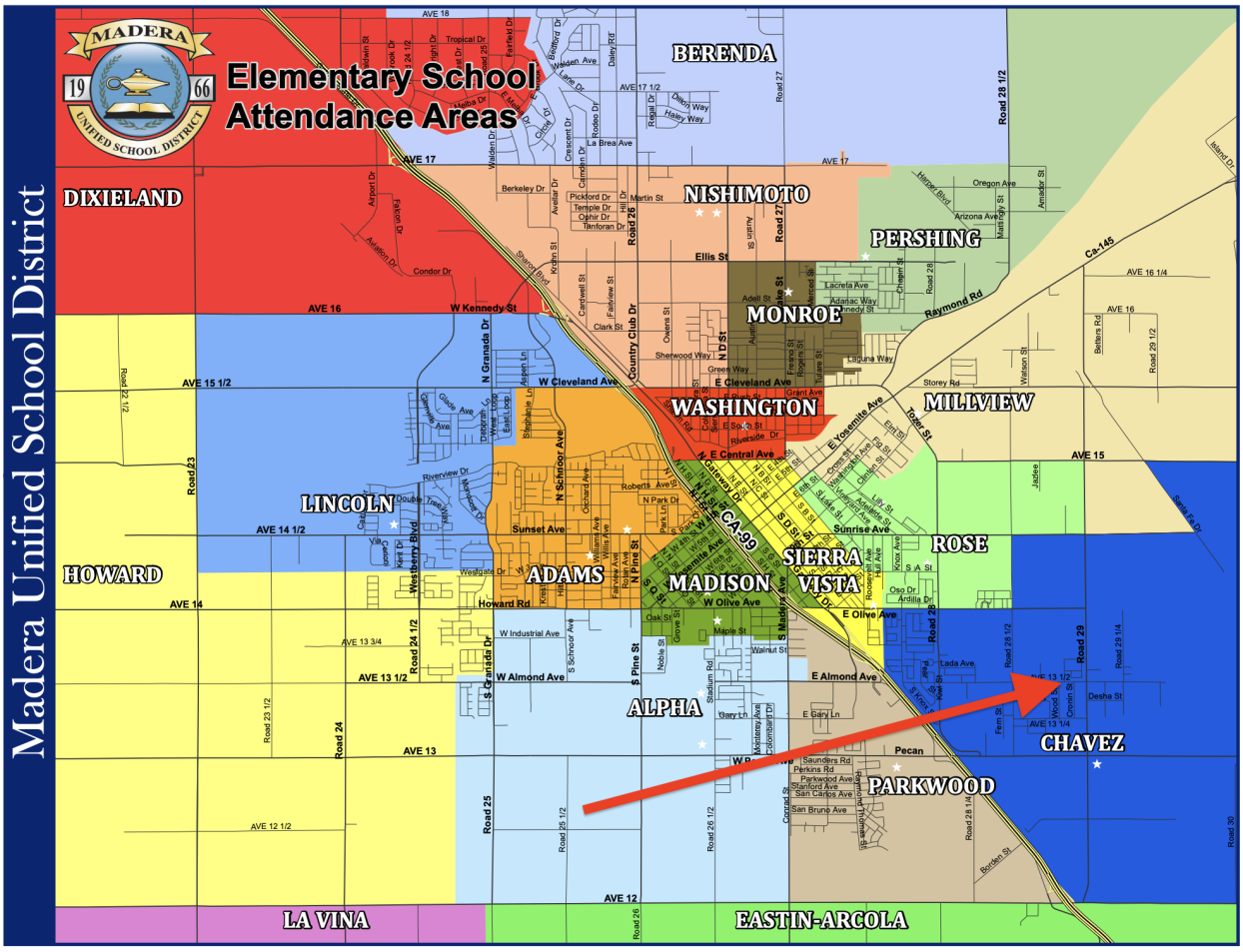
All Madera Unified CCSPP strategies will advance the shared district-wide vision for community schools while also addressing school-specific needs related to each of the Four Pillars and Four Cornerstone Commitments of Community Schools and building the individual and collective capacities of each school and its community partners. As such, the district has established six overarching community schools goals. While each school may allocate resources differently to meet local needs, each school will use CCSPP investments to advance each of these district-wide CCSPP goals.

1. Increase academic achievement among the most vulnerable populations, particularly among students disproportionately impacted by COVID-related learning loss
2. Build school and district capacity to improve MTSS and PBIS fidelity of implementation
3. Expand social and emotional learning strategies across all schools through resource procurement and professional learning
4. Enhance school and district capacity to meet the behavioral and social-emotional needs of students by hiring new Pupil Personnel Services-credentialed staff and support specialists, delivering specialized professional learning, and enhancing coordination with mental and behavioral health services providers
5. Increase Parent Resource Center services to build family members' capacity to foster social and emotional learning supports in the home and to connect families with available community services
6. Sustain community schools efforts beyond the CCSPP Implementation Grant funding period

School Overview

Cesar Chavez Elementary is one of eight schools within Madera Unified School District's Blue Pyramid, a feeder system of elementary, middle, and high schools that collectively serve 6,200 students. More than 25,000 residents live within the boundaries of Blue Pyramid schools. Cesar Chavez Elementary School's vision statement is to provide a safe, stimulating, and fully inclusive community where students and teachers engage in high levels of learning, joyfully build relationships, face new challenges, and learn to persevere with confidence in reaching their full potential". The school's mission is to educate, empower, and inspire all. Cesar Chavez Elementary School currently serves 724 P-6 grade students from the service area identified in Figure 1.

Figure 1. Cesar Chavez Elementary School Service Area Map



As detailed in Table 2, Cesar Chavez Elementary serves significant student subgroups include Hispanic/Latinx students (90.8%), English Learners (40.2%), and students who receive free or reduced-price meals (92.6%). In total, 94.6% of Cesar Chavez Elementary students are unduplicated pupils.

