

California Community Schools Partnership Program

Needs Assessment and Asset Mapping

In Preparation for CCSP Implementation – Round 2



Furman Independent Study

Home of the Falcons



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Community Schools Framework: The Four Pillars

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 Assessment and Asset Mapping 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 inform 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 CCSP Leadership Team is spearheaded by the Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. Since fall of 2021, this Leadership Team has partnered with Furman Independent Study leaders to conduct a number of needs assessments, including (1) administering Panorama Surveys to students, staff, and parents/families; (2) conducting numerous virtual listening sessions to gather student, staff, and parent feedback; and (3) collecting qualitative feedback from community members who have requested Parent Resource Center services. The Leadership Team’s needs 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 school and community data sources related to education, health, student/family characteristics, attendance, behavioral data, health statistics, and many other domains.

Document Review: The Leadership Team collaborated with Furman leaders and stakeholders to gather documentation and artifacts 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 prior 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 service providers operating within Furman and district boundaries. This inventory was organized into a “CCSP Community Schools Partnership Matrix” that outlines the role of each existing partner. In addition to providing a concise 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.

District Vision for and Commitment to Community Schools

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 (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 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

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 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

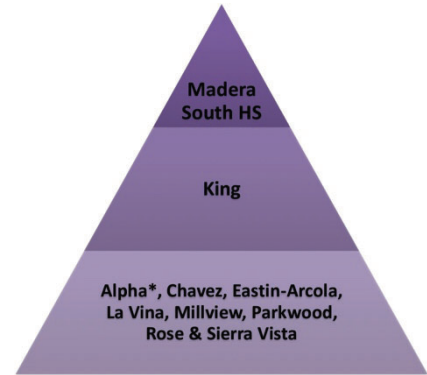
Indicator 6.1: Increased number of partnership agreements documenting in-kind and/or financial support (MOU review)

Indicator 6.2: Increased LCAP funding allocated to support Community Schools efforts (LCAP review)

The 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 community schools initiatives, including through LCAP investments and the continual cultivation of strong community partnerships that provide meaningful resources required to sustain community schools efforts at Furman Independent Study and continue to scale Madera Unified's community schools initiative throughout the district.

School Overview

Furman Independent Study is one of 11 schools considered part of 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. Furman is an innovative and progress Independent Study serving 553 K-12 students from across Madera Unified's entire service area.



As detailed in Table 1, Furman Independent Study serves high percentages of Hispanic students (84.1%), English Learners (17.6%), and students who receive free or reduced-price meals (86.7%).

Table 1: Furman Independent Study Student Characteristics	
Total School Enrollment	533
Student Demographics	
African-American	2.6%
American Indian or Native Alaskan	1.1%
Asian	1.1%
Hispanic or Latino	84.1%
White	8.8%
English Learner Students	17.6%
Students Receiving Free or Reduced-Price Meals	86.7%
Unduplicated Pupil Count	88.4%

Furman Independent Study's mission is to enhance the behavioral, academic, and socio-emotional needs of students and to provide them a safe, respectful, fair, and flexible learning environment for students to excel academically. The school's vision is to provide a positive and rigorous learning environment that challenges all students to reach their academic and career goals while developing their cultural, global, and critical thinking skills for college and career readiness upon graduation. Furman is dedicated to 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. Furman teachers and support staff 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. Students who have not yet achieved grade-level skills are provided with appropriately focused intervention opportunities based on their individual needs. All Furman students benefit from the support of site-and district-level multi-tiered system of supports (MTSS), Response to Intervention (Rtl), Positive Behavioral Interventions and Supports (PBIS), and a number of social-emotional learning strategies

and curricula. Students also have the opportunity to participate in a number of out-of-school-time interventions offered both during the regular school year and summer months.

The strength of Furman's independent study delivery method is the individualized learning plan that each student has in place. The school is made up of talented and caring teachers who have a passion for student learning and ensuring that all students succeed as productive and contributing members of our community. Furman teachers have the skill set to know and build rapport with students in order to design educational learning plans and interventions to meet the academic needs of each student. Furman's unique instructional design allows teachers and staff to make powerful connections with students that will lead them to future successes in their lives.

Furman has implemented a number of strategies and initiatives to address the whole child and increase student's foundational skills in college and career readiness within all content areas. Teachers and support staff provide interactive and engaging instruction in English, ELD, math, social science, science and elective courses. Two paraprofessionals provide supplemental support in English/literacy and math to all students needing intervention support. All SPED students, English Learners, and 504 plan students are assigned to meet with the paraprofessionals. Furman has also implemented a SOAR academy on early release Mondays in order to further provide students with needed interventions. Students are provided with hour-long class sessions to further enhance their critical thinking skills, literacy, and academic language across all subjects.

Furman emphasizes the importance of parent involvement in their child's education and healthy youth development. All parents and guardians are encouraged to take an active role in their student's education by participating in the School Site Council (SSC), English Language Advisory Committee (ELAC), and District English Language Advisory Committee meetings (DELAC). Parents are also encouraged to volunteer as tutors and attend the Back to School Night, Open House, and Parent Conferences as well as to stay in contact with their student's teacher.

Pillar 1: Integrated Student Supports

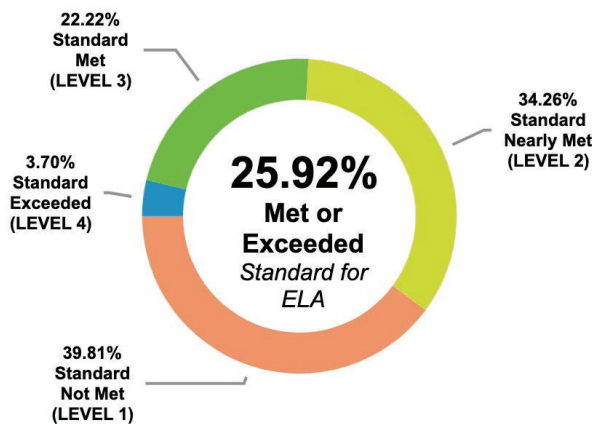
Academic Needs Assessment

Furman students at every grade level perform far below the state average in English Language Arts and Math. According to 2021-22 Smarter Balanced Summative Assessment results, only 25.92% of Furman students met or exceeded standard in ELA, and only 7.31% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

Figure 2. Furman ELA and Math Smarter Balanced Assessment Summative Results (2021-22)

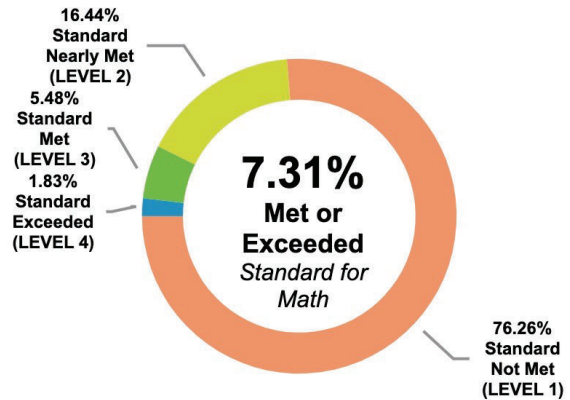
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level

