

# California Community Schools Partnership Program

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## Cohort 1 Sustainability Plan Dixieland Elementary School



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## Dixieland Elementary School Sustainability Plan

Dixieland Elementary School and Madera Unified share a strategic vision 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 28 schools. In pursuit of developing this thriving network of community schools, Dixieland Elementary has developed a sustainability plan that embodies a holistic approach to sustainability, intertwining fiscal responsibility, programmatic innovation, and community empowerment. Grounded in the five capacity-building strategies of shared commitment, understanding and priorities, centering community-based learning, collaborative leadership, and sustaining staff and resources, our plan outlines a comprehensive approach to ensure the long-term success and impact of our community school initiative.

### Shared Commitment, Understanding and Priorities

Dixieland Elementary School's transformational change, focused on students' behavioral and social-emotional needs, will require a commitment to a shared vision and a unified sense of mission. A systematic review of our project purpose, intentional onboarding of newcomers, diversity of leadership representation, and continual engagement of interest-holders in two-way communication will help ensure collaboration, a sense of commitment, shared accountability, and intentional focus of time, energy, and resources on the priorities and critical tasks showing potential for significant impact. To sustain a shared understanding and commitment to the community school initiative, Dixieland Elementary will:

#### **Intentionally and consistently share goals and actions, data, and communicate successes.**

**1. Annual Goal Review and Alignment:** An essential component of our sustainability efforts involves revisiting the CCSPP initiatives, goals, expenditures, and target outcomes annually. This process allows us to assess progress, adapt strategies, and realign priorities in accordance with our community's evolving needs. By aligning our actions with the Single Plan for Student Achievement and the Local Control and Accountability Plan (LCAP), we ensure a cohesive approach that maximizes local investment and support for our sustainability initiatives.

**2. Transparent Communication:** Effective communication is fundamental to engaging relevant parties and fostering a sense of ownership over the CCSPP. We are committed to regularly communicating our plans, actions, and purpose to various school and district councils, including ELAC, SSC, DELAC, PAC, and others. This communication occurs through in-person meetings, written and visual messaging, and social media platforms in English and Spanish.

**3. Engagement:** Central to our sustainability plan is the active engagement of relevant parties at all levels. We value the input and feedback of students, parents, staff, and community partners, recognizing that their perspectives are essential to shaping our priorities and strategies. Collecting and analyzing a variety of data demonstrates our ongoing commitment to addressing their needs and concerns.

**4. Advocacy and Partnership:** In addition to internal efforts, we are committed to advocating for future partnership investments in Madera Unified and our community schools. This includes seeking increases in LCAP funding to support our CCSPP initiatives, particularly those related to sustainability. By leveraging external partnerships and resources, we can enhance the impact and reach of sustainability efforts, leading to improved outcomes for our students and community.

**Apply effective strategies and processes to strengthen and sustain commitments.**

**1. Initiative Highlights:** A cornerstone of our approach is to showcase the success of our community school's initiatives to inspire continued investment from partners and interest-holders. We will leverage platforms such as LCAP investments and strong school-community partnerships to secure meaningful resources, cultivate a culture of support, and encourage future investments in Madera Unified's community schools initiative.

**2. Strategic Action Plan (SAP) Teams:** To effectively address challenges and drive improvement, we will continue to employ SAP teams in the established design science improvement process to identify problems, explore root causes, and develop and test strategies to achieve our goals. By involving relevant parties in the Plan-Do-Study Act (PDSA) process, we will foster collaboration, innovation, and ownership of our sustainability efforts.

**3. Newcomer Orientation and Onboarding:** We will continue to host welcoming meetings and events for new hires, families, students, and community partners to introduce them to Madera's core values, compacts, and Dixieland Elementary's community school strategy. Additionally, by continuing our Student Champion Course, we will provide new employees with a deeper understanding of district culture and a focus on equity and empowerment from the outset.

**4. Student Bill of Rights:** Adherence to the Student Bill of Rights is central to our commitment to inclusion and diversity. These rights serve as guiding principles, promoting an "other people matter" mindset and ensuring every student feels valued and respected. By upholding these principles, we intend to continue fostering an environment where diversity is celebrated and all students can thrive socially, emotionally, and academically.

**5. Transparent Reporting and Accountability:** Transparency and accountability are fundamental to sustaining commitment. We intend to continue annual public presentations of initiative reports to staff, school councils, district boards, and community partners, providing a comprehensive overview of our progress, achievements, challenges, and next steps for continuous improvement.

## Centering Community-Based Learning

Curriculum and pedagogy engage students in relevant, real-world learning opportunities and connect students to the community and future work-related experiences. Our focus on community-based instructional approaches aims to cultivate College and Career readiness while nurturing student development. Madera's CBL practices encourage student engagement and agency, create a sense of belonging and inclusivity, and strengthen connections between and among students, educators, families, and the broader community. To sustain and expand project or Community-Based Learning, Dixieland Elementary School will:

### **Expand our community-based instructional approach to teaching and learning.**

**1. Collaborative Design for Student Learning:** Central to our approach is collaboration with Dixieland Elementary School's interest-holders to design meaningful learning experiences, involving Community Schools, SSC, ELAC, PAC, and others in decision-making related to project design, learning experiences, and assessment.