Table 2. Cesar Chavez Elementary Student Characteristics

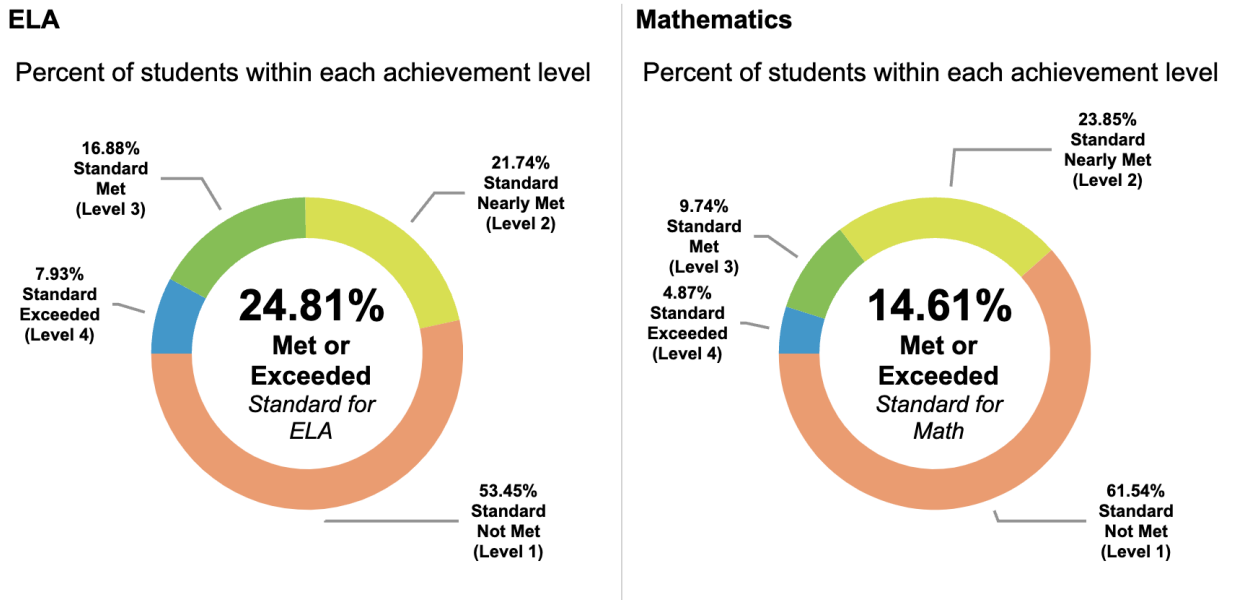
Race/Ethnicity	Cesar Chavez Elementary	Madera Unified	Madera County	California
African American	1.1%	1.1%	1.2%	4.7%
American Indian or Alaska Native	0.3%	0.5%	1.0%	0.4%
Asian	3.6%	1.2%	1.6%	9.5%
Filipino	0.0%	0.2%	0.2%	2.2%
Hispanic or Latino	90.8%	90.7%	76.6%	56.1%
Pacific Islander	0.0%	0.0%	0.0%	0.4%
White	1.7%	4.7%	17.0%	20.1%
Two or More Races	0.7%	0.7%	1.7%	4.3%
Student Group				
English Learners	40.2%	29.7%	24.6%	19.1%
Foster Youth	0.4%	0.5%	0.6%	0.5%
Homeless	2.8%	2.7%	2.9%	2.9%
Socioeconomically Disadvantaged	92.6%	90.6%	80.5%	59.9%
Students with Disabilities	7.9%	7.9%	10.9%	12.7%
Unduplicated Pupils	94.6%	91.5%	77.6%	–



PILLAR I: INTEGRATED STUDENT SUPPORT

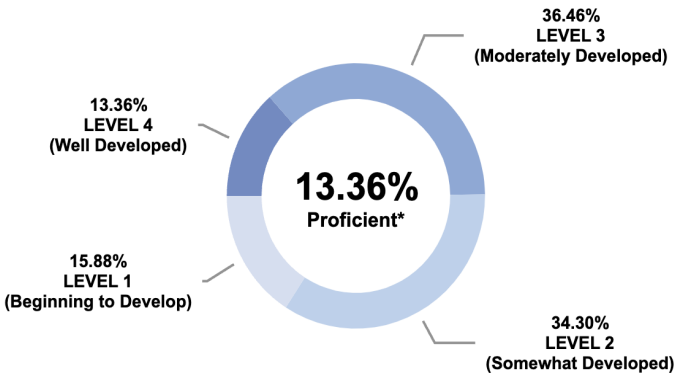
A large percentage of Cesar Chavez Elementary students perform below the state average in English Language Arts and Math. According to the most recent Smarter Balanced Summative Assessment results, only 24.81% of Cesar Chavez Elementary students met or exceeded standard in ELA, and only14.61% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

Figure 3. Cesar Chavez Elementary ELA and Math Smarter Balanced Assessment Summative Results (2022-23)



Gaps in academic achievement at Cesar Chavez Elementary are most pronounced among English Learners, who account for 40.2% of all students. Results from the Smarter Balanced Assessment found that only 7.63% of English Learners met or exceeded standard for ELA and only 6.25% met or exceeded standard for Math. Further, results from the Summative English Language Proficiency Assessment for California (ELPAC) found that only 13.36% of Cesar Chavez Elementary English Learners are classified as English-language proficient (see Figure 4 below) compared to 15.57% statewide.

Figure 4. Cesar Chavez Elementary Summative ELPAC Results (2022-23)



Cesar Chavez Elementary administers the Panorama Survey, which was developed by Harvard Graduate School of Education to be a valid and reliable tool for measuring student perceptions across 19 domains, including School Climate (perceptions of the social and learning climate of the school), School Safety (perceptions of student physical and psychological safety at school), School Belonging (how much students feel they are valued members of the school community), and School Engagement (how attentive and invested students are in school). Figure 5 below provides a summary of Cesar Chavez Elementary Spring 2023 Panorama Survey results.

Figure 5a. Chavez Elementary 3rd-5th Grade Student Panorama Survey Results (Spring 2023)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	**39%** 0 since last survey	**37%** High School **39%** Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	**39%** 0 since last survey	**38%** High School **39%** Madera Unified School District
School Engagement How attentive and invested students are in school.	**23%** ▼1 since last survey	**20%** High School **22%** Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	**52%** ▼3 since last survey	**54%** High School **56%** Madera Unified School District

Figure 5b. Chavez Elementary 6th Grade Student Panorama Survey Results (Spring 2023)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	**47%** ▼12 since last survey	**42%** K-6 **39%** Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	**46%** ▼16 since last survey	**45%** K-6 **39%** Madera Unified School District
School Engagement How attentive and invested students are in school.	**28%** ▼13 since last survey	**27%** K-6 **22%** Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	**69%** 0 since last survey	**61%** K-6 **56%** Madera Unified School District

In addition to using Panorama Survey results to assess factors such as student engagement, belonging, social-emotional wellbeing, and overall behavioral health, Cesar Chavez Elementary and Madera Unified review annual chronic absenteeism rates and suspension rates to identify needs related to student behavioral and school attendance, engagement, and belonging across all significant student subgroups. Figures 6 and 7 provide Cesar Chavez Elementary chronic absenteeism and suspensions rates.