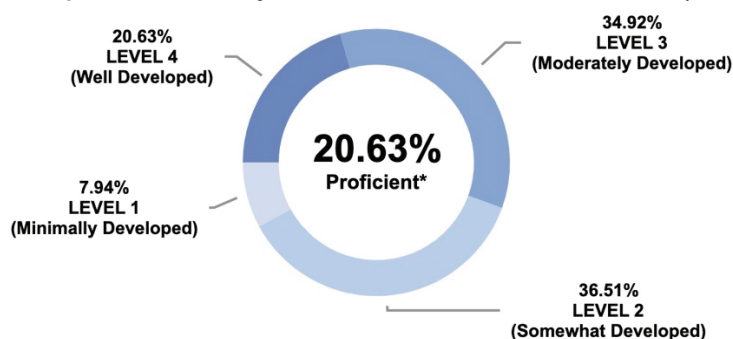


Achievement Level	Duane E. Furman Independent Study	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	3.70 %	20.50 %
Standard Met: Level 3	22.22 %	26.56 %
Standard Nearly Met: Level 2	34.26 %	22.62 %
Standard Not Met: Level 1	39.81 %	30.33 %

Achievement Level	Duane E. Furman Independent Study	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	1.83 %	16.06 %
Standard Met: Level 3	5.48 %	17.32 %
Standard Nearly Met: Level 2	16.44 %	24.66 %
Standard Not Met: Level 1	76.26 %	41.96 %

Gaps in academic achievement at Furman are most pronounced among English Learners, who account for 17.6% of all students. Results from the 2021-22 Smarter Balanced Assessment found that only 4.17% of English Learners met or exceeded standard for ELA and 0.00% met or exceeded standard for Math. Results from the 2021-22 Summative English Language Proficiency Assessment for California (ELPAC) found that 20.63% of Furman English Learners are classified as English-language proficient (see Figure 3 below).

Figure 3: Furman Independent Study Summative ELPAC Results (2021-22)



Social-Emotional Wellbeing Needs Assessment

Furman 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). Furman’s Spring 2022 Panorama Survey results are provided below.

Figure 4. Furman 3-5th Grade Student Panorama Survey Results (Spring 2022)

Topic Description	Results	Comparison
<p>School Belonging</p> <p>How much students feel that they are valued members of the school community.</p>	<p>74%</p> <p>▲ 4</p> <p>since last survey</p>	<p>63% Madera Unified School District</p>
<p>School Climate</p> <p>Perceptions of the overall social and learning climate of the school.</p>	<p>70%</p> <p>▼ 3</p> <p>since last survey</p>	<p>61% Madera Unified School District</p>
<p>School Engagement</p> <p>How attentive and invested students are in school.</p>	<p>58%</p> <p>▲ 1</p> <p>since last survey</p>	<p>57% Madera Unified School District</p>
<p>School Safety</p> <p>Perceptions of student physical and psychological safety at school.</p>	<p>75%</p> <p>▲ 3</p> <p>since last survey</p>	<p>63% Madera Unified School District</p>

Figure 5. Furman 6th Grade Student Panorama Survey Results (Spring 2022)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	45% ▲12 since last survey	39% Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	55% ▲5 since last survey	39% Madera Unified School District
School Engagement How attentive and invested students are in school.	30% ▲4 since last survey	23% Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	86% ▲2 since last survey	56% Madera Unified School District

Figure 6. Furman 9-12th Grade Student Panorama Survey Results (Spring 2022)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	50% 0 since last survey	39% Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	65% ▲3 since last survey	39% Madera Unified School District
School Engagement How attentive and invested students are in school.	33% ▲3 since last survey	23% Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	87% 0 since last survey	56% Madera Unified School District

While the majority of Furman Panorama Survey results demonstrate higher scores than those of most Madera Unified schools, Furman students consistently score low in the domain of School Engagement. As outlined above, this domain scored the lowest percentage (58% among 3-5th graders, 30% among 6th grade, and 33% among 9-12 graders) across all domains assessed, demonstrating the need for ongoing improvement in Furman's efforts to engage students in school. In order to address these needs, Furman works closely with the Madera Unified Department of Student and Family Support Services. Recent collaborative efforts have included incorporating social-emotional learning curricula across all Furman grade levels; providing professional learning to Furman teachers and support staff in the areas of social-emotional learning strategies, PBIS, restorative practices, and trauma-informed instruction; and offering a number of trainings through the Madera Unified Parent Resource Center (PRC) serving Furman parents and family members, which is located on the campus of Alpha Elementary School. The Alpha Elementary PRC serves all Furman families and is designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.

Mental and Behavioral Health Needs Assessment

A high percentage of Furman students exhibit characteristics reflective of poor mental and behavioral health, and the community served by Furman 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 extended Urgent Care hours in an effort to meet increased healthcare demands resulting from Madera Community Hospital closure, Furman'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, Furman’s service population, over 80% 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.

In addition to community-wide mental and behavioral health services gaps, both Furman’s and Madera Unified’s existing mental health services infrastructure is insufficient to address student needs. While Madera Unified has invested to enhance its PBIS and MTSS infrastructures and to hire more support staff to provide tiered intervention, efforts to date are still insufficient to meet student needs. Furman currently employs only one counselor, no social workers, and no resource specialists. While a 0.2 FTE psychologist is assigned to the school and is on call to assist Furman students in emergency situations, Madera Unified psychologists’ primary responsibility is special education testing, observation, and paperwork, and their special education workload does not allow them time to provide direct services to Furman students and their families. According to a survey of Madera Unified teachers, only 5% of elementary teachers and administrators reported that their school “provides adequate counseling and support services for students,” and only 5% reported that their school “emphasizes helping students with their social, emotional, and behavioral problems.”

In addition to lacking the financial resources needed to increase mental health services, Madera Unified has historically struggled to recruit mental and behavioral health professionals due to the limited pool of qualified candidates within district boundaries. Fresno State University (located between 30 and 45 minutes by car from Madera Unified schools) is the closest institution of higher education that produces credentialed counselors, social workers, and school psychologists, and the majority of Fresno State graduates either remain within the urban center of Fresno city or secure employment at more well-resourced Central Valley districts. In an effort to increase the number of Fresno State graduates employed by the district, Madera Unified established a formal partnership with Fresno State’s Department of Social Work Education in 2021 to serve as a field placement site for counselor and social worker internships. However, due to the long distances between Fresno State and Madera Unified schools, the district continues to face challenges in recruiting interns to complete field placements in Madera, and Madera Unified currently hosts only two interns.