**2. Ongoing Professional Development:** We recognize the importance of ongoing professional development in supporting educators and volunteers to implement community-based pedagogy effectively. Training sessions, workshops, conferences, and collaborative learning experiences will continue to be offered to deepen their understanding of community-centered approaches, share best practices, and learn from one another.

**3. Community Volunteers:** In addition to professional development for educators, we provide instruction for community and family members who may volunteer to share their skills and experiences, thereby enriching the learning experiences of our students.

### **Expand project/ community-based learning opportunities.**

**1. Performance Assessments:** We incorporate performance assessments beyond traditional measures when assessing students' learning and growth. Projects, portfolios, and community assessments aligned to our Graduate Profile (capstone) will continue to serve as valuable tools for evaluating students' ability to apply their learning to real-world contexts and assess students' capacity to make meaningful contributions to their communities.

**2. Parents, Community Members, and Partners Participation:** We recognize that the success of our community-based learning initiative hinges on the active involvement of parents, community members, and partners. These interest-holders bring valuable expertise, resources, and perspectives to the table, enriching the learning experiences of our students. Through collaborative project development and learning experiences, we leverage the collective wisdom of our community to create rich, interdisciplinary learning opportunities. Additionally, involving interest-holders in assessing the application of student learning outcomes fosters a sense of ownership and accountability within the community, ensuring that our initiatives are relevant, impactful, and sustainable.

## Collaborative Leadership

Collaborative leadership is fundamental to the success of the Madera transformation project. Applied intentionally, it creates a culture of democratic engagement and shared leadership that fosters collaboration, equity, and inclusion. At Dixieland Elementary School, an emphasis is placed on diversity, the development of positive relationships, the use of focus groups and listening tours to gather input/feedback, and the purposeful involvement of interest-holders in decision-making, mapping, and review of goal progress/attainment. To expand, strengthen, and sustain collaborative leadership opportunities, Dixieland will:

### **Annually review Community School leadership structures and team compositions.**

**1. District-level Leadership Team:** At the core of our sustainability efforts is the maintenance of Madera's district-level Community Schools Leadership Team. This team will continue to facilitate shared governance and responsibility for the transformation process of our schools. By collaborating with the Site Council, which serves as the site-level governing body, decisions will continue to be made collectively with input from our interest-holders.

**2. District-level Subcommittees:** We will sustain district-level subcommittees within Madera Unified's Community Schools Leadership Team. These subcommittees, focusing on areas such as community health services, community and parent resources, and extended-day programming, will lead targeted actions within our community schools, utilizing their expertise to ensure the effective implementation of initiatives to address diverse needs.

**School-based Strategic Action Plan Team (SAP):** We will continue supporting the school site-based Strategic Action Plan (SAP) Team as they lead our transformational change. This includes aligning school-level initiatives with district-wide goals to ensure coherence and effectiveness.

### **Apply effective strategies and processes to sustain interest-holder commitments.**

**1. Interest-Holder Engagement.** The number of opportunities will expand to encourage meaningful engagement of interest-holders, including the **District Advisory Council** quarterly meetings to share progress, review school and community needs assessment data, and refine service delivery. **Site-level Leadership Advisory Teams meetings** and site-level Leadership Advisory Teams, including CCSPP, SSC, ELAC, and others, will convene to review progress and determine the next steps toward collaborative leadership. **The school-based strategic action plan (SAP) team** is crucial in aligning school-level initiatives with district-wide goals and ensuring coherence and effectiveness in our sustainability efforts. **Site Advisory Councils**, such as ELAC and SSC, seek representation from students, staff, families, and community members to ensure that diverse voices are heard and valued in decision-making. **Student councils like ASB and other leadership councils** and student conferences will continue to provide students with opportunities to engage in real-world discussions and leadership skill development. **Parent Center and advisors will expand** class and workshop offerings offered through PIQE and other partner organizations to equip parents with the skills and knowledge to become influential leaders and advocates for their children's education.

## Sustaining Staff and Resources

Investment in capacity building of teachers and staff members is an ongoing priority due to the challenges associated with transformational change in a high-needs school system. Madera's investment in professional development opportunities for teachers and staff enhances their skills and knowledge and increases job satisfaction. Mentorship programs provide individualized support to new and tenured staff members to assist with new/unfamiliar roles, responsibilities, and expectations. Resource allocations are reviewed annually to determine effectiveness, ongoing/emerging needs, alignment to LCAP and other program goals, and potential opportunities to braid resources or redistribute funding. To retain and expand community school capacity and resources, Dixieland Elementary School will:

### **Maintain actions and policies designed to build the capacity of key support staff.**

**1. Staff Growth and Development.** Madera Unified recognizes the role professional learning and career advancement opportunities play in retaining staff members who are competent, confident, and committed to transformational change. We have invested and will continue to support staff growth and development through such actions as Madera's multiple career pathways and career ladder and the use of MTSS/PBIS coaches to target support in MTSS/PBIS implementation, restorative justice, and universal design for learning.