Figure 6. Cesar Chavez Elementary chronic absenteeism rates

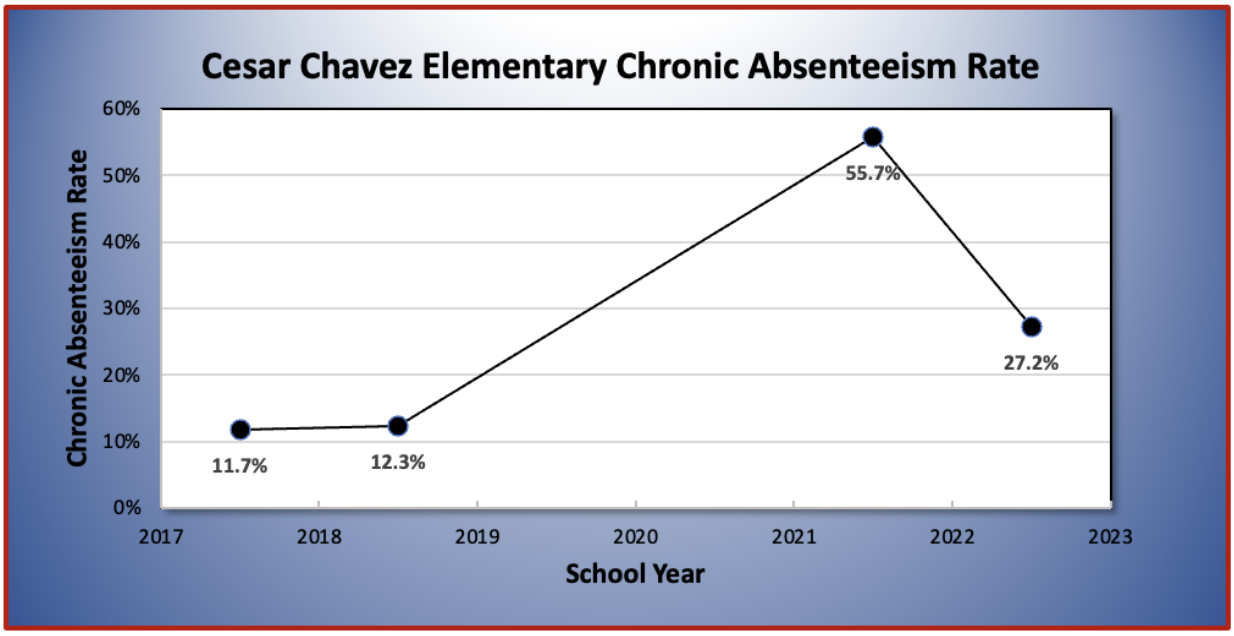
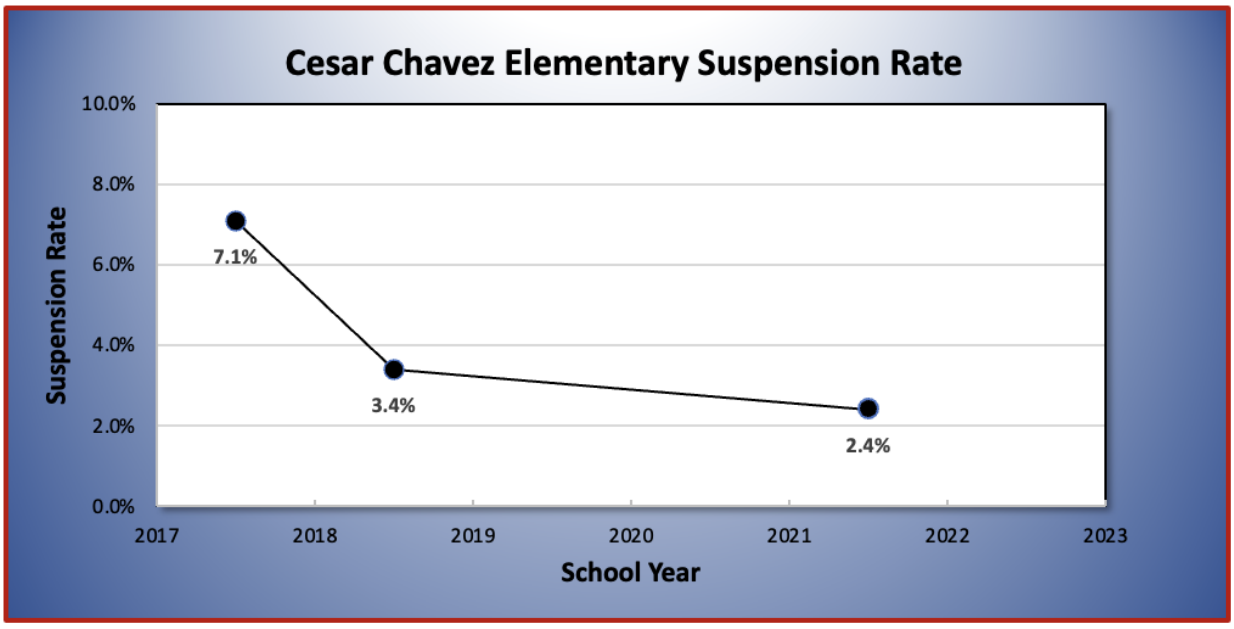


Figure 7. Cesar Chavez Elementary suspension rates



A high percentage of Cesar Chavez Elementary students exhibit characteristics reflective of poor mental and behavioral health, and the community served by Cesar Chavez Elementary has extremely limited and inequitable access to mental and behavioral health services. According to a recent California Health Care Foundation study and a separate study published by the California Department of Health Care Services, Madera County has the highest percentage of youth with serious emotional disturbance (SED) (8.2%) and the third highest percentage of adults with serious mental illness (SMI) (7.4%) among all California counties. Madera County is designated by the U.S. Health Resources and Services Administration as a countywide Medically Underserved Area and Population, and 100% of Madera Unified's service area is designated a Primary Care Health Professional Shortage Area. According to the California Office of Statewide Health Planning Development, the San Joaquin Valley has the lowest number of psychiatrists, psychologists, social workers, and therapists per resident among every region in the state. Compounding these persistent healthcare shortages is the fact that Madera Community Hospital permanently closed its doors at the end of 2022. While Camarena Health has extending Urgent Care hours in an effort to meet increased healthcare demands resulting from Madera Community Hospital closure, Cesar Chavez Elementary's community expects to face even more limited access to healthcare services over the coming years.