While insufficient resources to increase direct mental and behavioral health services and a limited pool of qualified health professional candidates inhibits Furman from more fully addressing the student behavioral and mental health needs detailed above, Furman Independent Study continues to collaborate with the Madera Unified Department of Student and Family Support Services and community service providers to address student needs. 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. This initiative will specifically benefit Furman students over the coming years by (1) cultivating a homegrown workforce of bilingual and bicultural behavioral

and mental health professionals who mirror the demographics of the Furman community; (2) increasing retention among school-based mental health services providers; (3) increasing the number of students who access mental health services and the number of parents engaged in mental health awareness trainings; and (4) increasing students' behavioral and mental health and overall wellbeing.

Pillar 2: Family and Community Engagement

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Furman Independent Study and across Madera Unified School District. As detailed in Table 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 Family Engagement Report (2022)

Exploration & Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
Parent and Family Engagement Domain				Implementation Stage
Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				Full Implementation
Creating welcoming environments for all families in the community.				Full Implementation
Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				Full Implementation and Sustainability
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.				Full Implementation and Sustainability
Providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				Full Implementation
Providing families with information and resources to support student learning and development in the home.				Full Implementation
Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				Full Implementation
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.				Full Implementation
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				Full Implementation
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.				Full Implementation

Madera Unified views parents as true partners in the education of their children and works to foster opportunities to meaningfully engage with parents, family members, student champions, and invested community stakeholders. 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. Over the past decade, this department 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. 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; family health and wellness nights; and COVID-related essential resources; among many other services. 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. Each PRC also maintains a Resource Directory of Community Services for Madera County and actively connects families with community resources (described further below).

Parent Education Classes



Parenting



Academics



Computer Lit.



Social emotional



Adult Classes



College & Career



Wellness



Leadership

Throughout the COVID-19 pandemic, Madera Unified significantly expanded Parent Resource Center services to meet the emerging needs of district families. This included launching a **PRC Call Center** to facilitate communication between families and schools and to connect 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. PRC staff are trained to answer school related questions, provide basic IT support, and refer parents and families to available community service providers.

During the COVID-19 pandemic, the Department of Community Services and Parent Resource Centers also launched a new online **Resource Directory of Community Services for Madera County** to serve as a one-stop resource that connects Madera Unified parents, employees, and community members to available resources. The Resource Directory of Community Services serves as a digital hub of resources stemming from cradle to adulthood. The Department of Community Services and Parent Resource Centers updates the Resource Directory monthly to keep the information current and to benefit community stakeholders with up-to-date resources that they can easily access on a continuum. The Resource Directory links to more than 300 organizations, including a comprehensive array of community resources throughout Madera County. Users have access to 40 categories, including Educational Services and Departments, Food and Clothing, Government and State Agencies, Youth Centers and Programs, and Health and Wellness. The Resource Directory is the result of a partnership with the Community Action Partnership of Madera County and the support of Madera County Department of Social Services, Madera County Behavioral Health, Workforce Assistance Center, and Madera County Probation. These governmental agencies share in the vision of helping all Madera Unified families overcome challenges by accessing community resources and support.

Figure 9: Sampling of links to services on the Madera Unified’s PRC website



In addition to providing PRC parent resources and linkage to community services, Madera Unified meaningfully engages with parent through the **Parent Advisory Committee (PAC)** and **District English Learner Advisory Committee (DELAC)**. The PAC is composed of parents volunteers who gather during the school year to be connected, heard, and informed about the district. Each school in Madera

Unified elects one parent representative and an alternate to attend each PAC meeting. 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. The function of the PAC is to consult, review, and comment on the Madera Unified Local Control and Accountability Plan (LCAP) to ensure it reflects the input of district parents and key community engagement groups. 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. 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.

To facilitate direct communication at the site level, Furman 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. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. Furman also uses ParentSquare to send out emails and text messages and enables parents to communicate directly with their child's classroom teacher through the app. Furman administrators and teachers encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified, and the Alpha Elementary Parent Resource Center serving Furman students assists parents with ParentSquare registration and navigation.



Furman 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)**, and **English Language Advisory Committee (ELAC)**. CPAT members collaborate to execute parent-driven school improvement efforts that meet identified needs. The CPAT has recently launched a scholarship program and holds several fundraisers each year to support classroom activities. Furman also actively encourages parent participation in the SSC and ELAC. Through these committees, parents engage in the collaborative development and approval of the Furman Single Plan for Student Achievement (SPSA), School Safety Plan, and Title I budget. All of these local decision-making bodies work to build effective school-to-home connections that support Furman student attendance, positive behavior, and an understanding of a Common Core Standards-based curriculum. In addition to these

parent engagement opportunities and quarterly Parent-Teacher Conferences, Furman holds the traditional Back-to-School Night and Open House, where parents are invited to observe their children's classroom engagement.

Pillar 3: Collaborative Leadership and Practices

Madera Unified is committed to establishing a culture of collaboration and shared leadership among administrators, teachers, support staff, students, families, and community stakeholders. In recent years, the district has made significant investments to provide high-quality district- and site-level professional development designed to increase the capacities of leaders and teachers to serve students and families. All 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. Madera Unified has also developed a local level district accountability system called the **Madera Learning System (MLS)**. The MLS 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. The MLS identifies high performing schools that meet recognition criteria in each of these domains and schools that require technical assistance. Schools that require technical assistance then receive targeted support and are monitored more closely through a validation visit process. Additionally, site leaders utilize equity report cards to have discussions with teachers on overall classroom performance and ways to leverage professional development and training to support growth.

Madera Unified district and school leaders have also completed **NCEE's Executive Development Program (EDP)**, a 12-session program of over 144 hours of instruction. The EDP is the largest and most effective executive development program for school leaders across the United States. To complement NCEE's executive leadership training, Madera Unified schools began offering **NISL's Teaching for Effective Learning (TEL)** in 2020. TEL engages teachers in three full-day sessions of coursework on how people learn. Both EDP and TEL programs are high-quality professional development processes created to help provide leadership, support, and capacity building to school leaders and teachers. Combined, this professional learning is expected to improve the overall quality of education across Madera Unified in nine specific domains: (1) provide strong support for children and their families before students arrive at school; (2) provide more resources for at-risk students than for others; (3) develop world-class, highly coherent instructional systems; (4) create clear gateways for students through the system, set to global standards, with no dead ends; (5) assure an abundant supply of highly qualified teachers; (6) redesign schools to be places in which teachers are treated as professionals, with incentives and support to continuously improve their professional practice and the performance of their students; (7) create an effective system of career and technical education and training; (8) create a leadership development system that develops leaders at all levels to manage such systems effectively; and (9) institute a governance system that has the authority and legitimacy to develop coherent, powerful policies, and is capable of implementing them at scale.