**2. Leadership Capacity Building.** Dixieland's community school lead teachers and administrator will continue to receive initial and ongoing professional development within a Train-the-Trainer framework. They will disseminate lessons learned to all teachers and staff during professional learning community meetings. PLC training and coaching opportunities, as well as collaborative teacher learning time, will remain a top priority to ensure teachers are provided with the opportunity to share ideas, research best practices, identify areas of need, and determine their next steps in their own learning.

### **Pursue and secure funding and in-kind opportunities.**

**1. Goal Alignment and Integration.** A collaborative, concerted effort will be placed on funding actions to support the retention of secured team members, including our district-level community school coordinator, social-emotional specialists, student advisor, parent center advisor, community leads, and others. We will revisit Dixieland Elementary School's Community School goals, actions, and measures annually to ensure tight alignment with LCAP goals, notably LCAP Goal 5, to "Recruit and retain highly qualified teachers" and LCAP Goal 6, "Incentives and support to continuously improve performance." Additionally, Madera's six CCSPP goals and corresponding performance indicators will be integrated into the existing evaluation plan to retain CCSPP grant-funded staff.

**2. In-Kind and Financial Support.** Dixieland Elementary School recognizes the significant role staff and resources play in the success of transformational change. For this reason, we will continue to seek partnership agreements, document in-kind and potential support, pursue increased LCAP funding allocations, strategically blend and braid available federal, state, and competitive grants (LCFF, ELOP, ESSR, etc.), and explore Medi-Cal billing options to maintain

staff, purchase materials, and expand services. We intend to continue using our data management and evaluation tools and processes to support ongoing assessment, including Panorama Surveys and the MUSD Salesforce data system established through MUSD's U.S. Department of Education-funded School Transformation Grant. We also recognize the benefits and intend to continue collaborating with an external grant development firm to identify potential Federal, State, private, and corporate foundation funding opportunities to improve, enhance, and sustain our community school initiative (E.g., recently awarded Stronger Connection grant).

## Strategic Community Partnerships

Madera's collaborative approach to the identification and development of partnerships helps to maximize resources, prepare for the evolving needs of students and families, more effectively address immediate needs, such as housing and medical care, and develop a sense of ownership and shared responsibility for student success among all relevant parties involved in the community school initiative. By maintaining current partnerships, mapping assets, and securing new agreements, Madera's partnerships will embody a collective commitment to student development while fostering a sense of belonging, support, and collaboration within the community. By leveraging the strengths and resources of both schools and communities, these partnerships have the potential to create lasting positive impact. To expand and sustain strategic community partnerships that support community school goals, Dixieland Elementary will:

### **Maintain a targeted focus on securing and sustaining partnerships.**

**1. Partnership Expansion.** The success of our initiative centers on the procurement and sustainability of critical community partners whose services and collaborative efforts align with our school and district vision and Community School goals and targeted efforts, including student and family wellness, social-emotional support, and mental and behavioral health services. We will continue to conduct annual community mapping to identify gaps in services and resources, identify unclaimed assets, and secure partnerships, including a diverse range of organizations representing diverse sectors (e.g., non-profits, businesses, etc.). CCSPP goals and supporting activities will be integrated into the work of established district committees, such as the Wellness Committee, Safety Committee, and Finance Committee, to support outreach.

**2. Partnership Retention.** To maintain progress and develop a community-minded culture, it is critical that we not only obtain, but sustain partnerships within our Dixieland Elementary community and across the district. To do this, we will provide consistent access to information and maintain open lines of communication with our community partners to keep them informed about ongoing initiatives, opportunities for collaboration, and emerging changes in needs. Partnership agreements will be reviewed annually during a Leadership Team meeting and revised, if necessary, to reflect any partnership adjustments. One advisory meeting per year will be devoted to reviewing partner roles and strategies to avoid unnecessary duplication of services and to ensure effective leverage and braiding of partner resources and services.

## **Access effectiveness of community partnerships in achieving education and community objectives**

**1. Partnership Success Indicators.** Transformational change will require meaningful collaboration and the support of dedicated, long-term community partnerships. Success will be marked by a consistent increase in the number of partnership agreements documenting in-kind or financial support and increased LCAP funding allocated to support Community Schools' efforts. Data and other information gathering will indicate: (5.1) Increased number of parents/family members who access PRC services (PRC service and attendance records); (5.2) Increased number of parents/family members who report having adequate access to needed services (Panorama Family-School Relationship Survey); (5.3) Increased parent/family member capacity to foster social-emotional supports in the home (Panorama Family-School Relationship Survey). Feedback from surveys, formal/informal discussions, and service tracking consistently indicate that successfully leveraging partnerships and resources from within professional and community networks continues to benefit Dixieland students, families, and the community.

**As a result,** Dashboard and other indicators will consistently indicate an increase in the percentage of students meeting/exceeding state, district, school, and personal academic goals and achieving success academically, socially, emotionally, and physically. Most importantly, students will exit Dixieland Elementary School with the knowledge, skills, and confidence to meet rigorous high school academic expectations and graduate from high school and college career ready.