Currently, Madera County Behavioral Health Services is the county's only mental health direct services provider. There are no behavioral health community-based organizations in Madera County, and alternative resources for services are scarce and typically inaccessible to Madera Unified's low-income families. While the California Healthcare Foundation estimates that half of California adults and two-thirds of adolescents with mental illness needs do not receive treatment, these percentages are considerably higher among Madera Unified's service population due to the higher prevalence of SED and SMI combined with the limited availability of mental and behavioral health services in Madera. In addition, Cesar Chavez Elementary's service population, over 90% of which is Hispanic, is even less likely to access needed mental health services due to one or more of the following barriers: insufficient English language skills required to navigate the system, lack of bilingual/bicultural mental health professionals, negative stigmas associated with mental illness in Latino culture, and/or limited transportation options required to access services outside the community.

Chavez Elementary School Assets Related to Pillar 1

1. Planning time throughout the week enables Cesar Chavez teachers to closely analyze data and plan the appropriate instructional response. Teachers utilize the district EPC document to plan and design for instruction that adheres to the recommended instructional minutes for core subject instruction. Teachers develop standards-based instruction using scaffolds and supports that enable all students to fully access the core curriculum and make adequate progress toward mastering grade-level standards.
2. All Cesar Chavez Elementary students benefit from the support of site- and district-level multi-tiered system of supports (MTSS), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and a number of social-emotional learning strategies and curricula.

3. One full-time RtI Teacher and District Academic Coaches provide universal and intervention support to teachers and students. Time is also built into lessons for teachers to provide underperforming students support to meet standards.
4. Cesar Chavez Elementary directly benefits from Madera Unified's U.S. Department of Education School Climate Transformation Grant, which is designed to "improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across all 26 MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools."
5. Cesar Chavez Elementary has partnered with Madera Unified to conduct rigorous evaluation of its fidelity of MTSS/PBIS implementation using Tiered Fidelity Inventory (TFI) assessments in an effort to identify and improve MTSS/PBIS implementation weaknesses.
6. Cesar Chavez Elementary students who have not yet achieved grade-level skills are provided with appropriately focused and tiered academic intervention opportunities based on their individual needs.
7. Intervention needs are addressed first in the classroom at the Tier 2 level. Students who have been identified as Tier 3 students meet weekly with the RTI TSA to receive explicit instruction that addresses their specific skill deficits. Students who progress sufficiently toward their reading goals are exited back to the Tier 2 level of intervention to continue receiving support from the classroom teacher.
8. Madera Unified has recently implemented district- and site-level structures and professional learning designed to build each school's capacity to implement multi-tiered system of supports (MTSS), positive behavioral interventions and supports (PBIS), and social-emotional learning (SEL) strategies.
9. The PBIS Coordinator collaborates with the district's three MTSS-PBIS Specialists to provide ongoing site-level PBIS training, coaching, technical assistance, and support to ensure each school implements PBIS with fidelity.
10. Chavez Elementary's PBIS team monitors the school culture and climate using the results of the Panorama Survey and implements school-wide specific actions to improve school climate, belonging, engagement, and connection. Students are rewarded with Golden Tickets for following the CHAMP expectations. Golden Tickets can be used to purchase rewards in the PBIS store.
11. All Cesar Chavez Elementary teachers are trained to teach culturally diverse populations, and the school is fully vested in the Center-Based Model of educating the school's special need students.
12. Cesar Chavez Elementary serves special needs students with general education environments and provides tiered interventions as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan.
13. All Cesar Chavez Elementary English Learners receive 45 minutes per day of English Language Development (ELD) and are provided with designated ELD that emphasizes oral language, listening, reading, and writing.

14. One of Cesar Chavez Elementary's primary assets in addressing students' social-emotional and behavioral health needs is its close collaboration with the Madera Unified Department of Student and Family Support Services. Recent collaborative efforts have included
    a. incorporating social-emotional learning curricula across all Cesar Chavez Elementary grade levels;
    b. providing professional learning to Cesar Chavez Elementary teachers and support staff in the areas of social-emotional learning strategies, PBIS, restorative practices, and trauma-informed instruction; and
    c. offering a number of trainings designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.
15. In January of 2023, Madera Unified secured a five-year $7.8 million School-Based Mental Health Services Grant from the U.S. Department of Education to improve district-wide capacity to deliver high-quality mental and behavioral health services, and this initiative specifically benefits Cesar Chavez Elementary students by
    a. cultivating a homegrown workforce of bilingual and bicultural behavioral and mental health professionals who mirror the demographics of the Cesar Chavez Elementary community;
    b. increasing retention among school-based mental health services providers;
    c. increasing the number of students who access mental health services and the number of parents engaged in mental health awareness trainings; and
    d. increasing students' behavioral and mental health and overall wellbeing.
16. Cesar Chavez Elementary provides all students with a number of opportunities beyond the regular school day that are designed to support students in achieving positive academic and behavioral outcomes, which include after school, before school, and summer academic and youth enrichment programming.
17. Behavior interventions are developed with parent support for individual students as needed through the SST process.
18. Cesar Chavez Elementary has implemented the STOPit app as a bullying prevention resource that serves as an anonymous reporting app with which all students can report bullying, threats to the school, weapons, and drug use. It provides students with the voice to communicate with two-way reporting to school administration, school police officers, and school safety staff about any concerns regarding personal safety and the safety of peers while in school.

Stakeholder Perspectives

As part of its community school planning process, Cesar Chavez Elementary engaged with its students, teachers/staff, parents, family members, and key school community stakeholders to gather multiple perspectives regarding perceived community school assets related to each of the Four Pillars of Community Schools. These perspectives were shared through community school informational meetings, interviews, focus groups, and a comprehensive Cesar Chavez Elementary Community School Stakeholder Survey conducting in the fall of 2023, which gathered both quantitative and qualitative feedback from school community stakeholders. All engagement efforts were designed to give key Cesar Chavez Elementary stakeholders a voice in identifying community school assets and needs.

Cesar Chavez Elementary stakeholders have highlighted a number of school community assets related to Pillar 1. Below is a sampling of perspectives as expressed by students, parents, family members, teachers, staff, and community members:

1. Los deportes son importantes por la razón que ellos se emocionan y se entretienen y les ayuda su salud y despejan su mente de computadoras o tecnologías.
2. Chavez teachers are an excellent source of support for students.
3. Tutoring services are very helpful.
4. Teachers communicate very well with parents.
5. Chavez Elementary provides strong counseling services.