To dramatically improve student achievement across the district, Madera Unified has also worked with NCEE to craft a district redesign focused on developing a high-performing educational system. The district redesign, also called **District System Design Partnership (DSDP)**, is a district-wide endeavor involving a wide array of community educational partners. Members of the redesign committee included 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. A process of contextual analysis was interconnected with the research on the highest performing education systems across the globe, which led Madera Unified to focus improvement efforts over the coming years on the first six of the nine NISL domains outlined in the previous page.

In addition to the above district-wide efforts to improve systems for collaborative leadership, shared governance, and student academic achievement, 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. These efforts have included establishing two new positions. The **Director of School Culture and Climate** serves as the administrative lead in overseeing district-wide implementation of evidence-based social-emotional learning and behavioral intervention systems and practices. 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. The PBIS Coordinator and MTSS-PBIS Specialists provide each school’s **PBIS Site Lead** with monthly half-day trainings focused on supporting the PBIS Site Lead in building site-level capacity to improve fidelity of implementation weaknesses identified through ongoing assessments. Each PBIS Site Lead then shares lessons learned with his or her school’s respective **School-Based PBIS Leadership Team** and **Behavior Support Team**. Ongoing site-level PBIS implementation coaching, coordination, and evaluation have become a core component of Furman’s recently established weekly Elementary Specials rotation. The Grade-level teaching team engage in a minimum of 100 minutes of PLC collaborations focused on discussing and developing high-quality lessons and evidence-based practices, while students receive a 50-minute session of music, art, STEM, library/literacy and P.E. activities. The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists frequently provide targeted coaching and support during these PLC times to address site-specific weaknesses regarding Furman’s implementation of PBIS and/or social emotional learning programs and practices.

The professional learning efforts described above have resulted in higher-quality collaborative leadership and practices, enhanced systems of support, and improved implementation of academic standards. As detailed in Table 10 below, Madera Unified’s California School Dashboard ratings for Implementation of Academic Standards

highlight the districts success in the areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership, with the district achieving the two highest ratings in 21 of the 23 subscales assessed. For comparison, in 2018, the district achieved the two highest ratings in only 16 of 23 subscales.

Table 10: *Madera Unified Implementation of Academic Standards (2022)*

Exploration & Research	Beginning Development	Initial Implementation	Full Implementation	Full Implementation & Sustainability
Parent and Family Engagement Domain		Implementation Stage		
Professional Development				
English Language Arts (ELA): Common Core State Standards for ELA		Full Implementation & Sustainability		
English Language Development (ELD) (Aligned to English Language Arts Standards)		Full Implementation & Sustainability		
Mathematics – Common Core State Standards for Math		Full Implementation & Sustainability		
Next Generation Science Standards		Full Implementation		
History – Social Science		Full Implementation		
Instructional Materials				
ELA: Common Core State Standards for ELA		Full Implementation & Sustainability		
ELD (Aligned to ELA Standards)		Full Implementation & Sustainability		
Mathematics – Common Core State Standards for Math		Full Implementation & Sustainability		
Next Generation Science Standards		Full Implementation		
History – Social Science		Full Implementation		
Policy and Program Support				
ELA: Common Core State Standards for ELA		Full Implementation		
ELD (Aligned to ELA Standards)		Full Implementation		
Mathematics – Common Core State Standards for Math		Full Implementation		
Next Generation Science Standards		Full Implementation		
History – Social Science		Full Implementation		
Implementation of Standards				
Career Technical Education		Full Implementation & Sustainability		
Physical Education Model Content Standards		Full Implementation & Sustainability		
World Language		Initial Implementation		
Health Education Content Standards		Full Implementation & Sustainability		
Visual and Performing Arts		Beginning Development		
Engagement of School Leadership				
Identifying the professional learning needs of groups of teachers or staff as a whole		Full Implementation & Sustainability		
Providing support for teachers on the standards they have not yet mastered		Full Implementation & Sustainability		
Identifying the professional learning needs of individual teachers		Full Implementation & Sustainability		

Furman benefits from all of the above district-wide leadership structures and professional development while also implementing a number of site-specific professional learning opportunities designed to build local capacity of leaders, teachers, and community partners to best meet the needs of Furman students and their families. Furman professional development is focused on improving the performance of all students and especially closing the achievement gap between English-proficient students and English Learners as well as between high- and low-income students. Furman leverages its bi-monthly staff meetings and quarterly non-instructional planning days to meet in whole staff and grade-level collaborative groups and participate in training that focuses on strategies and best practices related to reading, writing, math, English Learner strategies, and technology. The **Professional Learning Community** process is extremely valued at Furman. All teachers collaborate together in grade-level PLCs devoted to lesson planning, studying student data, creating Common Formative Assessments, engaging in the **Cycles of Inquiry** process, backward mapping, exploring grade-level specific Common Core Standards, and searching for more rigorous activities to supplement the Furman core curriculum. Teachers also attend a number of workshops and conferences throughout the year to improve instructional practices. A selected team of Furman teachers and support staff complete PBIS training and serve as the school's site leads in establishing positive behavioral interventions and supports and implementing consistent social-emotional learning strategies.

In addition, Furman provides administrators, teachers, and support staff with flexibility to complete a professional learning plan that meets their individual professional development needs. This may include (1) attending professional trainings workshops, webinars, seminars, and conferences to plan, deliver, and implement a rigorous and relevant curriculum; (2) conducting site visits of other elementary schools both within Madera Unified and in neighboring districts to observe classroom instruction and share best practices; (3) collaborating with school and district personnel specialized in serving special student populations and designing classroom strategies to differentiate instruction and provide targeted support to special needs students; and (4) receiving in-class coaching provided by Furman administrators and district coaches.

Pillar 4: Expanded Learning Time and Opportunities

Furman offers comprehensive after school programming through the Furman 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. 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. Furman also use MyON, an online ELA reading program that provides integration of science and social studies content. 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.



Following the academic component, the 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. 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. 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). In addition, 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.

Furman’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. 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. Student assessment criteria include standardized

test scores (criterion referenced), common formative assessments, district assessments, language assessments, behavioral assessments, and any additional indicators presented by regular day teachers, counselors, and administrators (e.g., homework completion, difficult home situations). Once target students are identified, instructional day personnel refer students to the After School Program, which may include personal contact with students and/or parents (e.g., email, phone call, face-to-face meeting), referrals through the counseling office, or coordination with the Site Coordinator to conduct targeted outreach and encourage program participation.

In addition to proactively identifying and referring students with special needs to the program, the Furman After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs. As 17.6% of Furman students are English Learners, the After School Program ensures activities effectively meet the academic and developmental needs of English Learners. Furman coordinates with the California Teaching Fellows Foundation to staff the program with bilingual Teaching Fellows to provide linguistically appropriate support for English Learners. 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. In addition, Title III-funded Madera Unified English Language Development Coaches work with the Furman 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. To ensure the program remains up-to-date regarding emerging English Learner needs, the Site Coordinator attends Furman ELAC meetings, and at least one ELAC representative serves on the After School Program Leadership Team.

