# California Community Schools Partnership Program

## Implementation Plan

In Preparation for CCSPP Implementation – Round 2

Eastin-Arcola Elementary School

*Home of the Wildcats*

TOGETHER WE RISE

MADERA UNIFIED SCHOOL DISTRICT

# Core Commitment to Community Schools

Eastin-Arcola Elementary leaders and school-community stakeholders have engaged with Madera Unified leaders throughout CCSPP Implementation Round 2 planning and have worked closely with district leaders to align and articulate local and district-wide Community Schools strategies. This work builds on both Madera Unified's and Eastin-Arcola Elementary School's existing efforts to align school improvement strategies with the California Community Schools Framework, including with the Four Pillars and Four Cornerstone Commitments of Community Schools. At the school site level, these efforts are highlighted through the work of the School Site Council, English Language Advisory Committee, and Caring Parents and Teachers organization and highlighted in the Eastin-Arcola Elementary mission and vision statements as well as throughout the School Accountability Report Card, Single Plan for Student Achievement, and numerous other school policies and publications. At the district level, Madera Unified's commitment to the California Community Schools Framework is demonstrated by prior and current investments and initiatives, including a number of state and federally funded initiatives as well as LCAP Goals, Activities, and Expenditures.

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. Eastin-Arcola Elementary is one of 11 schools within Madera Unified School District's Purple Pyramid, a feeder system of elementary, middle, and high schools that collectively serve 8,270 students. More than 30,000 residents live within the boundaries of Purple Pyramid schools, which include Madera city urban neighborhoods and rural areas to the city's south that are home to some of the most underserved Madera County residents. During the 2021-22 school year, Eastin-Arcola Elementary enrolled 211 K-8 students.

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 (January 2023) have supported Madera Unified in establishing strong community schools within the district's Red Pyramid, and Madera Unified secured a CCSPP Round 1 grant that includes all Red Pyramid schools. Over the next two rounds of CCSPP funding, Madera Unified will continue to build on the district's CCSPP Round 1 Red Pyramid investments and scale its community schools

initiative to all Purple Pyramid schools (CCSPP Round 2) and all Blue Pyramid schools (CCSPP Round 3).

All Madera Unified and Eastin-Arcola Elementary California Community Schools Partnership Program strategies will build on these existing commitments and efforts to 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 Eastin-Arcola Elementary and its community partners. Madera Unified has collaborated with Eastin-Arcola Elementary to establish the six overarching community schools goals outlined below, and Eastin-Arcola Elementary will work to allocate CCSPP and in-kind resources to meet local needs and advance each of these shared district-wide CCSPP goals.

**Goal 1: Increase academic achievement among the most vulnerable populations, particularly among students disproportionately impacted by COVID-related learning loss**

**Madera Unified LCAP Alignment**

LCAP Goal 2 - Demonstrate equity before equality by providing resources based on student needs

LCAP Goal 3 - Provide a high-quality education with aligned curriculum & teaching

**California Community Schools Framework Alignment**

Pillar 1. Integrated student supports

Pillar 4. Extended learning time and opportunities

Cornerstone Commitment 3. A commitment to powerful, culturally proficient and relevant instruction (Developmental Phase: Evolving)

**Goal 2: Build school and district capacity to improve MTSS and PBIS fidelity of implementation**

**Madera Unified LCAP Alignment**

LCAP Goal 2 - Demonstrate equity before equality by providing resources based on student needs

LCAP Goal 3 - Provide a high-quality education with aligned curriculum & teaching

**California Community Schools Framework Alignment**

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

Cornerstone Commitment 1. A commitment to assets-driven and strength-based practice (Developmental Phase: Excelling)

Cornerstone Commitment 2. A commitment to racially just and restorative school climates (Developmental Phase: Evolving)

**Goal 3: Expand social and emotional learning strategies through resource procurement and professional learning**

**Madera Unified LCAP Alignment**

LCAP Goal 2. Demonstrate equity before equality by providing resources based on student needs

LCAP Goal 3. Provide a high-quality education with aligned curriculum & teaching

LCAP Goal 5. Recruit and retain highly qualified teachers

**California Community Schools Framework Alignment**

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

Cornerstone Commitment 1. A commitment to assets-driven and strength-based practice (Developmental Phase: Excelling)

Cornerstone Commitment 2. A commitment to racially just and restorative school climates (Developmental Phase: Evolving)

Cornerstone Commitment 3. A commitment to powerful, culturally proficient and relevant instruction (Developmental Phase: Evolving)

**Goal 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**

**Madera Unified LCAP Alignment**

LCAP Goal 1. Provide early support for children and their families before beginning school

LCAP Goal 2. Demonstrate equity before equality by providing resources based on student needs