While stakeholder engagement highlighted a number of perceived assets related to integrated student supports, stakeholders also identified specific needs to improve academic support, school connectedness, and social-emotional outcomes by addressing several specific gaps and providing new and enhanced services as part of Cesar Chavez Elementary's community school initiative. According to Cesar Chavez Elementary's Community School Stakeholder Survey results, the most requested Pillar 1 services to be added or enhanced over the coming years are the following:

1. Academic support during the school day (e.g., tutoring, individualized support)
2. Summer school academic support
3. Training for parents/families on how to best support their child's academic achievement and youth development at home
4. Medical screenings and services (e.g., vision, hearing, dental)
5. Restorative practices (i.e., practices that address conflicts and attempt to repair damage caused by bad behavior instead of punitive practices such as suspension or expulsion for bad behavior)



PILLAR II: FAMILY AND COMMUNITY ENGAGEMENT

As documented by numerous studies, increased parent and family member engagement in children's school results in improved academic performance, attendance, behavioral, and developmental outcomes. However, low levels of parent English language proficiency and educational attainment are closely correlated to low levels of parent and family involvement. Further, barriers created by limited English language proficiency and low levels of adult educational attainment often make it difficult for many parents to assist their children with homework and become fully engaged in their children's education. Madera Unified and Adams Elementary School serve high percentages of students and families with limited English language skills. An estimated 62% of families speak a language other than English at home, and 31% of family members speak English less than "very well." In addition, many adult family members within Madera Unified communities have extremely low levels of educational attainment. Nearly one-third of adults family members have not completed high school or obtained a GED (compared to 15.5% of adults statewide). Only 10% of adults family members have earned a bachelor's degree or higher, compared to 36.2% of California adults. According to community schools survey results from parents, community members, and teachers/staff (Fall 2023), the most needed parent and family services at Cesar Chavez Elementary School are (1) Parenting classes and resources that support positive behavior, (2), Parent/family English language classes, and (3) Training for parents/families on how to fully partner in their child's education.

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Cesar Chavez Elementary School and across Madera Unified School District. As detailed in Figure 8, the California School Dashboard Parent and Family Engagement Report highlights the strength of this pillar in Madera Unified across every domain assessed.

Table 8. Madera Unified Parent and Family Engagement Report (2023)

Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability

Family and Parent Engagement Domain	Implementation Stage
Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	
Creating welcoming environments for all families in the community.	
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	

Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	
Providing families with information and resources to support student learning and development in the home.	
Implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to improve student outcomes.	
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.	
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	
Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	
Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	

Chavez Elementary School Assets Related to Pillar 2

1. At the district level, Madera Unified's Department of Community Services and Parent Resource Centers is charged with providing parents and families with the resources and tools necessary to support their children's academic success and facilitating opportunities for parents to be involved and engaged in the education of their children.
2. Madera Unified has established 11 Parent Resources Center (PRCs), which are spread across the district and serve as one-stop shops for the provision of parent, family, and community services.
3. PRCs partner with agencies such as Madera Coalition for Community Justice, Family Leadership, Madera County Behavioral Health Services, and Parent Institute for Quality Education to deliver a range of in-person and virtual services to parents and families, including parenting, ESL, and digital literacy classes; and family health and wellness nights; among many other services.
4. PRCs conduct two community-wide needs assessments per year using the Panorama Survey, which enables each PRC to recalibrate family and community services based on emerging local needs.
5. Each PRC maintains a Resource Directory of Community Services for Madera County and actively connects families with community resources.
6. Madera Unified's PRC Call Center facilitates communication between families and schools and connects families to available community services, such as services related to housing, food, clothing, physical health and safety, mental and behavioral health, counseling, recreation programs, workforce training, childcare, and employment. The PRC Call Center is managed by bilingual PRC staff and operates during nontraditional hours in order to better serve family members, many of whom may be working adults.
7. Madera Unified's Department of Community Services and Parent Resource Centers has launched an online Resource Directory of Community Services for Madera County to serve as a one-stop resource that connects parents, employees, and community members to available resources provided by more than 300 organizations.
8. Madera Unified meaningfully engages with parents through the Parent Advisory Committee (PAC). The PAC is composed of parent volunteers who gather during the school year to be connected, heard, and informed about the district. The PAC's mission is to provide an authentic parent voice in an advisory capacity to the Madera Unified Board of Education and the Superintendent on matters pertaining to district goals, actions, and finances.
9. MUSD engages with parents and families through the District English Learner Advisory Committee (DELAC). The DELAC is the district-level English Learner Advisory Committee composed of parents, staff, and community members who collaboratively assess district-wide English Learner needs, programs, and services and advise district officials on ways to better serve English Learners.
10. Both the PAC and DELAC represent crucial mechanisms for parent and family engagement and two-way communication between district leaders and families. For example, both the PAC and DELAC actively participate in virtual and in-person meetings to gather parent and

family member feedback on the LCAP. This feedback is compiled and presented to the Board and Superintendent during a Board meeting, and the Superintendent then meets with each committee to provide his response and meaningfully engage with each committee.

11. At Cesar Chavez Elementary School, parents are recognized as key elements in quality education, and the school employs many strategies to fully engaging parents in their children's education.
12. Cesar Chavez Elementary provides a number of opportunities for parents to engage with school decision-making through the Caring Parents and Teachers (CPAT) organization, School Site Council (SSC), English Language Advisory Committee (ELAC), and the Parent-Teacher Club.
13. To facilitate direct communication at the site level, Cesar Chavez Elementary uses ParentSquare to keep parents and family members informed through email, text, and app notifications regarding important school- and district-level activities, such as parent education nights, special activities, engagement opportunities, and other useful information.
14. Cesar Chavez Elementary collaborates with the PRC to host Family Literacy Night and Math Night, which provide families with interactive events operated as knowledge and skill-building experiences that focus on learning strategies during which parents and children learn side-by-side through fun literacy and mathematics activities.
15. Cesar Chavez Elementary parents and family members are invited to participate in Parent and Community Engagement Conference, an annual district-wide conference designed to provide parents with a unique learning opportunity that includes keynote speakers, educational workshops, and raffle prizes.
16. Cesar Chavez Elementary holds Back-to-School Night and Open House, where parents are invited to observe their children's classroom engagement.
17. Parents enjoy participating in Cesar Chavez´s annual Literacy Night, Book Fairs, Parent Picnics, Pancake Breakfast, and various sports events and Spirit Weeks.
18. Translations and interpreting support parents in bridging the language barrier.
19. The Parent Resource Center offers parenting classes to Chavez parents in both English and Spanish as well as other classes throughout the school year.
20. Cesar Chavez Elementary provides childcare for parents attending meetings.
21. Parents volunteer to support school events and field trips and are encouraged to participate in and support various school activities.