To effectively serve all special education students and students with developmental disabilities, the Site Coordinator meets with Furman special education teachers to discuss ways program activities should be modified to accommodate each student with special needs. These meetings include a review of the target student's Individualized Education Plan (IEP) or 504 Plan. When possible, the Site Coordinator designates program staff with experience and/or credentials for serving special education students (e.g., Teaching Fellows who are preservice teachers in the special education teacher track) to deliver academic and enrichment activities attended by special education students. Lastly, at the start of each week, the Site Coordinator meets with all staff members leading program activities attended by students with special needs and discusses the accommodations recommended by instructional day special education teachers and/or the Furman counselor.

Furman's After School Program benefits from strong community partnerships that provide a number of academic and enrichment opportunities for program participants, including the following:

Girl Scouts USA provides the Furman After School Program with a number of enrichment activities, including standards-aligned health, creative arts, math and science, youth development, and environmental awareness activities.

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.

Family Leadership Inc. provides Furman parents with a series of nine Parenting Partners workshops designed to develop parenting and leadership skills that empower parents to become vital contributors to their children's academic success.

Darin Camarena Health Centers provide the 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.

Stakeholders Engaged in Community Schools Planning

Furman’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 Furman 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 11: Madera Unified Community Schools Leadership Team Roster

Title	Organization	Key Community Schools Roles and Responsibilities
Assistant Superintendent of SFSS	Madera Unified School District	Leads CCSP Leadership Team; provides district-level support to all CCSP 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	Furman	Provides site-level CCSP leadership and support; leads site-level efforts to prospect and secure partnerships and resources
Lead Teachers	Furman	Support Furman with site-level CCSP 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 Foundation	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	Furman Parents	Engage in CCSPP planning meetings
Student Leaders	Furman Students	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 Furman 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 Furman School Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings.

Table 12: Furman Community School Governing Body (SSC)

Member Type	Name
Principal (or Designee)	Hilda Castrellon
Elected Other School Personnel	Sylvia Anguiano/ Maria Chaidez
Elected Teacher on Record	Pamela Brooks-Waters
Elected Teacher on Record	Raymond Selway
Elected Teacher on Record	Wayne Clemensen
Elected Teacher on Record	Timothy Barton
Elected Parent/Community Member	Bobbi Joe Hernandez
Elected Parent/Community Member	Fabiola Gaona Solorio
Elected Parent/Community Member	Franciso Eugenio/ Rosa Ramos
Elected Student Member	Frank Jerik Santos
Elected Student Member	McKenzie Sanchez
Elected Student Member	Jovannie Bogart/Ivan Robledo

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 Furman 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 Furman 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 Furman students and families and to avoid service duplication.



Furman High School
SSC# 4 Agenda
2-22-23 @ 4:40pm

DATE POSTED (72 hours prior to meeting): Feb. 14 , 2023

AGENDA

1. Welcome and Introductions
 - a. Please sign in
2. Call to Order
 - a. *Quorum must be established if items are to be voted upon.*
 - b. *Time, by whom and second must be part of the minutes.*
3. Adoption of the Agenda
 - a. *First and second must be part of the minutes.*
4. Public Input
5. Reading and Approval of Minutes from: [Oct. 17, 2022](#)
 - a. *First and second must be part of the minutes*
6. **New Business**
 - a. Review & Discuss Furman high's mission, vision and SLO's
 - b. Student [NWEA Results](#)
 - i. ME2BE Reports & Goal Setting
 - c. [WASC Visit March 5th-8th](#)
 - i. Parents & Student participation
 - d. Upcoming Assessments & Timelines [Site State testing schedule](#) & [Class Schedule](#)
 - e. Discuss CCSP - [California Community Schools Participation Program](#)
 - i. Use of funds and purpose
 - ii. Gather input
 - f. Fill out [Parent Needs Assessment form](#)
7. **Old Business**
 - a. SPSA for 2022-23
 - i. Review [Goal & Funds](#)
 - ii. Discuss progress of implementation of each goal
 - b. Review ELAC Input from previous meeting
 - c. Review previous Parent Needs Assessment insights
 - d. Title 1 Budget Updates for 2022-23
 - i. Approve transfer of monies
 - ii. First and second must be part of the minutes
8. **Reports**
 - a. Monthly Participation Attendance Report
9. Announcements
 - a. Open to SSC members
10. **Next Meeting: April 12, 2023**
11. Adjournment
 - i. Time, by whom, and second must be part of the minutes.



Furman High School
SSC# 4 Minutes

1. Welcome and Introductions by Mrs Castellon
2. Call to Order
 - a. *Quorum was established.*
 - b. *Meeting began at 5:03pm. 1st by Mrs. Hernandez and 2nd by Mr. Selway*
3. Adoption of the Agenda
 - a. *1st by Mrs. Chaidez and 2nd by Mr. Selway.*
4. Public Input-NA
5. Reading and Approval of Minutes from: [Oct. 17, 2022](#)
 - a. *First by Mr. Clemensen and second by Mr. Barton*
6. **New Business**
 - a. Mrs. Castellon reviewed Furman high's mission, vision and SLO's. She also reviewed the Student Bill of Rights.
 - b. Mrs. Castellon shared the Student [NWEA Results](#)
 - i. Mrs. Castellon also reviewed the ME2BE Reports and Results. Furman 11 grade students did better than most grades.
 - c. [WASC Visit March 5th-8th](#)
 - i. Mrs. Castellon invited the parents to the WASC visit. She shared the schedule with parents and students.
 - ii. Mrs. Castellon also discussed the importance of WASC audit and how it keeps us accredited for 6yrs.
 - d. Mrs. Castellon share the Upcoming Assessments & Timelines [Site State testing schedule](#) & [Class Schedule](#)
 - e. Mrs Castellon also discussed the CCSP - [California Community Schools Participation Program](#)
 - i. Purpose of Grant Funds: Mrs. Castellon discussed the purpose of the grant as she reviewed the powerpoint: She discussed the four pillars, commitments and proven practices supporting the purpose of the grant. She said that it would focus on students' social-emotional needs with additional focus on academics, health and social services and community involvement.
 - ii. Use of Grant Funds: Mrs. Castellon said Furman Tk-12th will be receiving a grant of about \$99,000.00 for grades Tk-12th for five years. Furman High and Furman Elementary would like to use these funds to hire an Intervention Specialist for grades TK-12th for the upcoming 2023-24 school year. Other schools were also given funding for other positions based on their needs.
 - iii. Gather Input: Mrs. Castellon asked the SSC members for feedback and for them to think about the school needs and to let her know if they have other insights or ideas regarding the funding. Mrs. Castellon also said for them to write any feedback on the surveys.
 - f. Mrs. Castellon as committee to fill out [Parent Needs Assessment form](#)
 1. Parent Survey
 2. Needs Assessment
 3. SSC Survey