LCAP Goal 5. Recruit and retain highly qualified teachers

**California Community Schools Framework Alignment**

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

Cornerstone Commitment 1. A commitment to assets-driven and strength-based practice (Developmental Phase: Excelling)

Cornerstone Commitment 2. A commitment to racially just and restorative school climates (Developmental Phase: Evolving)

Cornerstone Commitment 3. A commitment to powerful, culturally proficient and relevant instruction (Developmental Phase: Evolving)

**Goal 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**

**Madera Unified LCAP Alignment**

LCAP Goal 1. Provide early support for children and their families before beginning school

LCAP Goal 2. Demonstrate equity before equality by providing resources based on student needs

**California Community Schools Framework Alignment**

Pillar 2. Family and community engagement

Cornerstone Commitment 4. A commitment to shared decision making and participatory practices (Developmental Phase: Evolving)

**Goal 6: Sustain community schools efforts beyond the CCSPP Implementation Grant funding period**

**Madera Unified LCAP Alignment**

LCAP Goal 6. Incentives & support to continuously improve performance

**California Community Schools Framework Alignment**

Pillar 3. Collaborative leadership and practices

Cornerstone Commitment 4. A commitment to shared decision making and participatory practices (Developmental Phase: Evolving)

# Measurable Goals and Activities

The Community Schools Coordinator will oversee data management and collaborate with an external evaluator to conduct formative and summative evaluation that will inform continuous quality improvement efforts at both school site and district levels. As CCSPP Implementation Round 2 investments will build on and advance Madera Unified's CCSPP Implementation Round 1 and other initiatives, the district will leverage several existing data management and evaluation tools and processes to support ongoing assessment, including Panorama Surveys and a Madera Unified Salesforce data system established through the district's U.S. Department of Education-funded School Transformation Grant. The CCSPP Leadership Team will integrate the following six CCSPP goals and corresponding performance indicators into its existing evaluation plan.

**Goal 1: Increase academic achievement, particularly among students disproportionately impacted by COVID-related learning loss**

Indicator 1.1: Increased number of students accessing out-of-school-time supports (attendance records)
Indicator 1.2: Increased number of students meeting ELA and Math standards (SBAC results)

**Goal 2: Build school and district capacity to improve MTSS and PBIS fidelity of implementation**

Indicator 2.1: Increased number of teachers and staff participating in MTSS and PBIS trainings (attendance records)
Indicator 2.2: Improved teacher and staff ability to implement MTSS and PBIS strategies with fidelity (classroom observation, SWPBIS Tiered Fidelity Inventory)
Indicator 2.3: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 2.4: Improved school climate (Panorama Surveys)

**Goal 3: Expand social and emotional learning strategies across all participating schools through resource procurement and professional learning**

Indicator 3.1: Increased number of teachers and staff participating in SEL trainings (attendance records)
Indicator 3.2: Improved teacher and staff ability to implement SEL strategies with fidelity (classroom observations, surveys)
Indicator 3.3: Improved regular day attendance (attendance records)
Indicator 3.4: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 3.5: Improved school climate (Panorama Surveys)

**Goal 4: Enhance school and district capacity to meet the behavioral and social-emotional needs of students by hiring new PPS staff and support staff, delivering specialized professional learning, and enhancing coordination with mental and behavioral health services providers**

Indicator 4.1: Increased number of PPS staff and other support services staff across target schools (contract records)
Indicator 4.2: Expanded scope of partnership agreements with mental/behavioral health services providers (contract records)
Indicator 4.3: Improved student behavioral outcomes (referrals, suspension/expulsion rates)
Indicator 4.4: Improved school climate (Panorama Surveys)

**Goal 5: Increase PRC services to build family members' capacity to foster social and emotional learning supports in the home and to connect families to community services**

Indicator 5.1: Increased number of parents and families who access PRC services (PRC service and attendance records)
Indicator 5.2: Increased number of parents and family members who report having adequate access to needed services (Panorama Family-School Relationship Survey)
Indicator 5.3: Increased parent/family member capacity to foster social-emotional supports in the home (Panorama Family-School Relationship Survey)

**Goal 6: Sustain ASCENT-3 Project efforts beyond the CCSPP Implementation Grant funding period**

Indicator 6.1: Increased number of partnership agreements documenting in-kind and/or financial support (MOU review)
Indicator 6.2: Increased LCAP funding allocated to support Community Schools efforts (LCAP review)

The CCSPP Leadership Team will meet quarterly to review progress in achieving the above goals and dedicate the final meeting of each year to review progress in achieving target outcomes and to refine goals and indicators for the subsequent school year. The Leadership Team will strategically disseminate evaluation findings that demonstrate the project's success in order to encourage future investments in Madera Unified's and Eastin-Arcola Elementary's community schools initiatives, including through LCAP investments and the continual cultivation of strong school-community partnerships that provide meaningful resources required to sustain community schools efforts at Eastin-Arcola Elementary School and continue to scale Madera Unified's community schools initiative throughout the district.