Stakeholder Perspectives

Parents, family members, teachers, staff, and key community partners highlighted a number of key assets that promote positive parent and family engagement at Cesar Chavez Elementary. Feedback provided during community school planning meetings and in the Community School Stakeholder Survey highlight the following Community Schools Pillar 2 assets:

1. Informational events held at the school throughout the year (e.g., Parent Nights)
2. School orientation events (e.g., Back-to-School Night)
3. Opportunities for parents to collaborate in their children's education (e.g., family literacy nights)
4. Welcoming school environments
5. Parent education classes offered at the school or district (e.g., trainings, workshops)

Stakeholders also made a number of recommendations regarding the types of new parent and family services that could further increase Cesar Chavez Elementary's efforts to strengthen Community Schools Pillar 2. The most common recommendations include the following:

1. Parenting classes and resources that support positive behavior
2. Parent/family English language classes
3. Training for parents/families on how to fully partner in their child's education
4. Resources for parent/families on how to support their children's learning in the home
5. Training for teachers and staff on how to build better student-parent-school relationships



PILLAR III: COLLABORATIVE LEADERSHIP AND PRACTICES

Cesar Chavez Elementary School and Madera Unified are committed to establishing a culture of professional learning, collective trust, and shared decision-making to transform school culture and climate and improve outcomes for Cesar Chavez Elementary students, families, and community members. Cesar Chavez Elementary recognizes that ongoing professional development and training specific to students' academic, social-emotional, and developmental needs are necessary to ensure the delivery of high-quality education, and Cesar Chavez Elementary is committed to grounding its professional development in evidence-based, student-centered approaches that include social-emotional learning, trauma-informed care, and restorative practices. While Cesar Chavez Elementary and Madera Unified have made progress in these areas, there is much work to be done in order to implement Community Schools Pillar 3 with fidelity.

Chavez Elementary School Assets Related to Pillar 3

1. All Madera Unified principals and vice principals as well as a number of district office leaders have completed all required courses to receive their National Institute in School Leadership (NISL) certification through the National Council of Education and the Economy (NCEE). The NCEE NISL program is a research-proven professional learning program for school leaders that prepares them to create and lead high-performance organizations, improve instruction, leverage data-driven decision-making, and improve student and school culture with a focus on equity.
2. Madera Unified has developed a local level district accountability system called the Madera Learning System (MLS), which articulates a clear set of higher expectations than what exists both at the state and federal levels and provides the district with a multiple measures report on how well each school is performing in the domains of Academic, Engagement, and Management.
3. Madera Unified district and school leaders have completed NCEE's Executive Development Program (EDP), a 12-session program of over 144 hours of instruction that is considered to be the largest and most effective executive development program for school leaders across the United States.
4. To complement NCEE's executive leadership training, Madera Unified schools offer NISL's Teaching for Effective Learning (TEL), which engages teachers in three full-day sessions of coursework on how people learn and represents a high-quality professional development process created to help provide leadership, support, and capacity building to school leaders and teachers.
5. Madera Unified has worked with NCEE to craft a district redesign focused on developing a high-performing educational system, the District System Design Partnership (DSDP), which is a district-wide endeavor involving a wide array of community educational partners, including site leaders, teachers, union leadership, district leaders, trustees, and leaders of community-based organizations and local governmental agencies. This ambitious project began with a collaborative process called "View Your District Context Through the Lens of Top-Performing Education Systems," which required district leaders and partners to conduct a root cause analysis to identify the key elements that drive the district's results.

6. Cesar Chavez Elementary teachers engage in cycles of continuous improvement through the use of data from student performance, high-quality research-based instructional practices, and expanded student use of technology to guide development.
7. Cesar Chavez Elementary provides teachers and support staff with dedicated time to collaboratively and frequently assess student academic, developmental, and social-emotional learning progress using tools such as Smarter Balanced Assessments, NWEA Assessments, Panorama Surveys, and other local evaluation resources.
8. Ongoing site-level PBIS implementation coaching, coordination, and evaluation have become a core component of Cesar Chavez Elementary's recently established weekly Elementary Specials rotation.
9. Grade-level teaching teams engage in a minimum of 100 minutes of PLC collaborations focused on discussing and developing high-quality lessons and evidence-based practices.
10. The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists frequently provide targeted coaching and support during PLC times to address site-specific weaknesses regarding Cesar Chavez Elementary's implementation of PBIS and/or social emotional learning programs and practices.
11. Cesar Chavez Elementary actively encourages parent participation in the SSC and ELAC, which provide parents with opportunities to engage in the collaborative development and approval of the Cesar Chavez Single Plan for Student Achievement (SPSA), School Safety Plan, and Title I budget.
12. Cesar Chavez Elementary's priority is to use the Professional Learning Community to enable teachers and support staff to collaboratively analyze the learning progress of students and rapidly respond to their academic needs.
13. Through the PLC collaborative process, teams can identify gaps and weaknesses and plan instruction and intervention to address the specific needs of English Learners. All available data is used to design appropriate instruction/intervention for students.
14. Cesar Chavez accelerates instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders, and staff.
15. Through the PLC and Cycle of Inquiry process, teachers engage in research on topics such as Kagan Structures, reading and math strategies, engagement strategies, and other strategies for accelerating instruction.
16. District Academic Coaches (DACs) provide professional development to teachers on the topics of ELD, curricular mapping, Twig science implementation, and math and ELA instruction for departmentalized classes.

Stakeholder Perspectives

As part of its community school planning process, Cesar Chavez Elementary School and Madera Unified engaged with parents, family members, and key community stakeholder as well as teachers, staff, and administrators at the school and district levels in an effort to gather broad and diverse input on ways that Cesar Chavez Elementary could better foster collaborative leadership and shared decision-making. After gathering stakeholder perspectives, Cesar Chavez Elementary's Community School Advisory Council compiled and analyzed feedback segregated by stakeholder type to better understand each stakeholder group's perceptions regarding Cesar Chavez Elementary's success in aligning local practices with Community Schools Pillar 3 and ways to strengthen Pillar 3. Cesar Chavez Elementary teachers and staff ranked (from highest to lowest priority) the following ways that the school and district could improve collaborative leadership and practices for educators and administrators.

1. Establish a new committee or expand an existing committee to lead collaborative community schools planning and implementation

2. Increase opportunities for teacher/staff professional development that build their capacities to be effective school leaders

3. Provide professional development that builds the capacity of teachers/staff to engage with students and families in community school decision-making processes

4. Establish new structures for problem-solving system-level issues at the school (e.g., cross-sector working groups)

5. Create new opportunities for teachers/staff to provide input regarding community school services and operations (e.g., listening tours, focus groups, surveys)

Cesar Chavez Elementary parents and family members ranked (from highest to lowest priority) the following ways that the school and district could improve opportunities for parents and families to engage in shared decision-making and accountability.

1. Improve communication strategies between the school and home to ensure all parents and family members are aware of the leadership opportunities available to them at the school

2. Provide workshops and classes that train parents to fully partner with their child's school

3. Provide more opportunities for parents/family members to meaningfully engage with teachers and school administrators to better understand the issues impacting the school and their child's education

4. Improve school climate and culture so that parents and family members feel more welcome to participate in the school's shared decision-making

5. Develop new or improve existing opportunities for two-way communication between parents and school leaders



PILLAR IV: EXTENDED LEARNING TIME AND OPPORTUNITIES

Cesar Chavez Elementary offers comprehensive expanded learning programming through the Cesar Chavez Elementary After School Program, which takes place on the school campus immediately following the regular school day. The program provides an environment for safe and accessible expanded learning, as all students are engaged in either group or one-on-one activities supervised by a caring adult. Cesar Chavez Elementary also provides a Summer Program in order to provide year-round out-of-school-time programming designed to improve students' academic, behavioral, and youth developmental outcomes.

Cesar Chavez Elementary School Assets Related to Pillar 4: Expanded Learning Time and Opportunities

1. After school academic assistance is divided into two core components: Homework Club and Tutorial Time. During Homework Club, certificated teachers and preservice teachers ("Teaching Fellows") provide one hour of small group homework assistance in all core subjects. After completing Homework Club, students participate in 40 minutes of Tutorial Time, which consists of small group tutorials that reinforce instructional day lessons by following each grade level's Curricular Map.
2. To provide targeted English Learner support, bilingual Teaching Fellows with experience and/or credentials relevant to serving English Learners lead Homework Club and Tutorial Time sessions for English Learners and employ evidence-based strategies designed to improve English Learner outcomes.
3. Cesar Chavez Elementary's After School Program provides a variety of enriching youth development clubs featuring active learning activities designed to build skills necessary to succeed in core academic classes while connecting academic learning to real-world situations relevant to the lives of students. Students choose two 35-minute activities per day.
4. Expanded learning personal interest activities include drama, theater, arts and crafts, nutrition and cooking, instrumental music, computers and technology, hands-on science, literature and reading, physical fitness, recreational activities, and team sports. Personal growth activities include leadership training, self-esteem courses, service-learning, and conflict management/resolution training.
5. Enrichment club activities are scaffolded in a way that facilitates student mastery of skills of increasing difficulty, a research-based practice that keeps students engaged in collaborative, hands-on PBL activities that lead to a culminating event at the end of each club (e.g., Student End-Of-Year Showcases, Lights On Events).
6. Cesar Chavez Elementary's expanded learning activity planning is grounded in feedback from student surveys administered by the program's Student Leadership Council in order to ensure that activities make a clear linkage between program activities that impact their students' lives outside of the program.
7. Cesar Chavez Elementary's After School Program ensures that staff and students share the responsibility of creating a sense of community by hosting events such as the Lights On event and the Family Literacy event, among others that strengthen the sense of community.

8. Cesar Chavez Elementary School's After School Program prioritizes students who are most at risk of academic failure, special needs students (e.g., English Learners, special education students), and students who consistently demonstrate at-risk youth behavior.
9. To ensure the After School Program remains up-to-date regarding emerging English Learner needs, the Site Coordinator attends Cesar Chavez Elementary ELAC meetings, and at least one ELAC representative serves on the After School Program Leadership Team.
10. Instructional day teachers, counselors, and administrators serve as the site leads for identifying students most in need of expanded learning program academic assistance and youth enrichment services, and they collaboratively identify target students during weekly grade-level PLC meetings.
11. In addition to proactively identifying and referring students with special needs to the program, the Cesar Chavez Elementary After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs.
12. Cesar Chavez Elementary coordinates with the California Teaching Fellows Foundation to staff the program with bilingual Teaching Fellows to provide linguistically appropriate support for English Learners.
13. Madera Unified Academic Coaches funded through Title I provide professional development to program staff on instructional strategies that have a proven track record of improving English Learner academic performance.
14. Title III-funded Madera Unified English Language Development Coaches work with the Cesar Chavez Elementary Site Coordinator to ensure academic tutorials are standards aligned and employ evidence-based strategies specifically for English Learners. The program also utilizes curricula and resources that have documented success for use with students with limited English language proficiency, such as English-as-a-Second-Language (ESL) curriculum, SRA Reading Programs, and Imagine Learning curricula and resources.
15. Cesar Chavez Elementary's After School Program benefits from strong community partnerships that provide a number of academic and enrichment opportunities for program participants, including the following:
    - **UC CalFresh's Nutrition Education Program** coordinates with the After School Program to provide materials, resources, and staff training required to implement physical fitness and wellness education.
    - **CalViva's Health Education Department** provides students and families with Fit Families for Life, a five-week family education program that covers topics such as making healthy food choices, engaging in regular exercise, understanding nutrition facts labels, and adding fruits and vegetables to meals.
    - **Community Action Partnership of Madera County** provides parents and family members with the Strengthening Families Program, an evidence-based enrichment program designed to support parents of English Learners by delivering training to enhance parenting skills, children's life skills, and family skills.
    - **Madera Coalition for Community Justice** provides training to parents on how to become school leaders. Workshops focus on bolstering parent involvement through

participation in the School Site Council, Parent Clubs, ELAC, and volunteerism in various school venues.

- **City of Madera Parks and Community Services** delivers science education activities during select program days. City of Madera Parks and Community Services also provides staff and resources to lead a variety of academic achievement and enrichment activities, including Navigation 101, Junior Achievement, Academic Game Plan, community service projects, mentoring programs, and STEM service-learning projects.
- **Madera County Arts Council** provides the PACES Art Club, during which local professional artists lead workshops, assemblies, and performances geared toward elementary and middle school students. Artists also lead students as they develop small- and large-scale art projects and performances aligned with California Visual and Performing Arts Standards, such as theater and dance productions, photography portfolios, paintings, and sculptures.
- **The Parent Institute for Quality Education (PIQE)** provides parents and families with the Parent Engagement Education Program, which empowers parents to (1) become actively involved in their children's education by becoming more effective co-teachers at home, (2) work in partnership with the school system, and, ultimately, (3) become the architects of their children's educational future.
- **Darin Camarena Health Centers** provide the Cesar Chavez Elementary Parent Resource Center with health-related materials and resources to share with students and their family members. Darin Camarena Health Centers also collaborate with PRCs to provide direct health and wellness services and referral services during and after school hours.

16. In addition to the After School Program, Chavez Elementary students have the opportunity to participate in Madera Unified's Summer Squad, a summer enrichment program that provides a number of engaging academic and enrichment classes all summer long, including College and Career Readiness activities, WorkEd Activities, and Adventure Camps.
    - Summer Squad College and Career Readiness clubs include Agriculture Mechanics, Bow Chicken Cow Cow, Culinary Education, Future Carpenters of America, Future Manufacturers & Engineers, Future Technicians of America, Legos and STEM Camp, Let's Make a Music Video, and many more.
    - Summer Squad WorkEd activities include Music Production, Video Game Design with Esports, and Drones & Aviation.
    - Adventure Camps include Fair Camp, Zoo Camp, Theatre Camp, River Camp, Young Explorers Camp, and Backyard Games Camp.
17. Chavez Elementary also provides a Winter Intersession Program with the purpose of connecting interactive and engaging activities (e.g., STEM, robotics, dance, outdoor education, video game design) to school-day academic standards, behaviors, and habits in order to increase student engagement, broaden student perspectives, spark curiosity, and boost academic performance in school.

Stakeholder Perspectives

As part of its existing efforts to provide students and families with a robust menu of services available beyond the regular school day, Cesar Chavez Elementary School and Madera Unified strive to design out-of-school-time program offerings that meet the academic, behavioral, and developmental needs of all students as well as needs of Cesar Chavez Elementary families. Cesar Chavez Elementary considers students, teachers, staff, parents, and families to be key partners in the design of expanded learning program offerings and regularly gathers stakeholder input through focus groups, engagement meetings, and surveys. Below is a summary of several key findings from the most recent Cesar Chavez Elementary Expanded Learning Program Survey, which will guide the Cesar Chavez Elementary's community school initiative efforts to continuously improve expanded learning time and opportunities, including through the strategic braiding of California Community Schools Partnership Program Implementation Grant funding with other federal and state discretionary grant sources supporting expanded learning time and opportunities.

Cesar Chavez Elementary student perception regarding the three most needed types of expanded learning services:

1. Homework assistance
2. Tutoring services
3. Individualized academic assistance for students with unique behavioral or academic needs

Chavez Elementary parent and family member perception regarding the three most needed types of expanded learning services for their children:

1. Tutoring services
2. Mathematics and science education activities
3. Reading/language arts activities

Chavez Elementary teacher and staff member perception regarding the three most needed types of expanded learning services for Cesar Chavez Elementary students:

1. Tutoring services
2. College and career preparation
3. Mentoring programs

Community Partnership and Resources

Chavez Elementary's community schools initiative engages key leaders and stakeholders at both the district and site levels. At the district level, Madera Unified's Community Schools Leadership Team is spearheaded by the Community Schools Coordinator and Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. The Community Schools Leadership Team is composed of (1) administrators from each Department of Student and Family Support Services division; (2) administrators, teachers, and staff from Chavez Elementary School (including personnel specialized in serving special populations); (3) parent leaders; and (5) at least one representative from each major community partner. The Leadership Team is also divided into three Subcommittees that meets more frequently to discuss issues specific to their Subcommittee areas of expertise. These Subcommittees are Community Health Services, Community & Parent Resources, and Extended-Day Programming. This district-level Community Schools Leadership Team ensures shared governance of community schools and shared responsibilities for the process of school transformation by engaging with the Chavez Elementary Community School Advisory Council, which serves as the site-level community school governing body. Since fall of 2022, the Madera Unified Community Schools Leadership Team has partnered with the Chavez Elementary Community School Advisory Council as well as other local leaders and community stakeholders to guide CCSPP Project research, design, and development.

In addition to benefiting from this district- and school-level management structure, Chavez Elementary with leverage local and district-wide community partnerships and resources. As part of Madera Unified's existing community schools funding efforts under CCSPP Implementation Rounds 1 and 2, the CCSPP Leadership Team has formalized a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school's partner, and Chavez Elementary will leverage these relationships and efforts. Further, in collaboration with the Community Schools Coordinator and Madera Unified Community Schools Leadership Team, the Chavez Elementary Community School Advisory Council will frequently update this Partnership Matrix in order to outline outlines the commitments of each partner and identify prospective new partnership that could strengthen the community schools initiative.

Table 9: Chavez Elementary Community Schools Partnership Matrix

Organization	Key Community Schools Roles and Responsibilities
Camarena Health	Provides physical and mental/behavioral healthcare services to MUSD students and families, including through the operation of two MUSD school-based health centers; provides the PRC with health-related materials and resources to share with students and families
Valley Children's Hospital	Provides Madera Unified schools with health-related resources and supports the district's CCSPP Project by leveraging resources when school-specific needs are identified

Madera County Behavioral Health Services	Oversees interagency collaborative planning of case management and behavioral health services to MUSD service population; facilitates linkages and access to a continuum of services for students with social-emotional, behavioral, and academic needs
Madera County Superintendent of Schools	Provides support and technical assistance for all California Community Schools Partnership Program efforts.
California Teaching Fellows Foundation	Recruits, screens, trains, and places preservice teachers to lead expanded learning programming for MUSD students
Community Action Partnership of Madera County	Supports MUSD in coordinating a broad range of community services for low- and moderate-income families, including childcare, early childhood education, housing, and victim services, among many other services
Alliance for a Healthier Generation	Oversees the Thriving Schools Assessment; provides physical education and physical activities resources and training
Dairy Council of California	Provides MUSD students with a variety of nutrition education resources and activities.
University of California Cooperative Extension	Coordinates regular day and expanded learning program health/nutrition education and physical fitness activities
Family Leadership, Inc.	Provides MUSD parents and families with a series of eight Parenting Partners workshops designed to develop parenting and leadership skills
Madera Parks & Community Services	Collaborates closely with MUSD to provide a broad menu of evidence-based extended-day youth enrichment activities that promote students' physical, social-emotional, and mental health and wellness
Parent Institute for Quality Education	Coordinates the delivery of PIQE's nine-week Parent Engagement in Education Program through MUSD PRCs
Madera Police Department	Serves on MUSD's School Safety Team and supports schools in developing and updating the Comprehensive School Safety Plan and Emergency Response Plan
Madera Department of Public Health	Coordinates health education curriculum and physical activities programming for Chavez Elementary students and families; provides whole child health-related services to Chavez Elementary students and families
Madera Coalition for Community Justice	Provides PRC-based workshops that build parents' capacity to effectively partner in their children's education
Madera Arts Council	Provides MUSD students with extended-day youth enrichment arts-related activities and provides opportunities for students to participate in community art projects and performances