7. **Old Business**
 - SPSA for 2022-23
 - a. Review Four [Goals & Funds](#)-Mrs. Castellon reviewed the budget with committee Title 1 Budget Updates for 2022-23- No changes to the budget have been made at this time.
8. **Reports**
 - a. Monthly Participation Attendance Report-Is determined by 80% of students work completed.
9. Announcements
 - a. WASC visit March 5th-8th
 - b. Summer School June 12-July 6, 2023
10. **Next Meeting: April 12, 2023**
11. Adjournment at 5:32pm
 - i. 1st by Mr. Selway and 2nd by Mrs. Chaidez

CCSPP



CA Community Schools Participation Program

A community school is both a place and a set of partnerships between the school and other community resources to offer a range of services and opportunities to children, youth, families, and communities.



Four Pillars of Community Schools

1 - Integrated student supports

Personnel: Student Advocate, Intervention Specialist, Community Support Specialist, Counselor, Behavior Technician, Behavior Analyst, Child Welfare & Attendance Liaison, Coordinator, PE TSA (PlayWorks)

2 - Family and community engagement

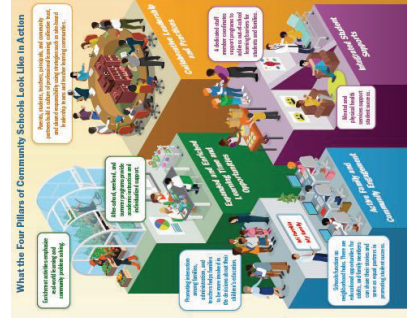
Parent Resource Centers, Connecting to outside services

3 - Collaborative leadership & practices for educators

Professional development, conferences, trainings

4 - Extended learning time and opportunities

Field trips, presenters, speaker, program (Playworks)



Four Cornerstone Commitments

- 1 - A Commitment to Assets-Driven and Strength-Based Practices
- 2 - A Commitment to Racially Just and Restorative School Climates
- 3 - A Commitment to Powerful, Culturally Proficient, and Relevant Instruction
- 4 - A Commitment to Shared Decision Making and Participatory Practices





Four Proven Practices

1 - Community Asset Mapping and Gap Analysis

Identify assets and wisdoms throughout the community
Identify gaps in programs, services, and resources

2 - The Community School Coordinator

Responsible for overall implementation at the site

3 - Site-Based and LEA-Based Advisory Councils

Shared decision making

4 - Integrating and Aligning with other relevant Programs

The CCSPG grant doesn't have to fund everything, but helps to access multiple district and community service.

Links

Community Schools Playbook: [Link](#)

Ed Code: [Link](#)

IEL Community Schools Fact Sheet: [Link](#)

CCS Framework: [Link](#)

Four Pillars of Community Schools (infographic): [Link](#)

Four Pillars of Community Schools (infographic) Spanish: [Link](#)





Primary focus is on social-emotional wellbeing of our students, with additional focus on academics, health and social services, youth and community development, along with community engagement which leads to improved student learning, stronger families, and healthier communities.



English Learner Advisory Committee (ELAC)
Agenda-Meeting #4
Feb. 22, 2023 at 4:00pm

Date posted: Feb. 14, 2023

- I. Welcome and Introduction
- II. Call the meeting to order. (*A motion is not necessary.*)
- III. Call for any additions/deletions of agenda items.
- IV. Public Input (Any meeting held by a council or committee specified in subdivision (b) shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee. 15 minutes is allocated for public input.)
- V. Reading and approval of the minutes- [October 17, 2022](#)
- VI. New Business ([ELAC English Forms link](#))
 - A. Annual English Learner data (Last report of 7 parts)
 1. At "Risk" and Long-Term English Learners (LTEL) by grade (dataquest)
 - a) Discuss & review the numbers and percents of LTELs at your site (ie: EL Achievement Forms/Data Chats, Goal Setting, LTEL monitoring tool, goals in the SPSA, etc..) (same report, on View Data as option: select numbers to print then percent to print)
 - b) Discuss the types of targeted assistance your site is providing for your LTELs
 - B. Opt out of English Learner Programs *Note: This replaces the Parent Waiver *Opt out does not apply to ELPAC testing- testing is mandatory for all ELs
 1. Discuss: Although not recommended, this is an option
 - a) A meeting with the Parents, Teacher, Site Administrator, and District Designee is required to request this option.
 - (1) Total number of Opt out requests received to date (for your site)
 - (2) Total number of Opt out requests granted (for your site)
 - C. Local Control Accountability Plan (LCAP)
 1. Discuss what the LCAP is and why parent input is important
 - D. [Site State testing schedule](#) & [Class Schedule](#) (stress importance of tests, how to interpret the results, how the data is used for student placement and intervention services, etc.)
 - E. Discuss CCSP - [California Community Schools Participation Program](#)
 1. Use of funds and purpose
 2. Gather Input
 - F. Conduct a [Needs Assessment](#)
 - G. Fill Out form for [Input to SSC](#)
- VII. **Old Business**
 - A. SPSA for 2022-23
 1. Review Four [Goals & Funds](#)
 - B. Title 1 Budget Updates for 2022-23
 1. Approve transfer of monies
 2. First and second must be part of the minutes
- VIII. **DELAC Representative Report**
- IX. Announcements
- X. **Next Meeting : April 12, 2023**
- XI. Adjournment



English Learner Advisory Committee (ELAC) Minutes #4

- I. Welcome and Introduction by Mrs. Castellon
- II. Call the meeting to order at 4:05pm
- III. Call for any additions/deletions of agenda items-NA
- IV. Public Input- Mrs. Hernandez talked about the PAC meeting she had attended regarding the LCAP funds for 2023-24 school year. She said they discussed getting support for students with social and emotional needs. Mrs. Hernandez would like to get some feedback from staff.
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 - a) Furman High currently has 23 students that are LTEL. Meaning students have been english learners for 6yrs
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 - c) Furman High provides support for all our EL students. Mr. Selway said 40% of our students have already completed testing. EL students should be coming to school on Monday and Tuesday for extra support
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 1. Purpose of Grant Funds: Mrs. Castellon discussed the purpose of the grant as she reviewed the powerpoint: She discussed the four pillars, commitments and proven practices supporting the purpose of the grant. She said that it would focus on students' social-emotional needs with additional focus on academics, health and social services and community involvement.
 2. Use of Grant Funds: Mrs. Castellon said Furman Tk-12th will be receiving a grant of about \$99,000.00 for grades Tk-12th for five years. Furman High and Furman Elementary would like to use these funds to hire an Intervention Specialist for grades TK-12th for the upcoming 2023-24 school year. Other schools were also given funding for other positions based on their needs.