# Key Staff and Stakeholder Engagement

Eastin-Arcola 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 Eastin-Arcola 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.

*Table 1: Madera Unified Community Schools Leadership Team Roster*

| Title | Organization | Key Community Schools Roles and Responsibilities |
|---|---|---|
| Assistant Superintendent of SFSS | Madera Unified School District | Leads CCSPP Leadership Team; provides district-level support to all CCSPP project personnel; oversees data management and evaluation |
| Director of Community Services & Parent Resource Centers | Madera Unified School District | Provides district-level oversight and support to the Parent Resource Center; maintains the Resource Directory of Community Services for Madera County |
| Director of School Climate and Culture | Madera Unified School District | Supports local implementation of the MTSS/PBIS Action Plan; coordinates MTSS/PBIS, SEL, and RJ professional development |
| Principal | Eastin-Arcola Elementary School | Provides site-level CCSPP leadership and support; leads site-level efforts to prospect and secure partnerships and resources |
| Lead Teachers | Eastin-Arcola School | Support Eastin-Arcola Elementary with site-level CCSPP planning and implementation |
| Director of Programs and Business Development | Camarena Health | Provides physical and mental/behavioral healthcare services to MUSD students and families; provides the PRC with health-related materials and resources to share with students and families |

| | | |
|---|---|---|
| Director | 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 |
| Executive Director | California Teaching Fellows | Recruits, screens, trains, and places preservice teachers to lead expanded learning programming for MUSD students |
| Executive Director | 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 |
| Director of the Office of Community Based Learning | Fresno State University | Collaborates with CTFF to recruit, screen, and refer preservice teachers to serve in MUSD expanded learning programs; coordinates and hosts monthly PD for expanded learning program staff |
| Director | Family Leadership, Inc. | Provides MUSD parents and families with a series of eight Parenting Partners workshops designed to develop parenting and leadership skills |
| Director | 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 |
| Executive Director | Parent Institute for Quality Education, Fresno | Coordinates the delivery of PIQE's nine-week Parent Engagement in Education Program through MUSD PRCs |
| Police Lieutenant | 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 |
| Executive Director | Madera Coalition for Community Justice | Provides PRC-based workshops that build parents' capacity to effectively partner in their children's education |
| Executive Director | 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 |
| Parent Leaders | Eastin-Arcola Parents | Engage in CCSPP planning meetings |

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 Eastin-Arcola Elementary School Site Council, which serves as the site-level community school governing body. Since fall of 2021, the Madera Unified Community Schools Leadership Team has partnered with the Eastin-Arcola Elementary School Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings (see Attachment III for Eastin-Arcola Elementary's full Needs Assessment, Asset Mapping, and Gap Analysis).

*Table 2: Eastin-Arcola Elementary Community School Governing Body (SSC)*

| Member Type | Name |
|---|---|
| Principal (or Designee) | Danene Guglielmana |
| Elected Other School Personnel | Mia Macadangdang |
| Elected Teacher on Record | Paige Jager |
| Elected Teacher on Record | Alanna Rodriguez |
| Elected Parent/Community Member | Henry Munoz |
| Elected Parent/Community Member | Johanna Estrada |
| Elected Parent/Community Member | Maria Guzman |
| Elected Parent/Community Member | Stacy Jordan |

The Community Schools Coordinator (supported with CCSPP grant funding) will continue to spearhead community engagement and school transformation efforts by (1) chairing Community Schools Leadership Team meetings and collaborating closely with Eastin-Arcola Elementary leaders and stakeholders to ensure fidelity of CCSPP Project implementation and the success of all proposed school improvement efforts; (2) maintaining a Community School Partnership Matrix that outlines the commitments of each partner; (3) serving as Madera Unified's lead liaison to each partner; (4) collaborating with the Madera Unified Executive Director of Accountability and evaluator to assess the quality and impact of community school services; (5) leading the Leadership Team in the continuous quality improvement efforts; and (6) broadly disseminating evaluation findings to the Madera Unified Executive Cabinet, School Board, and Purple Pyramid school communities to ensure the long-term sustainability of community school services, including through LCAP integration.

Throughout CCSPP implementation, the Madera Unified Community Schools Leadership Team and Eastin-Arcola Elementary School Site Council will continue to meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. One meeting per year will focus on review of partner roles and ways to effectively leverage and braid partner resources to best meet the needs of Eastin-Arcola Elementary students and families and to avoid service duplication.