3. Gather Input: Mrs. Castellon asked the SSC members for feedback and for them to think about the school needs and to let her know if they have other insights or ideas regarding the funding. Mrs. Castellon also said for them to write any feedback on the surveys.

F. Conduct a [Needs Assessment](#)- Mrs. Castellon asked those in attendance to fill out the surveys in their folders. Forms included:

1. Parent Survey
2. Needs Assessment
3. SSC Survey

VII. **Old Business**

A. SPSA for 2022-23

1. Review Four [Goals & Funds](#)-Mrs. Castellon reviewed the budget with committee

B. Title 1 Budget Updates for 2022-23- No changes to the budget have been made at this time

VIII. Announcements- WASC will be visiting the FHS on March 5-8, 2023

IX. **Next Meeting : April 12, 2023**

X. Adjournment- Meeting adjourned at 4:50pm

1. 1st by Mrs. Hernandez and 2nd by Mr. Selway



English Learner Advisory Committee (ELAC)
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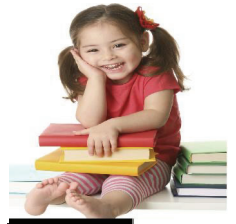
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Furman K-12

NEEDS ASSESSMENT SURVEY



1 -Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 -Strongly Disagree
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1 . I feel that my child is in a safe school environment.	1	2	3	4	5
2 . I feel accepted and welcomed when I visit the school.	1	2	3	4	5
3 . I receive information in a language that I understand.	1	2	3	4	5
4 . I am informed of my child's academic progress.	1	2	3	4	5
5 . I am provided with information on how to help my child at home.	1	2	3	4	5
6 . I feel that my child's teacher listens to my concerns.	1	2	3	4	5
7 . I am invited to attend school functions such as the School Site Council and ELAC.	1	2	3	4	5
8 . I feel that the school offers intervention services for my child.	1	2	3	4	5
9 . The school provides me with an interpreter.	1	2	3	4	5
10 . I am informed of the programs and services available to my child.	1	2	3	4	5
11 . The school returns my call in a timely manner.	1	2	3	4	5
12 . If I need help or have a question, I know who to talk to at the school.	1	2	3	4	5
13 . My child's school sees parents as an important partner.	1	2	3	4	5
14 . In addition to report cards, the school tells me about my child's learning and grades.	1	2	3	4	5
15 . I am aware on how to become involved in the school.	1	2	3	4	5
Please indicate the type of training that you've received at your child's school.	1	2	3	4	5

Literacy Workshop

Bullying

Health Workshop

College Awareness

Gang Prevention

Community Programs

Homework Help

Computer classes

Other _____

Comments:

Thank you!:-))))))

Furman K12

ENCUESTA- EVALUACION DE NECESIDADES

1 -Totalmente de acuerdo	2 - De acuerdo	3 - Neutral	4 - No estoy de acuerdo	5 -Completamente en desacuerdo
--------------------------	----------------	-------------	-------------------------	--------------------------------

1 . Siento que mi hijo/a está en un ambiente seguro.	1	2	3	4	5
2 . Me siento aceptado y bienvenido cuando visito la escuela.	1	2	3	4	5
3 . Recibo información en un lenguaje que entiendo.	1	2	3	4	5
4 . Estoy informado sobre el progreso académico de mi hijo/a.	1	2	3	4	5
5 . Recibo información como ayudarle a mi hijo/a en casa.	1	2	3	4	5
6 . Siento que el maestro de mi hijo/a escucha mis preocupaciones.	1	2	3	4	5
7 . Estoy invitado a las funciones de la escuela como el Comité Consultivo y el Comité Consejero de Estudiantes de Inglés (ELAC)	1	2	3	4	5
8 . Siento que la escuela ofrece servicios de intervención para mi hijo/a.	1	2	3	4	5
9 . La escuela me proporciona un intérprete.	1	2	3	4	5
10 . Estoy informado sobre los programas y servicios que se ofrecen para mi hijo/a.	1	2	3	4	5
11 . La escuela regresa mis llamadas a un tiempo adecuado.	1	2	3	4	5
12 . Si necesito ayuda o tengo alguna pregunta, sé con quien debo ponerme en contacto en la escuela.	1	2	3	4	5
13 . La escuela de mi hijo considera que los padres son importantes contribuidores.	1	2	3	4	5
14 . Además de los reportes de calificaciones, la escuela me informa sobre el aprendizaje y las calificaciones de mi hijo.	1	2	3	4	5
15 . Sé como involucrarme en la escuela.	1	2	3	4	5

Por favor indique el tipo de entrenamiento que ha recibido en la escuela de su hijo.

- | | | |
|--|--|--|
| <input type="checkbox"/> Taller de Lectura/Escritura | <input type="checkbox"/> Clases de Acosadores | <input type="checkbox"/> Taller de Salud |
| <input type="checkbox"/> Taller de Colegio | <input type="checkbox"/> Prevención de Pandillas | <input type="checkbox"/> Programas de la comunidad |
| <input type="checkbox"/> Como ayudar con la tarea | <input type="checkbox"/> Clases de Computadoras | <input type="checkbox"/> Otra _____ |

Comentarios:

¡Gracias! -))))))

Madera Unified School District

Professional Learning Communities at Work



Professional Learning Communities at Work

- What are Professional Learning Communities?
- The Power of Professional Learning Communities
 - The Three Big Ideas of a PLC
 - Six Characteristics of a PLC
 - The Four Critical Questions
- MUSD Academic Accountability Model
- Loose versus Tight Culture
- Laying the Foundation for your PLC's
- Assessing your Place on the PLC Journey
- Questions to Guide the Work of your PLC's

What are Professional Learning Communities

A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.

The Power of Professional Learning Communities

- Ensures high levels of learning for ALL students.
- Teams working together to provide a collective purpose.

Three Big Ideas of PLC's

- A Focus on Learning
- A Collaborative Culture
- A Results Orientation

Six Characteristics of the PLC Model

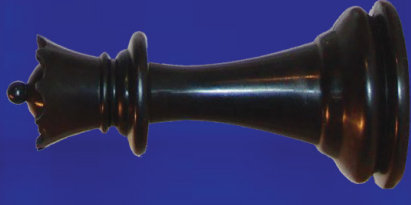
- A shared mission centered on a focus on learning.
- A collaborative culture with a focus on learning for all.
- Collective inquiry into best practices and current reality.
- Action orientation: Learning by doing
- A commitment to continuous Improvement
- Results orientation

The Four Critical Questions of the PLC at Work Process

- What do we expect students to learn?
- How do we know they are learning it?
- How do we respond when they do not learn?
- How do we respond when they have already learned?

Academic Accountability Model

Strategic Academic Practices



This list of research-based initiatives are meant to be implemented by each school's leadership team. PLC's will be evaluated for their progress on a continuum beginning with a Focus on Literacy and culminating with Interdisciplinary Curriculum. According to their progress, the site leadership will select the appropriate initiative to further student learning. Materials, trainings, and other needed support will be marshaled and deployed as needed with an emphasis on "bright spots" within the existing staff.

The PLC Process Requires a Culture That is Simultaneously Loose and Tight

- As schools function as a PLC, teachers collectively make many of the important decisions including:
 - What to teach
 - The sequencing and pacing of content
 - The assessments used to monitor student learning
 - The criteria they will use in assessing the quality of student work
 - The norms for their team
 - The goals for their team
- Teachers working in teams have primary responsibility for analyzing evidence of student learning and developing strategies for improvement.

What we are tight about in the PLC process...

1. Work in collaborative teams and take collective responsibility for student learning rather than work in isolation.
 - Collaborative teams are the fundamental structure of a school.
2. Implement a guaranteed and viable curriculum, unit by unit.
 - All students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.

What we are tight about in the PLC process...

3. Monitor student learning through an ongoing assessment process that includes frequent, team developed common formative assessments and district developed common summative assessments.
4. Use the results of common formative assessments and common summative assessments to:
 - Gather evidence of student learning.
 - Improve Individual Practice.
 - Build the team's capacity to achieve its goals.
 - Intervene or extend on behalf of students.
5. Provide systematic re-teaching, interventions, and enrichment.

What we are tight about in the PLC process...

Making Time for Collaboration

- Weekly PLC Meetings
- Early Out/Late Starts
- Common Prep Periods
- Other Ideas - See “Learning by Doing” Handbook
- CBA - Article 10.1.5 -

One “minimum day” per month will be completely dedicated to grade level/department Professional Learning Community meetings, directed solely by the grade level/department classroom teachers. Each grade level/department classroom group shall turn in a meeting agenda to site administration prior to the meeting.

- Agendas - Sign In Sheets

School and district leaders must provide teachers with time to do the things they are being asked to do.

Learning by Doing pp 95-97

-Third Edition pp 64-67

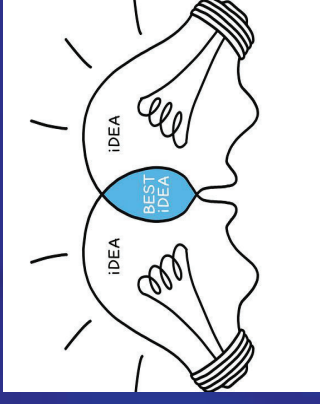
What we are tight about in the PLC process...

Professional Learning Communities at Work Institute
July 2018 - Dates TBD



Academic Accountability Model

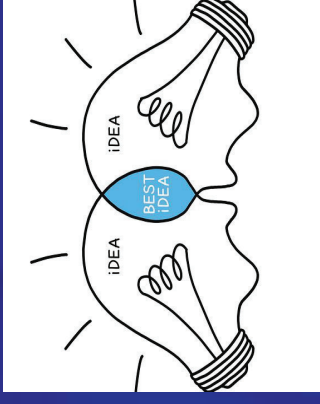
Common Formative Assessments



Each site level PLC will develop “common formative assessments” to inform the level of learning achieved by their students. These small, informal assessments, serve as check-ups to better understand if gaps exist based on prior instruction and learning. Teachers can then plan timely intervention, reteach as needed or move forward with the unit of study.

Academic Accountability Model

Common Formative Assessments

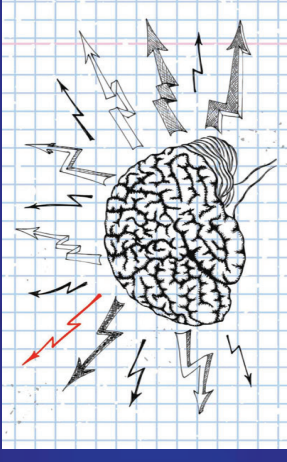


Frequency –

Ongoing work to assess learning, refine curriculum and add multiple measurements for PLC decision-making processes.

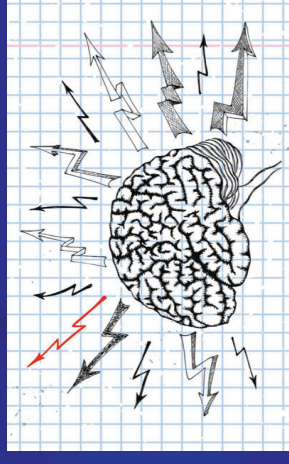
Academic Accountability Model

Cycle of Inquiry



The Cycle of Inquiry process creates a simple, practical, repeatable process of iterative learning, evaluation, and improvement that leads to increasingly better results for schools, teachers, or programs. Time, training, and support will be allocated by the site's leadership team based upon need and rates of success.

Academic Accountability Model Cycle of Inquiry



Frequency –

Post-assessment cycle of inquiry is an ongoing process of curricular refinement.

The Foundation of a PLC

The foundation of a PLC rests on the four pillars of mission, vision, values and goals.

A solid foundation for a PLC is built when teachers and administrators work together to consider the questions within each pillar and reach consensus regarding their collective positions on each question.

Mission Pillar	Vision Pillar	Values Pillar	Goals Pillar
Why Do We Exist?	What Must We Become?	How Must We Behave?	Which Steps When?
Define Fundamental Purpose	Describe Compelling Future	Collective Commitments	Targets and Timeliness
Clarify Priorities Create Focus	Gives School Direction	Guides Individual Behavior	Establish Incremental Steps

Professional Learning Communities at Work Continuum

Laying the Foundation



The PLC at Work Continuum: Laying the Foundation

It is important to help your staff build shared knowledge regarding your school's current status in addressing the critical step of establishing a *solid foundation*.

The PLC at Work Continuum: Laying the Foundation

As a school site team discuss and rate your school on the continuum.

After rating your school complete the

“Where Do We Go From Here?”

worksheet to discuss actions necessary to close the knowing-doing gap.

Assessing Your Place on the PLC Journey: The PLC at Work Continuum

- Communicating Effectively
- Laying the Foundation
- Building a Collaborative Culture
- Using School Improvement Goals
- Clarifying What Students Must Learn
- Turning Data Into Information and Monitoring Student Learning
- Providing Systematic Interventions and Extensions
- Selecting and Retaining New Staff and Retaining Veteran Staff
- Responding to Conflict
- Implementing the PLC Process Districtwide

Questions to Guide the Work of your PLC's

The fundamental structure and the engine that drives the PLC process is not the individual educator but a collaborative team.

Utilize the Questions to Guide the Work of Your PLC's to assess your effectiveness in building a solid foundation for your PLC's.

Professional Learning Communities at Work

Questions:

