# California Community Schools Partnership Program

## Needs Assessment and Asset Mapping

In Preparation for CCSPP Implementation – Round 2

Martin Luther King, Jr.
*Middle School*

TOGETHER WE RISE
MADERA UNIFIED SCHOOL DISTRICT

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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 CCSPP Leadership Team is spearheaded by the Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform community schools planning. Since 2021, the Leadership Team has partnered with Martin Luther King, Jr. Middle School (MLK) 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 MLK 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 MLK and district boundaries. This inventory was organized into a "CCSPP 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)

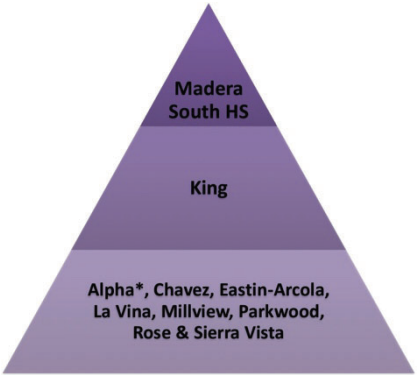
**Goal 6: Sustain ASCENT-3 Project efforts beyond the CCSPP Implementation Grant funding period**

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 MLK Middle School and continue to scale Madera Unified's community schools initiative throughout the district.

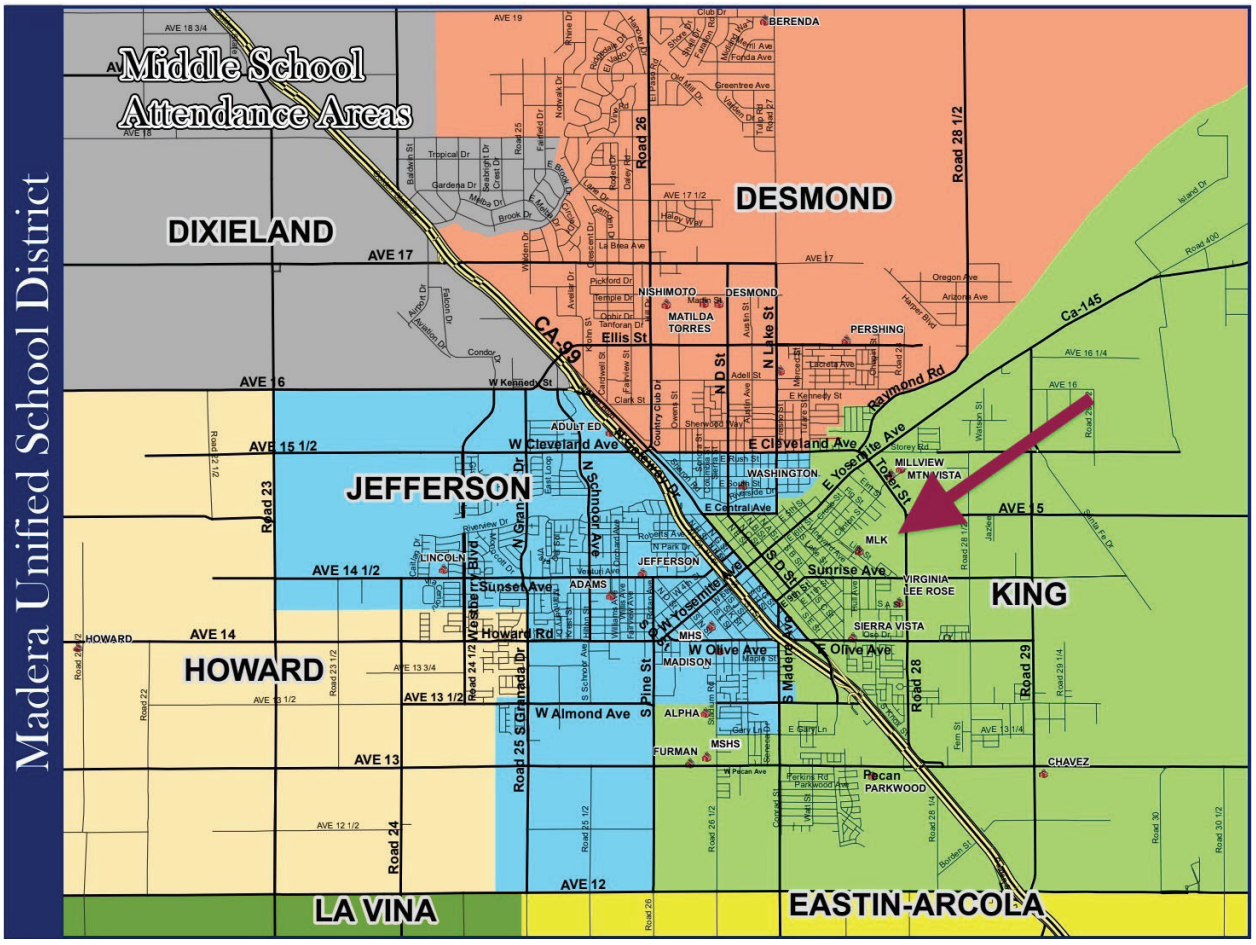
# School Overview

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




During the 2021-22 school year, MLK enrolled 900 7-8 students across the service area identified in Figure 1 below.

*Figure 1. MLK Middle School Service Area Map*



As detailed in Table 2, MLK serves high percentages of Hispanic students (93.8%), English Learners (28.9%), and students who receive free or reduced-price meals (96.8%).

| Table 2: MLK Student Characteristics | |
|---|---|
| Total School Enrollment | 900 |
| **Student Demographics** | |
| African-American | 2.7% |
| Asian | 1.0% |
| Hispanic or Latino | 93.8% |
| White | 1.6% |
| English Learner Students | 28.9% |
| Students Receiving Free or Reduced-Price Meals | 96.8% |
| Unduplicated Pupil Count | 96.9% |

MLK Middle School's mission is to ensure all students are empowered to achieve high levels of learning and social-emotional growth in a safe and supportive environment. The school's vision is to pledge time, hearts, and support to continuously improve. MLK 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. MLK 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. MLK students benefit from the support of site-and district-level multi-tiered system of supports (MTSS), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and a number of social-emotional learning strategies and curricula. 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.

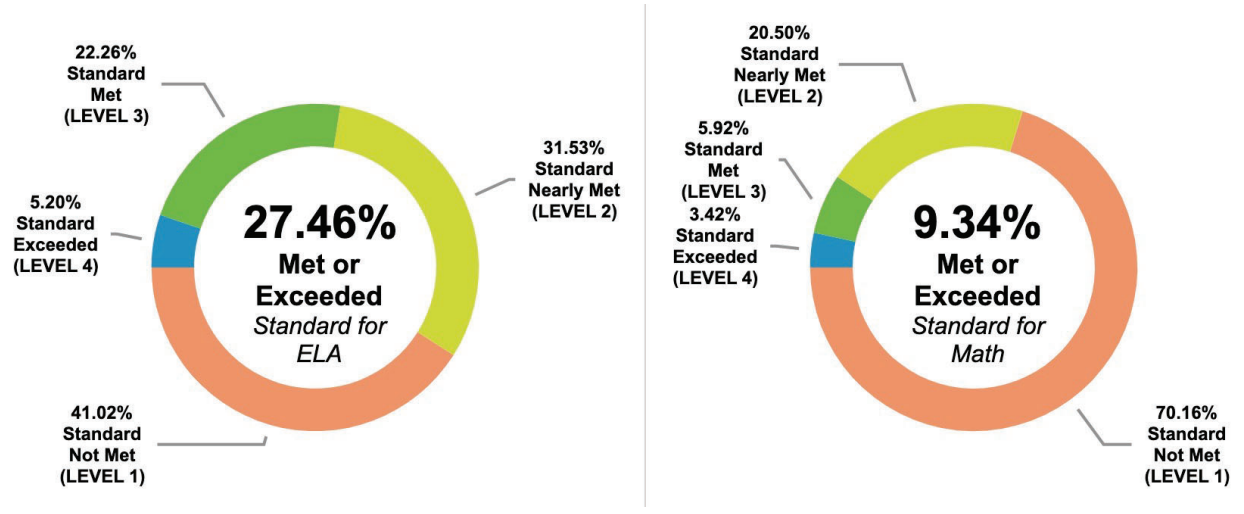
MLK outlines actions using evidence-based strategies to better meet the needs of all students including English Learners, Migrant students, foster/homeless students, students with disabilities, and advanced learners. Increasing students' academic achievement in English, English Language Development, and Math continues to be MLK's primary focus. Its secondary focus is maintaining a positive school climate/culture and improving students' non-academic experiences in an effort to further support its student's social-emotional needs and the development of students' English Language acquisition. Parents are recognized as key elements in these efforts, and MLK is committed to fully engage parents in their children's progress through Parent Involvement Programs.

# Pillar 1: Integrated Student Supports

## Academic Needs Assessment

MLK Middle School 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 27.46% of MLK students met or exceeded standard in ELA, and only 9.34% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

*Figure 3. MLK ELA and Math Smarter Balanced Assessment Summative Results (2021-22)*

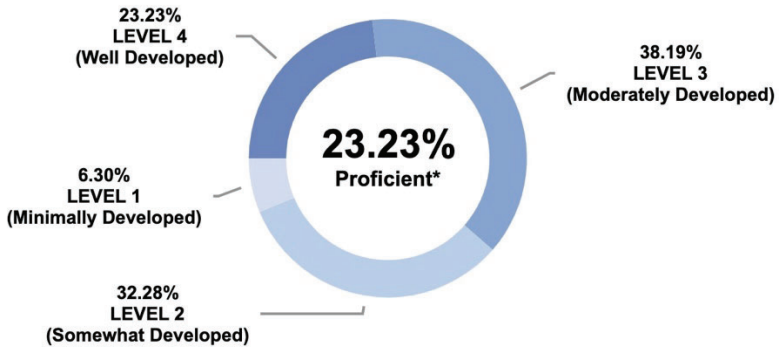



| Achievement Level | Martin Luther King Jr. Middle | State of California |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 5.20 % | 20.50 % |
| Standard Met: Level 3 | 22.26 % | 26.56 % |
| Standard Nearly Met: Level 2 | 31.53 % | 22.62 % |
| Standard Not Met: Level 1 | 41.02 % | 30.33 % |

| Achievement Level | Martin Luther King Jr. Middle | State of California |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 3.42 % | 16.06 % |
| Standard Met: Level 3 | 5.92 % | 17.32 % |
| Standard Nearly Met: Level 2 | 20.50 % | 24.66 % |
| Standard Not Met: Level 1 | 70.16 % | 41.96 % |

Gaps in academic achievement at MLK are most pronounced among English Learners, who account for 28.9% of all students. Results from the 2021-22 Smarter Balanced Assessment found that only 4.86% of English Learners met or exceeded standard for ELA and 0% met or exceeded standard for Math. Results from the 2021-22 Summative English Language Proficiency Assessment for California (ELPAC) found that 23.23% of MLK English Learners are classified as English-language proficient (see Figure 4 below).

*Figure 4: MLK Middle School Summative ELPAC Results (2021-22)*




## Social-Emotional Wellbeing Needs Assessment

MLK 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). MLK's Spring 2022 Panorama Survey results highlight significant needs in all four of these areas.

*Figure 5. MLK 7-8th Grade Student Panorama Survey Results (Spring 2022)*

| Topic Description | Results | Comparison |
|---|---|---|
| **School Belonging**<br>How much students feel that they are valued members of the school community. | 32%<br>▼6<br>since last survey | 39% Madera Unified School District |
| **School Climate**<br>Perceptions of the overall social and learning climate of the school. | 32%<br>▼9<br>since last survey | 39% Madera Unified School District |
| **School Engagement**<br>How attentive and invested students are in school. | 18%<br>▼4<br>since last survey | 23% Madera Unified School District |
| **School Safety**<br>Perceptions of student physical and psychological safety at school. | 51%<br>▼2<br>since last survey | 56% Madera Unified School District |

The Panorama Survey results outlined above provide insight into how much the COVID–19 pandemic has negatively impacted MLK students' social-emotional wellbeing, as demonstrated by the fact that MLK students have reported significant declines in every Panorama domain from pre-pandemic assessment. Among MLK students, the most significant declines were reported in the areas of School Climate and School Belonging, which registered decreases of 9 and 6 percentage points, respectively. While School Engagement was an area in which students reported decreases of only 4 points in perception, this domain scored the lowest percentage (18%) among all domains assessed, demonstrating significant need for ongoing improvement in MLK's efforts to engage students in school.

In order to address persistent gaps in students' social-emotional wellbeing, MLK Middle 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 MLK grade levels; providing professional learning to MLK 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 MLK Parent Resource Center, which is designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.

## Physical Health and Fitness Needs Assessment

MLK students exhibit many indicators of poor physical health and fitness that are persistent across Madera County and much of California's Central Valley. The County Health Rankings and Roadmaps (2022) identify Madera County as "among the least healthy counties in California" and ranked Madera County fifth worst among California's 58 counties in the category of Healthy Behaviors—Diet and Exercise, which measures residents' physical inactivity, obesity, and access to exercise opportunities. Further, according to the U.S. Department of Health and Human Services, more than 44% of Madera County children are obese or overweight.

MLK students score far below their state-level peers in several physical fitness domains on the California Physical Fitness Test, which aligns with the Cooper Institute's criterion-referenced Healthy Fitness Zone (HFZ) and determines students' proficiency in the following six California fitness standards: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. As detailed in Table 7 below, MLK students demonstrate greatest need in the fitness standards of Upper Body Strength and Flexibility. Of most concern is the fact that 25.8% of 7th graders are designated "health risk" in the fitness area of Body Composition.

*Table 7. MLK Middle School California Physical Fitness Test (FITNESSGRAM)*

| Physical Fitness Area | Total Tested[1] in Grade 7 | Number Grade 7 Students in HFZ[2] | % Grade 7 Students in HFZ | % Grade 7 Students in Needs Improve-ment | % Grade 7 Students in Needs Improve-ment - Health Risk |
|---|---|---|---|---|---|
| Aerobic Capacity | 504 | 378 | 75.0 | 21.6 | 3.4 |
| Body Composition | 504 | 272 | 54.0 | 20.2 | 25.8 |
| Abdominal Strength | 504 | 437 | 86.7 | 13.3 | N/A |
| Trunk Extension Strength | 504 | 428 | 84.9 | 15.1 | N/A |
| Upper Body Strength | 504 | 247 | 49.0 | 51.0 | N/A |
| Flexibility | 504 | 369 | 73.2 | 26.8 | N/A |

MLK Middle School works to address students' physical health and fitness needs. These efforts are supported by Madera Unified's 40-member Wellness Committee, which establishes the district's Wellness Policy and oversees practices and projects designed to improve student physical health and fitness. Since 2017, MLK has participated in Madera Unified's initiative to address gaps in physical health and fitness by (1) improving students' understanding of and commitment to physical fitness, (2) increasing students' knowledge and practice of good nutrition and healthy eating habits, and (3) increasing teachers' nutrition education and physical education. However, shifts in site and district priorities resulting from the COVID-19 pandemic combined with recent decreases in funding for physical health and fitness education have disrupted progress toward meeting target performance measures.

## Mental and Behavioral Health Needs Assessment

A high percentage of MLK students exhibit characteristics reflective of poor mental and behavioral health, and the community served by MLK 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, MLK Middle'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, MLK's service population, over 90% of which is Hispanic, is even less likely to access needed mental health services due to one or more of the following barriers: insufficient English language skills required to navigate the system, lack of bilingual/bicultural mental health professionals, negative stigmas associated with mental illness in Latino culture, and/or limited transportation options required to access services outside the community.

In addition to community-wide mental and behavioral health services gaps, both MLK's and Madera Unified's existing mental health services infrastructure is insufficient to address student needs. While Madera Unified has recently invested to enhance district-wide PBIS and MTSS infrastructures and to hire more support staff to provide tiered intervention, the majority of these personnel investments have targeted high schools due to severe school safety concerns at the secondary level. As a result, the district's elementary and middle schools still lack basic mental health services, and the district offers limited mental and behavioral health resources at elementary and middle school levels. Madera Unified elementary and middle schools currently employ a combined 12 psychologists (1,056:1 student-staff ratio), 18 counselors (704:1 student-staff ratio), and no social workers for 12,669 students, compared to national average ratios of 1,041-to-1 (psychologists), 415-to-1 (counselors), and 690-to-1 (social workers). MLK Middle School currently employs four counselors, a psychologist, no social workers, and no resource specialists. While a 0.5 FTE psychologist is assigned to the school and is on call to assist MLK 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 MLK students and their families. According to a survey of Madera Unified teachers, only 5% of 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 school-based mental health services, Madera Unified and MLK Middle 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 MLK from more fully addressing the student behavioral and mental health needs detailed above, MLK 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 MLK 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 MLK 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.

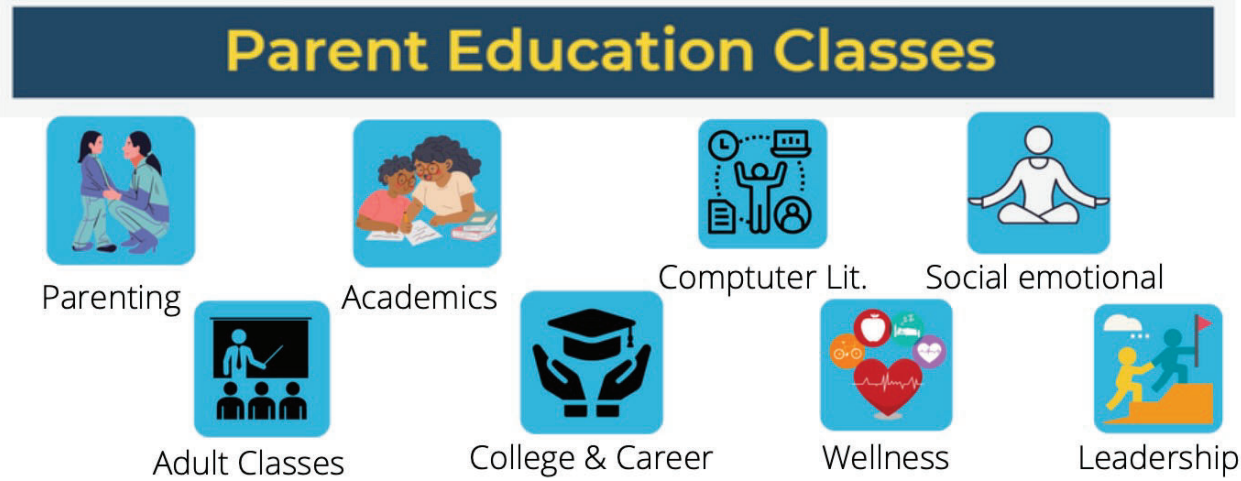
# Pillar 2: Family and Community Engagement

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at MLK Middle School (MLK) 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).




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 parents through the **Parent Advisory Committee (PAC)** and **District English Learner Advisory Committee (DELAC).** The PAC is composed of parent 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, MLK 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. MLK 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. MLK 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 MLK Parent Resource Center assists parents with ParentSquare registration and navigation.

MLK 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. MLK also actively encourages parent participation in the SSC and ELAC. Through these committees, parents engage in the collaborative development and approval of MLK 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 MLK 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, MLK 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 MLK'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 MLK'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 |

MLK Middle School 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 MLK students and their families. MLK 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. MLK 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 MLK. 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 MLK core curriculum. Teachers also attend a number of workshops and conferences throughout the year to improve instructional practices. A selected team of MLK 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, MLK 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 MLK administrators and district coaches.

## Pillar 4: Expanded Learning Time and Opportunities




MLK offers comprehensive after school programming through the MLK 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. MLK 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.

MLK'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 MLK After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs. As 28.9% of MLK students are English Learners, the After School Program ensures activities effectively meet the academic and developmental needs of English Learners. MLK 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 MLK 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 MLK 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 MLK 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 MLK counselor.

MLK'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 MLK 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 MLK 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 MLK Middle School 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

MLK'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 MLK Middle 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 CCSPP Leadership Team; provides district-level support to all CCSPP project personnel; oversees data management and evaluation |
| Director of Community Services & Parent Resource Centers | Madera Unified School District | Provides district-level oversight and support to the MLK 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 | MLK Middle School | Provides site-level CCSPP leadership and support; leads site-level efforts to prospect and secure partnerships and resources |
| Lead Teachers | MLK Middle School | Support MLK with site-level CCSPP planning and implementation |
| Director of Programs and Business Development | Camarena Health | Provides physical and mental/behavioral healthcare services to MUSD students and families; provides the PRC with health-related materials and resources to share with students and families |
| Director | Madera County Behavioral Health Services | Oversees interagency collaborative planning of case management and behavioral health services to MUSD service population; facilitates linkages and access to a continuum of services for students with social-emotional, behavioral, and academic |

| | | |
|---|---|---|
| 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 | MLK Parents | Engage in CCSPP planning meetings |
| Student Leaders | MLK 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 MLK Middle 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 MLK Middle School Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings.

*Table 12: MLK Community School Governing Body (SSC)*

| Member Type | Name |
|---|---|
| Principal (or Designee) | Noel Jimenez |
| Elected Other School Personnel | Aurora Guzman |
| Elected Teacher on Record | Melissa Garcia |
| Elected Teacher on Record | Robert Pinon |
| Elected Teacher on Record | Jose Moran |
| Elected Teacher on Record | Jasmine Franklin |
| Elected Parent/Community Member | Nayeli Rodriguez |
| Elected Parent/Community Member | Rafael Flores |
| Elected Parent/Community Member | Ofelia Soto |
| Elected Student Member | Jonathan Hernandez |
| Elected Student Member | Amilee Larios |
| Elected Student Member | Leilani Perez |

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 MLK 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 MLK Middle 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 MLK students and families and to avoid service duplication.

# Martin Luther King Jr. Middle School

601 Lilly Street, Madera California, 93638
Phone: (559) 674-4681 Fax: (559) 674-4261
Principal: Noel Jimenez Vice Principals: Aurora Guzman and Kelli Spence
*As a community, MLK will pledge our time, hearts, and support to continuously improve.*

## School Site Council Meeting

*March 2, 2023*
*Time: 4:00 pm*
*Location: Zoom*
***SSC #3 meeting minutes***

1. **Welcome and Introductions**
   a. **Spanish SSC #3 Agenda**

**Members in attendance**

- **Robert Pinon**
- **Jose Moran**
- **Melissa Garcia**
- **Noel Jimenez**
- **Aurora Guzman**
- **Nayeli Rodriguez**
- **Daisy Hernandez**
- **Jonathan Hernandez-Luz**

2. **Call to Order**
   a. *Quorom was established at 4:10 pm, motion to begin the meeting was made by Melissa Garcia and seconded by Jose Moran*

3. **Adoption of the Agenda**
   a. *Motion to adopt the agenda was made by Jose Moran and seconded by Melissa Garcia*

4. **Public Input**
   a. ***There was no public input***

5. **Reading and approval of the minutes of (November 3, 2022).**
   a. *Motion to approve the minutes was made by Melissa Garcia and seconded by Jose Moran*

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*As a community, MLK will pledge our time, hearts, and support to continuously improve.*

**6. New Business**

a. *Mr. Jimenez reviewed the Single Plan for Student Achievement (SPSA) including CSI funding for the 21-22 and 22-23 school years.*

b. *Mr. Jimenez stated that there would be No CSI funding for 23-24 due to the drop in the suspension numbers.*

c. ***Mr. Jimenez provided an update of the Martin Luther King Jr. Middle School Safety Plan for 2022-2023 school year*** *and he went over the importance of our fire drill and lock-down drills to prepare our teachers, staff, and students. He went over the four required fire drills a year and talked about the three practice lock-down drills that are practiced yearly. Informational videos are used to teach and inform our students about the lockdown drills.*

d. Mr. Jimenez presented the Community Schools Participation Program grant and discussed with parents and council members the importance of their voices in supporting the social and emotional needs of our students. After the presentation, addtional ideas that were brought up by the parents and school-site council members were:

- **Activities Director**, to create positive activities that improve the campus and community culture, through various activities/events
- **Additional Safety Officer,** that is trained to work with students and provide additional campus safety
- **Thinkery Area liaison**, someone who could support students in a safe classroom environment, with the goal of providing academic tutoring and behavioral support/reflection.

- **Multicultural Murals**, invite outside artists within our community to paint a mural(s) that are selected by students and staff at school sites.

**7. Old Business**

*a.* Approval of Bylaws for the current year.
*i. These had been approved on the November 3, 2022 meeting*

**8. Reports**

a. Second-quarter progress report

*Mr. Jimenez presented the implementation of the Single Plan for Student Achievement.*
*Goal 1- ELA, ELD, and Math*
- *Teachers have a PLC period and receive RCD training for common assessments.*
- *Our ELD teachers are receiving training through ISET to help our English Learners*
- *We are working with Lori Cook to establish math strategies to help improve our student assessment results in math, through increasing student group work and participation.*

*Goal 2- Safety*
- *We have been training safety officers to support the needs of our students*
- *Our Intervention Specialist continues working with our students and counselors to ensure they are meeting their academic goals.*

*Goal 3- Parent Involvement*
- *MLK has been working with the PRC to increase parental involvement*
- *We've had most than 80 parents participating in the PIQE program*
- *The Parent Project, through the PRC and Madera Community has been working with our neediest parents*

# Martin Luther King Jr. Middle School

601 Lilly Street, Madera California, 93638
Phone: (559) 674-4681  Fax: (559) 674-4261
Principal: Noel Jimenez  Vice Principals: Aurora Guzman and Kelli Spence

*As a community, MLK will pledge our time, hearts, and support to continuously improve.*

- *Our MLK staff received training on Parent Engagement, through the PIQE program on January 9th, 2023, to increase our school's communication skills with parents.*

*Goal 4-Technology*

- *Many of our students have received new and updated Chromebooks, this will continue as our student Chromebooks need to be replaced every two-three years.*

*Mr. Jimenez went over the upcoming Assessment dates*

- *ELPAC Testing dates (Feb. 6-March 31)*
- *NWEA Spring: Feb. 28-March 15*
- *CAST: March 20-31*
- *CAASPP (Math and English) Testing Window (April 18-May 19)*

***9. Announcement- no additional announcements***

***10. The next Meeting is scheduled for March 26***

***11. Adjournment, the meeting was adjourned at 4:47pm***

Date Posted: _____3/2/23_____

# Martin Luther King Jr. Middle School

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Principal: Noel Jimenez  Vice Principals: Aurora Guzman and Kelli Spence

*As a community, MLK will pledge our time, hearts, and support to continuously improve.*

## English Learner Advisory Committee

**Minutes**
February 8, 2023
5:30 Library

A. Meeting was called to order @ 5:40

B. No public input
C. Review EL Data for Data Quest
    1. Answered questions regarding reclassification and the upcoming ELPAC test
    2. Encouraged parents to participate in the DELAC meetings and School Site Council meetings

D. Reviewed the SPSA goals
    1. Encouraged parents to be involved in the community meetings that would allow their voices to be heard in the process of spending money where parents feel it should be spent in the district

E. Reviewed the the CCSPP Slideshow with parents
    1. Spoke about the the Needs Assessment and what was identified as needs on our campus
        a) Social Emotional Health/Behavior
        b) Safety
        c) Tutoring
        d) Community Outreach and support
    2. Reviewed the Different components of the Grant and how it would support the students and families on our campus.

F. No DELAC Report (representative not present)

# Martin Luther King Jr. Middle School

601 Lilly Street, Madera California, 93638
Phone: (559) 674-4681  Fax: (559) 674-4261
Principal: Noel Jimenez  Vice Principals: Aurora Guzman and Kelli Spence

*As a community, MLK will pledge our time, hearts, and support to continuously improve.*

G. Dual Language Instruction Program Promotion & Announcements
    1. Reminded parents about upcoming registration and the great opportunity these programs offer for the younger children in their families
H. Next Meeting: March 29, 2023 at the MLK Library

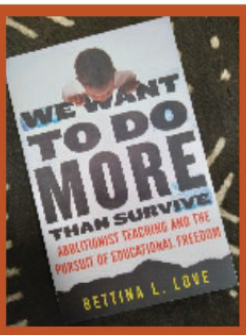
A. Adjournment @ 6:47

# Restorative Justice Program at MLK Middle School

## Dr. Bettina Love



Dr. Bettina Love (https://bettinalove.com/)is an educator and researcher who advocates for students and re-centering schools around students' needs. She has written We Want to Do More than Survive and often speaks at educational conferences (https://www.youtube.com/watch?v=d5iHl7nBLXE&t=21s).




Available for check out at MLK's Library Now.

## RJ Strategy: 60 Second Relate Break




60 Second Relate Break is a brain break but with the purpose of creating community in the classroom. Check it out here (https://www.rclfirst.com/toolkit/60-second-relate-break/)

# Restorative Justice at MLK

December 2022

## The Power of One Caring Adult




Josh Shipp and the Power of One Caring Adult (5:36)
https://www.youtube.com/watch?v=FrV9oO0BOtk (https://www.youtube.com/watch?v=FrV9oO0BOtk)

## Restorative Justice Circle Request Links

Circle Request Form (Students): https://forms.gle/sUF8rWSTvCpHAqtR9 (https://forms.gle/sUF8rWSTvCpHAqtR9)

Circle Request Form (Adults): https://forms.gle/nVBymXLpXv457eut8 (https://forms.gle/nVBymXLpXv457eut8)

Community Building Circle Request: https://forms.gle/E9AVTdqXgq3B2Xy9A (https://forms.gle/E9AVTdqXgq3B2Xy9A)

## Tier 2 Circles

Repairing Community:

***151 Tier 2 Circles***
***231 Students***
***13 Adults***

## RJ Podcast:



https://characterstrong.com/podcasts/ (https://characterstrong.com/podcasts/)

has over 295 podcast episodes about making community the center for students, teachers, parents and whole school communities.



Email any questions to Mr. Gerking:
**matthewgerking@maderausd.org**

WE BELIEVE MADERA UNIFIED

**EMPOWERING PARENTS & TRANSFORMING CHILDREN**



The Parent PROJECT®
Parents Are The Answer

In-Person

# FREE Parenting Classes

# PARENT PROJECT

## MARTIN LUTHER KING MIDDLE SCHOOL

*Wednesdays*

February 1 - April 26

**5:30 PM - 8:30 PM**

MLK Cafeteria

*Dinner & Childcare will be provided*

The **Parent Project Program** is a community-based parenting skills program adopted in Madera County. The program works directly with parents to *reduce family conflict, and develop strong in-home prevention and intervention strategies.*

***Parent Project is designed specifically for parents of strong-willed adolescent children 11 years old and older.***

***Space is Limited! Register today!**

Call the MUSD Call Center at

**(559) 416-5879**

**Available in English and Spanish!**

**This program is supported by the following agencies:**

WE BELIEVE MADERAUNIFIED

**EMPODERANDO A LOS PADRES Y TRANSFORMANDO A LOS NIÑOS**



The Parent PROJECT®
Parents Are The Answer

Presencial

# Clases para Padres Gratis

# PROYECTO PADRES

## MARTIN LUTHER KING MIDDLE SCHOOL

Miércoles

1 deFebrero - 26 de Abril

**5:30 PM - 8:30 PM**

Cafeteria de MLK

Se proporcionará cena y Cuidado de Niños

*El **Programa de Proyecto de Padres** es un programa de habilidades de crianza basado en la comunidad, adoptado en el Condado de Madera. El programa trabaja directamente con los padres para ayudar a reducir los conflictos familiares y desarrollar estrategias sólidas de prevención e intervención en el hogar para la prevención de pandillas. **Parent Project está diseñado específicamente para padres de niños mayores de 11 años y adolescentes con comportamiento difícil.***

***¡El espacio es limitado! Regístrese hoy!**

Llame al centro de llamadas de MUSD al **(559) 416-5879**

**¡Disponible en inglés y español!**

**Este programa es presentado por las siguientes agencias:**

559-661-1879
maderaccj@yahoo.com
219 S D St Madera, Ca 93638

10/25/2022

Madera Unified School District
Attn: Mr. Todd Lile
1902 Howard Road
Madera, CA 93637

Dear Mr. Lile,

It is my pleasure to write a letter in support of Madera Unified School District After School Program. Our mission at Madera Coalition for Community Justice has been supported by MUSD through past projects such as Parents as Leaders Program, and LCAP Community Meeting Facilitation, affecting the Madera County residents. Through the continuous support and mutual collaboration with MUSD, our organization has been able to impact Madera residents directly.
Madera Coalition for Community Justice will provide training to MUSD parents on how to become school leaders. Workshops will focus on bolstering parent involvement through participation in the School Site Council, Parent Clubs, ELAC, DELAC, and volunteerism in various school venues. Madera Coalition for Community Justice would like to continue to participate in the success of the CCLC Program. The estimated monetary value of these in-kind services is $3,500 per site annually. Please feel free to contact me, I can provide you with additional information.

Sincerely,

Linette Lomeli

Executive Director
Madera Coalition for Community Justice
linettel@maderaccj.org

# California Community Schools Partnership Program

## Needs Assessment and Asset Mapping

In Preparation for CCSPP Implementation – Round 2

Parkwood Elementary School

*Home of the Timberwolves*

TOGETHER WE RISE

MADERA UNIFIED SCHOOL DISTRICT

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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 CCSPP 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 Parkwood Elementary 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 Parkwood 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 Parkwood Elementary and district boundaries. This inventory was organized into a "CCSPP 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)

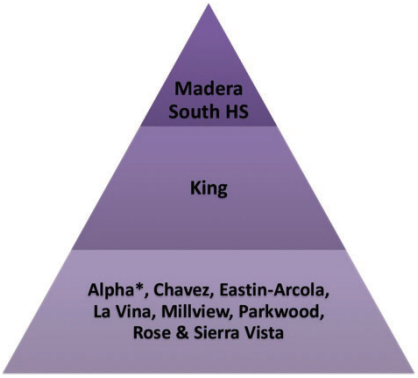
**Goal 6: Sustain ASCENT-3 Project efforts beyond the CCSPP Implementation Grant funding period**

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 Parkwood Elementary School and continue to scale Madera Unified's community schools initiative throughout the district.

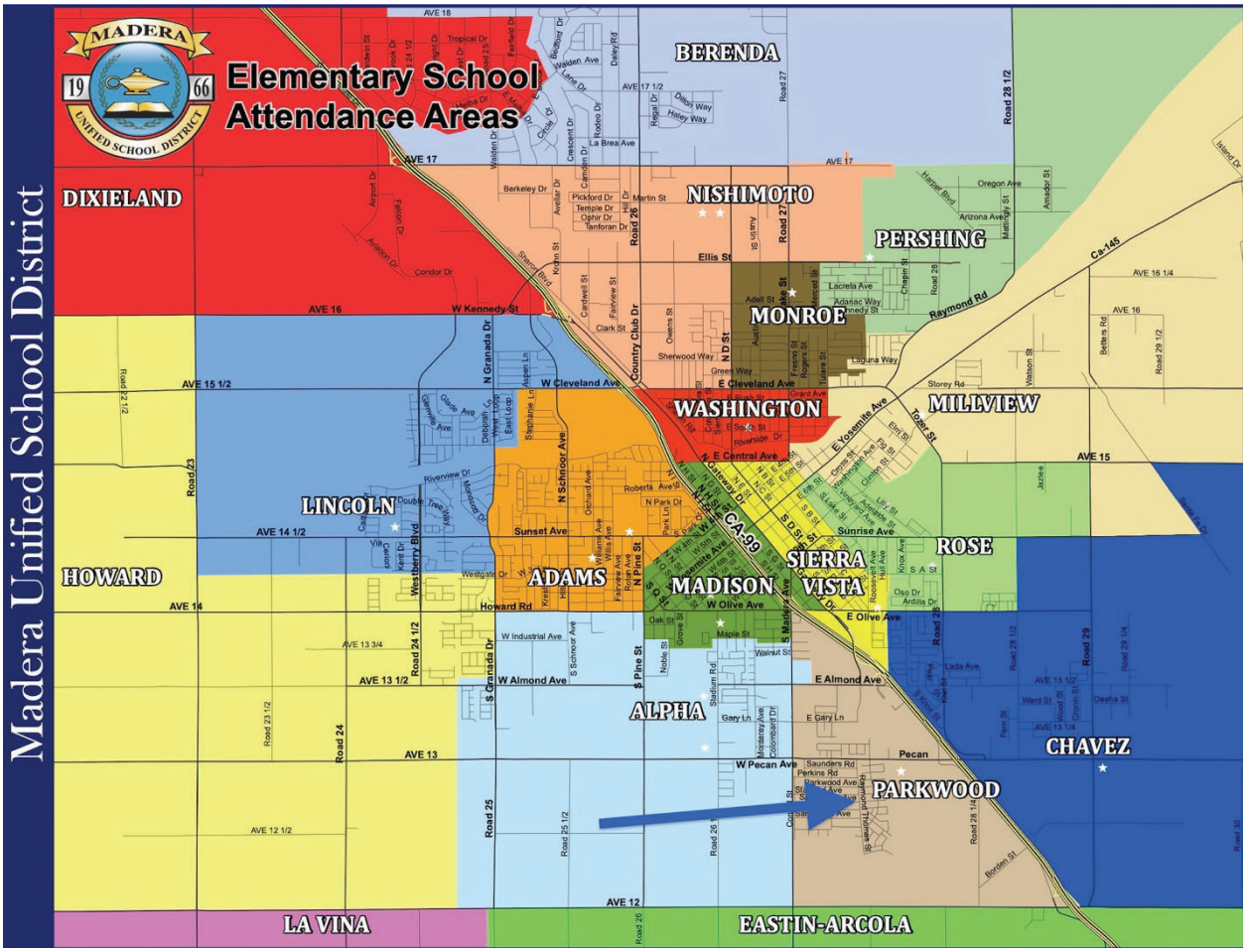
# School Overview

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




During the 2021-22 school year, Parkwood Elementary enrolled 635 K-6 students across the service area identified in Figure 1 below.

*Figure 1. Parkwood Elementary School Service Area Map*



As detailed in Table 2, Parkwood Elementary serves high percentages of Hispanic students (90.2%), English Learners (30.1%), and students who receive free or reduced-price meals (93.5%).

| Table 2: Parkwood Elementary Student Characteristics | |
|---|---|
| Total School Enrollment | 635 |
| **Student Demographics** | |
| African-American | 2.2% |
| Asian | 0.7% |
| Hispanic or Latino | 90.2% |
| White | 4.5% |
| Two or More Races | 1.1% |
| English Learner Students | 30.1% |
| Students Receiving Free or Reduced-Price Meals | 93.5% |
| Unduplicated Pupil Count | 94.3% |

Parkwood Elementary School's mission is to exemplify a positive culture in which students, staff, and the community work together to achieve high performance in assessment, discipline, and attendance. As a result, students are well-rounded and prepared to succeed in a global society. The school's vision is to be distinguished for high levels of achievement by all. Staff, families, and students work together in a safe and engaging environment.

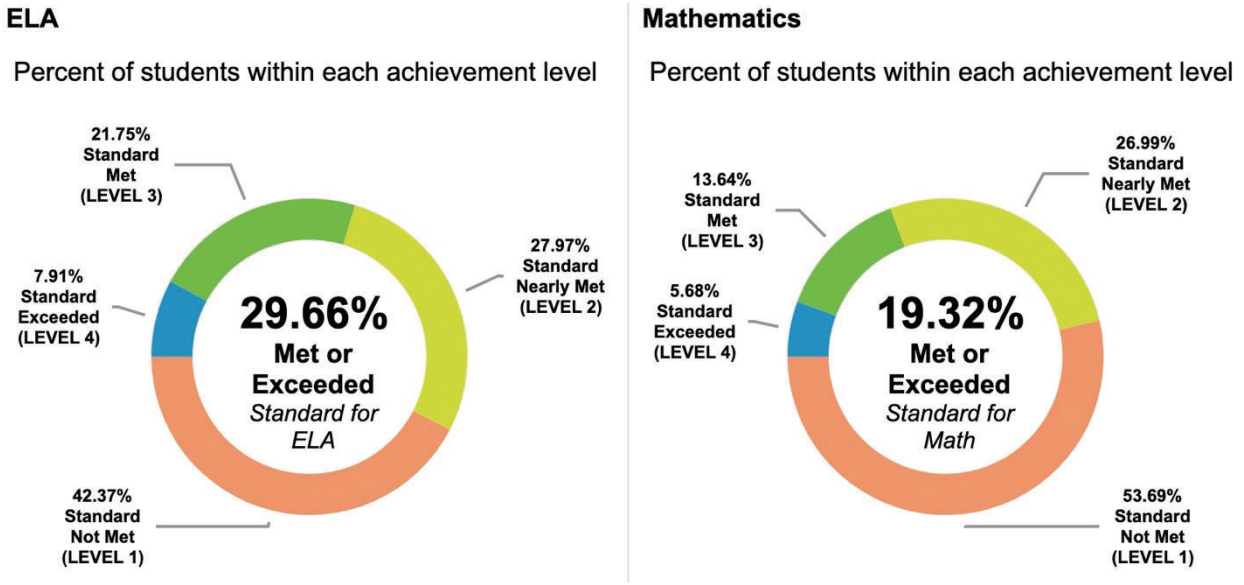
Parkwood Elementary is dedicated to continuous improvement through the use of data from student performance, high-quality research-based instructional practices, and expanded student use of technology to guide development. Parkwood Elementary teachers and support staff frequently assess student academic, 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 Parkwood Elementary students benefit from the support of site-and district-level multi-tiered system of supports (MTSS), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and a number of social-emotional learning strategies and curricula. 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. Special education students are in the general education classroom for the majority of their day. They are provided support from a special education staff member during a portion of their time. Teachers are trained to teach culturally diverse populations. English Language Development (ELD) is taught to their English learners for minimum of 45 minutes a day, with an emphasis on oral language, listening, reading, writing, and thinking. Parkwood Elementary believes that education is a joint venture between school and home and that the foundation of a successful school is the cooperation between students, staff, parents, and community. As Parkwood Elementary works with their students through the prescribed curriculum, the support that parents give their children at home as they strive to reach their learning goals is valued at every level.

# Pillar 1: Integrated Student Supports

## Academic Needs Assessment

Parkwood Elementary 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 29.66% of Parkwood Elementary students met or exceeded standard in ELA, and only 19.32% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

*Figure 3. Parkwood Elementary ELA and Math Smarter Balanced Assessment Summative Results (2021-22)*

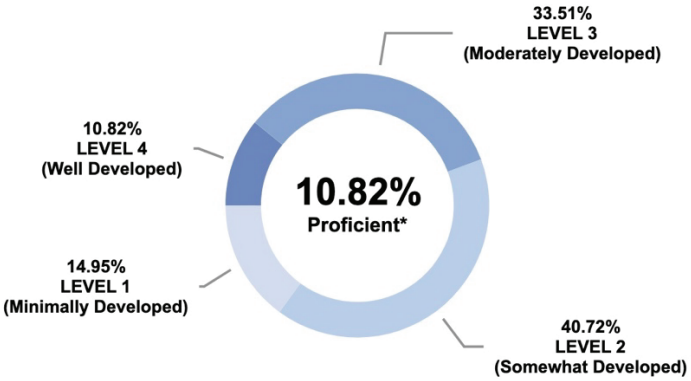



| Achievement Level | Parkwood Elementary | State of California |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 7.91 % | 20.50 % |
| Standard Met: Level 3 | 21.75 % | 26.56 % |
| Standard Nearly Met: Level 2 | 27.97 % | 22.62 % |
| Standard Not Met: Level 1 | 42.37 % | 30.33 % |

| Achievement Level | Parkwood Elementary | State of California |
|---|---|---|
| Mean Scale Score | N/A | N/A |
| Standard Exceeded: Level 4 | 5.68 % | 16.06 % |
| Standard Met: Level 3 | 13.64 % | 17.32 % |
| Standard Nearly Met: Level 2 | 26.99 % | 24.66 % |
| Standard Not Met: Level 1 | 53.69 % | 41.96 % |

Gaps in academic achievement at Parkwood Elementary are most pronounced among English Learners, who account for 30.1% of all students. Results from the 2021-22 Smarter Balanced Assessment found that only 8.08% of English Learners met or exceeded standard for ELA and only 6.12% met or exceeded standard for Math. Results from the 2021-22 Summative English Language Proficiency Assessment for California (ELPAC) found that 10.82% of Parkwood Elementary English Learners are classified as English-language proficient (see Figure 4 below).

*Figure 4: Parkwood Elementary Summative ELPAC Results (2021-22)*




## Social-Emotional Wellbeing Needs Assessment

Parkwood Elementary administers the Panorama Survey, which was developed by Harvard Graduate School of Education to be a valid and reliable tool for measuring student perceptions across 19 domains, including School Climate (perceptions of the social and learning climate of the school), School Safety (perceptions of student physical and psychological safety at school), School Belonging (how much students feel they are valued members of the school community), and School Engagement (how attentive and invested students are in school). Parkwood Elementary's Spring 2022 Panorama Survey results highlight significant needs in all four of these areas.

*Figure 5. Parkwood Elementary 3-5th Grade Student Panorama Survey Results (Fall 2022)*

| Topic Description | Results | Comparison |
|---|---|---|
| **School Belonging**<br>How much students feel that they are valued members of the school community. | 65%<br>▲1<br>since last survey | 63% Madera Unified School District |
| **School Climate**<br>Perceptions of the overall social and learning climate of the school. | 62%<br>▼5<br>since last survey | 61% Madera Unified School District |
| **School Engagement**<br>How attentive and invested students are in school. | 57%<br>▼1<br>since last survey | 57% Madera Unified School District |
| **School Safety**<br>Perceptions of student physical and psychological safety at school. | 65%<br>▼6<br>since last survey | 63% Madera Unified School District |

*Figure 6. Parkwood Elementary 6th Grade Student Panorama Survey Results (Fall 2022)*

| Topic Description | Results | Comparison |
|---|---|---|
| **School Belonging**<br>How much students feel that they are valued members of the school community. | **41%**<br>▼2<br>since last survey | **39%** Madera Unified School District |
| **School Climate**<br>Perceptions of the overall social and learning climate of the school. | **43%**<br>▲1<br>since last survey | **39%** Madera Unified School District |
| **School Engagement**<br>How attentive and invested students are in school. | **29%**<br>▼2<br>since last survey | **23%** Madera Unified School District |
| **School Safety**<br>Perceptions of student physical and psychological safety at school. | **52%**<br>▼14<br>since last survey | **56%** Madera Unified School District |

The Panorama Survey results outlined above provide insight into how much the COVID–19 pandemic has negatively impacted Parkwood Elementary students' social-emotional wellbeing, as demonstrated by the fact that Parkwood Elementary students have reported significant declines in nearly every Panorama domain from pre-pandemic assessment. Among 3rd–5th graders, the most significant declines were reported in the areas of School Safety and School Climate, which registered decreases of 6 and 5 percentage points, respectively. At the 6th grade level, students also reported greatest decline in the domain of School Safety. While School Engagement was an area in which 6th graders reported decreases of only 2 percentage points, this domain also scored the lowest percentage (29%) among all domains assessed, demonstrating significant need for ongoing improvement in Parkwood Elementary's efforts to engage students in school.

In order to address persistent gaps in students' social-emotional wellbeing, Parkwood Elementary 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 Parkwood Elementary grade levels; providing professional learning to Parkwood Elementary 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) located on the campus of neighboring Virginia Lee Rose Elementary School. The Rose Elementary PRC serves all Parkwood families and is designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.

## Physical Health and Fitness Needs Assessment

Parkwood Elementary students exhibit many indicators of poor physical health and fitness that are persistent across Madera County and much of California's Central Valley. The County Health Rankings and Roadmaps (2022) identify Madera County as "among the least healthy counties in California" and ranked Madera County fifth worst among California's 58 counties in the category of Healthy Behaviors—Diet and Exercise, which measures residents' physical inactivity, obesity, and access to exercise opportunities. Further, according to the U.S. Department of Health and Human Services, more than 44% of Madera County children are obese or overweight.

Parkwood Elementary students score below their state-level peers in key physical fitness areas on the California Physical Fitness Test, which aligns with the Cooper Institute's criterion-referenced Healthy Fitness Zone (HFZ) and determines students' proficiency in the following six California fitness standards: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. As detailed in Table 7, Parkwood Elementary students demonstrate greatest need in the fitness standards of Upper Body Strength, Abdominal Strength, and Flexibility. Of most concern is the fact that 29% of 5th graders are designated "health risk" in the fitness area of Body Composition.

*Table 7. Parkwood Elementary California Physical Fitness Test (FITNESSGRAM)*

| Physical Fitness Area | Total Tested[1] in Grade 5 | Number Grade 5 Students in HFZ[2] | % Grade 5 Students in HFZ | % Grade 5 Students in Needs Improve-ment | % Grade 5 Students in Needs Improve-ment - Health Risk |
|---|---|---|---|---|---|
| Aerobic Capacity | 93 | 67 | 72.0 | 25.8 | 2.2 |
| Body Composition | 93 | 49 | 52.7 | 18.3 | 29.0 |
| Abdominal Strength | 93 | 45 | 48.4 | 51.6 | N/A |
| Trunk Extension Strength | 93 | 85 | 91.4 | 8.6 | N/A |
| Upper Body Strength | 93 | 30 | 32.3 | 67.7 | N/A |
| Flexibility | 93 | 62 | 66.7 | 33.3 | N/A |

Parkwood Elementary School works to address students' physical health and fitness needs. These efforts are supported by Madera Unified's 40-member Wellness Committee, which establishes the district's Wellness Policy and oversees practices and projects designed to improve student physical health and fitness. Since 2017, Parkwood Elementary has participated in Madera Unified's initiative to address gaps in physical health and fitness by (1) improving students' understanding of and commitment to physical fitness, (2) increasing students' knowledge and practice of good nutrition and healthy eating habits, and (3) increasing teachers' nutrition education and physical education. However, shifts in site and district priorities resulting from the COVID-19 pandemic combined with recent decreases in funding for physical health and fitness education have disrupted progress toward meeting target performance measures.

## Mental and Behavioral Health Needs Assessment

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

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

In addition to community-wide mental and behavioral health services gaps, both Parkwood Elementary's and Madera Unified's existing mental health services infrastructure is insufficient to address student needs. While Madera Unified has recently invested to enhance district-wide PBIS and MTSS infrastructures and to hire more support staff to provide tiered intervention, the majority of these personnel investments have targeted high schools due to severe school safety concerns at the secondary level. As a result, the district's K-8 schools such as Parkwood Elementary still lack basic mental health services, and the district offers limited mental and behavioral health resources at elementary and middle school levels. Madera Unified K-8

schools currently employ only 12 psychologists (1,056:1 student-staff ratio), 18 counselors (704:1 student-staff ratio), and no social workers for 12,669 students, compared to national average ratios of 1,041-to-1 (psychologists), 415-to-1 (counselors), and 690-to-1 (social workers). Parkwood Elementary School currently has a 0.8 FTE counselor, no social workers, and no resource specialists. While a 0.5 FTE psychologist is assigned to the school and is on call to assist Parkwood Elementary 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 Parkwood Elementary 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 school-based mental health services, Madera Unified and Parkwood Elementary 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 Parkwood Elementary from more fully addressing the student behavioral and mental health needs detailed above, Parkwood Elementary School 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 Parkwood Elementary 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 Parkwood Elementary 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.

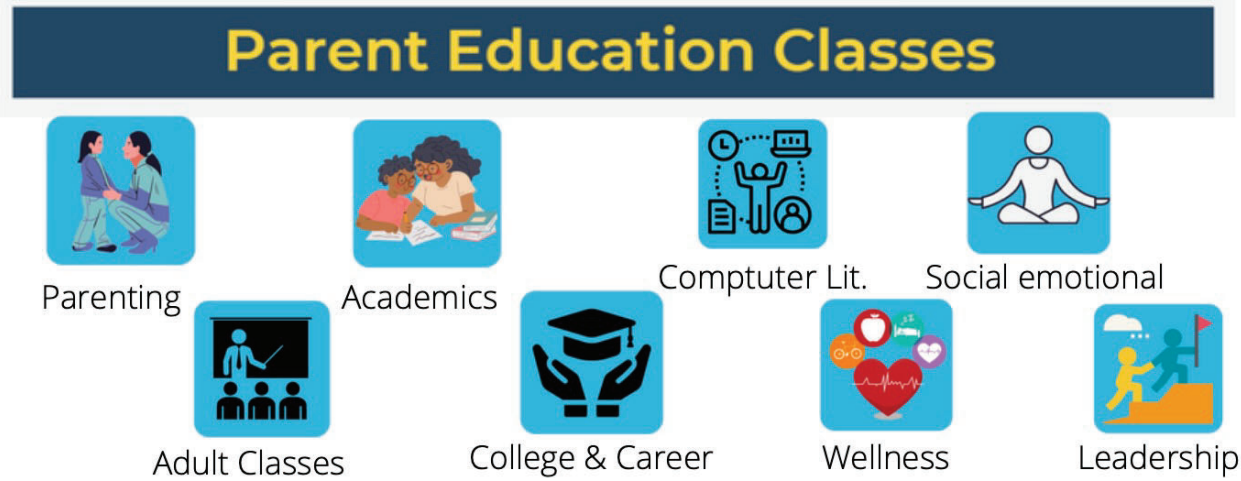
## Pillar 2: Family and Community Engagement

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Parkwood Elementary School 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).




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 parents through the **Parent Advisory Committee (PAC)** and **District English Learner Advisory Committee (DELAC).** The PAC is composed of parent 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, Parkwood Elementary uses **ParentSquare** to keep parents and family members informed through email, text, and app notifications regarding important school- and district-level activities, such as parent education nights, special activities, engagement opportunities, and other useful information. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. Parkwood Elementary 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. Parkwood Elementary 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 Rose Elementary Parent Resource Center serving Parkwood students assists parents with ParentSquare registration and navigation.

Parkwood Elementary provides a number of opportunities for parents to engage with school decision-making through the **Caring Parents and Teachers (CPAT**) organization, **School Site Council (SSC),** 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. Parkwood Elementary also actively encourages parent participation in the SSC and ELAC. Through these committees, parents engage in the collaborative development and approval of the Parwwood 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 Parkwood Elementary 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, Parkwood Elementary 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 Parkwood'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 Parkwood Elementary'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 |

Parkwood Elementary School 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 Parkwood Elementary students and their families. Parkwood Elementary 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. Parkwood Elementary 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 Parkwood Elementary. 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 Parkwood Elementary core curriculum. Teachers also attend a number of workshops and conferences throughout the year to improve instructional practices. A selected team of Parkwood Elementary 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, Parkwood Elementary 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 Parkwood Elementary administrators and district coaches.

## Pillar 4: Expanded Learning Time and Opportunities




Parkwood Elementary offers comprehensive after school programming through the Parkwood Elementary After School Program, which takes place on the school campus immediately following the regular school day. The program provides an environment for safe and accessible expanded learning, as all students are engaged in either group or one-on-one activities supervised by a caring adult. 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. Parkwood Elementary 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.

Parkwood Elementary School's After School Program prioritizes students who are most at risk of academic failure, special needs students (e.g., English Learners, special education students), and students who consistently demonstrate at-risk youth behavior. 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 Parkwood Elementary After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs. As 30.1% of Parkwood Elementary students are English Learners, the After School Program ensures activities effectively meet the academic and developmental needs of English Learners. Parkwood Elementary 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 Parkwood Elementary Site Coordinator to ensure academic tutorials are standards aligned and employ evidence-based strategies specifically for English Learners. The program also utilizes curricula and resources that have documented success for use with students with limited English language proficiency, such as English-as-a-Second-Language (ESL) curriculum, SRA Reading Programs, and Imagine Learning curricula and resources. To ensure the program remains up-to-date regarding emerging English Learner needs, the Site Coordinator attends Parkwood Elementary 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 Parkwood Elementary 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 Parkwood Elementary counselor.

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

**Girl Scouts USA** provides the Parkwood Elementary 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 Parkwood Elementary 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

Parkwood Elementary's community schools initiative engages key leaders and stakeholders at both the district and site levels. At the district level, Madera Unified's Community Schools Leadership Team is spearheaded by the Community Schools Coordinator and Department of Student and Family Support Services, which conducts district- and site-level needs assessments to inform the planning of community schools services. The Community Schools Leadership Team is composed of (1) administrators from each Department of Student and Family Support Services division; (2) administrators, teachers, and staff from Parkwood Elementary School (including personnel specialized in serving special populations); (3) parent leaders; and (5) at least one representative from each major community partner. The Leadership Team is also divided into three Subcommittees that meets more frequently to discuss issues specific to their Subcommittee areas of expertise. These Subcommittees are Community Health Services, Community & Parent Resources, and Extended-Day Programming.

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

| | | |
|---|---|---|
| Director | Madera County Behavioral Health Services | Oversees interagency collaborative planning of case management and behavioral health services to MUSD service population; facilitates linkages and access to a continuum of services for students with social-emotional, behavioral, and academic needs |
| Executive Director | California Teaching Fellows 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 | Parkwood Parents | Engage in CCSPP planning meetings |

This district-level Community Schools Leadership Team ensures shared governance of community schools and shared responsibilities for the process of school transformation by engaging with the Parkwood Elementary School Site Council, which serves as the site-level community school governing body. Since fall of 2021, the Madera Unified Community Schools Leadership Team has partnered with the Parwood Elementary School Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings.

*Table 12: Parkwood Elementary Community School Governing Body (SSC)*

| Member Type | Name |
|---|---|
| Principal (or Designee) | Denise Munoz |
| Elected Other School Personnel | Cynthia Moreno |
| Elected Teacher on Record | Alicia Garcia |
| Elected Teacher on Record | Martha Galindo |
| Elected Teacher on Record | Guadalupe Martinez |
| Elected Parent/Community Member | Chrissy Pleasant |
| Elected Parent/Community Member | Belen Monteon |
| Elected Parent/Community Member | Gabrielle Garcia |
| Elected Parent/Community Member | Mindy Gutierrez |
| Elected Parent/Community Member | Elsy Lainez |

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

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

February 24, 2023
3:30 p.m. – 4:30 p.m.
https://maderausd.zoom.us/j/82293217954

# Parkwood Elementary
## School Site Council

**Mission Statement:**

**Parkwood Elementary will be exemplified for having a positive culture. Students, staff, and community will work together to achieve high performance in assessment, discipline, and attendance. As a result, students will be well rounded and prepared to succeed in a global society.**

**Facilitator:** D. Munoz, Principal

**Attendees:** Denise Munoz (Principal), Martha Galindo (teacher), Alicia Garcia (teacher), Guadalupe Martinez (teacher), Cynthia Moreno (Classified), Gabrielle Garcia (Parent), Mindy Gutierrez (Parent), (Parent), Chrissy Pleasant (Parent), Belen Monteon (Parent), Elsy Lainez (Parent)

All parents and community members are encouraged to participate in our School Site Council. The School Site Council helps monitor the implementation of our Single Plan for Student Achievement (SPSA), helps evaluate the effectiveness of the allocation of resources, and provides additional input in the modification of the SPSA.

## AGENDA ITEMS

1. **Welcome and Introductions - Establish A Quorum**
2. **Call to Order at 2.24.23 Meeting called to order at 3:39 pm**
3. **Adoption of the Agenda: Add or Deletion of the Agenda (motion needed) Mrs. Galindo made a motion to approve minutes for February 24 meeting. Mindy Gutierrez seconded the motion. 7 ayes, 0 nays; motion carried.**
4. **Public Input-Mindy Gutierrez mentioned she found a tutor for her child and wanted to share the individual's name if parents inquired about seeking a tutor. Mindy also mentioned she would like to see Parent Club sponsor a father/daughter dance as she and other parents have signed up to help in Parent Club and would be willing to help. Ms. Munoz stated it would be nice to have one but takes a lot of work. Ms. Munoz stated she would talk to Parent Club to have them reach out to additional parents to see if they would be interested in helping plan.**

Public Input is for visitors who wish to speak on a subject not on the board agenda.
Ten minutes of this portion of the meeting are reserved for members of the public to address the School Site Council on items not listed on the agenda and within the jurisdiction of the School Site Council.
Speakers are limited to two (2) minutes. The School Site Council is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Council does not respond to public comment at this time. If you wish to address the Board, please state your name and address.

5. **Approval of Previous Minutes – December 2, 2022 (motion needed)**
    a. **Guadalupe Martinez made a motion to approve the minutes from December 2 meeting. Motion was seconded by Mrs. Garcia. 7 ayes, 0 nays; motion carried.**

6. **New Business**
    a. **School Plan for Student Achievement (SPSA)**
        i. **Local Assessment Data**
        **Ms. Munoz reviewed SAP update. SAP update included:**

Theory of Action--using aligned assessments to backwards map priority standards to plan rigorous lessons collaboratively and use assessment data to make instructional adjustments

NWEA Fall to Winter data analysis--3rd grade saw an increase in Reading and 3rd, 5th, and 6th grades saw an increase in Math. Schoolwide we went down in both slightly. BEST growth goal--Growth goal of 80% in Reading and Math by 2025. Current growth goal is 48% in Reading and 45% in Math. We are near our goal of 49% in Reading and 51% in Math.

1. Each grade level team is linking their data by teacher and comparing what worked and didn't work for their students. This will help each team with the rigor of the curriculum.
2. Celebrate - We are seeing students grow; however, not at the rate to meet grade level standards.
3. Third administration of NWEA tests will be next week.

7. **Old Business**
   a. **None**
8. **Reports**
   a. **California Community School Participation Program (CCSPP)**

CCSPP will provide a partnership between schools and community resources to offer a range of services and opportunities to children, youth, families, and communities. The grant will focus on supporting the social emotional learning of students/communities with the greatest need. Red pyramid received the grant for the 2022-23 school year and purple pyramid is applying for the grant for the 2023-24 school year. If the grant is awarded, we will propose to hire the following integrated student supports:

- Student advocate at all elementary sites
- Full-time counselor at K-8 sites
- Intervention specialist at the secondary level
- PE Teacher on Special Assignment to implement integrated SEL recess support at elementary schools
- Behavior Intervention Technician for the purple pyramid
- Behavior Analyst for the purple pyramid
- Child Welfare & Attendance Liaison for the purple pyramid
- Community Support Specialist for the purple pyramid

Funding would also be used to support family and community engagement, collaborative leadership & practices for educators, and extended learning time and opportunities. Funds will be based on enrollment; however, we will not get to spend it on whatever we want. SSC discussed the need for a Student Advocate to support monitoring attendance, academics, behavior and assist parents with trainings and referrals to outside agencies. The counselor does help with this but this would allow more students/families to receive this support.

   b. **PAC Update**

Elsy Linez explained PAC approved the first three goals. They took parent input on how to spend the money and focus on how to help the students.

9. **Announcements**

NWEA and CAASPP assessments coming up, parent conferences in April

10. **Next Meetings**
    - **April 14, 2023 at 3:30**
    - **May 19, 2023 at 3:30**
11. **Adjournment (motion needed)** Guadalupe Martinez made a motion to adjourn the meeting, Gabby Garcia seconded the motion. Meeting adjourned at 4:34 pm.

# Parkwood Elementary School

Denise Munoz, Principal 1150 East Pecan,Madera, CA 9363
Alan Macedo, Vice Principal Phone 559-673-2500

English Learner Advisory Committee (ELAC) Meeting #4
March Meeting, Wednesday, 3/15/23 8:30 - 9:30 a.m. Conference Room
(Meeting conducted in English with Spanish Translation support)

---

I. Welcome and Introduction - In attendance: Mrs. Elsy Lainez - Chairperson, Mrs. Reyna Avalos - Vice Chair, Alan Macedo - VP/ELAC Secretary and Elizabeth Alvarado - Interpreter

II. Establish Quorum (3-0) Meeting to order (Made by Elsy Lainez, 2nd by Reyna Avalos, 3-0)

III. Additions/deletions of items on the agenda (No additions or deletions were made to agenda)

IV. Reading and Approval of Minutes (Members read the minutes from ELAC Meeting #3 on 1/26/23. Correction made on the Spanish section of Elizabeth Alvarado written incorrectly as "Isabel" and the word "Milesugundo"for "Ms".was also an error in the translation. To be corrected for the next meeting. Motion to approve made by Reyna Avalos and 2nd made by Elsy Lainez. (3-0) Motion passed.

V. New Business

a. ELPAC Testing / EL monitoring Update - Mr. Macedo described that he had administered the ELPAC Reading, Writing, and Reading portions to 192 EL students. The MUSD ELPAC team then came this month to administer the Speaking portion to the 3rd - 6th graders. Ms. Lainez asked about the qualifications to be reclassifying students for RFEP. Mr. Macedo explained the criteria and the importance of getting students to reclassify before going to junior high so they can take an Elective instead of a DELD class. She stated that her colleague had this experience in high school.

b. CCSPP Community Schools Presentation CCSPP CA Community Schools Participation Program Info. Mr. Macedo presented the MUSD CCSPP Grant and program. Ms. Lainez stated that the PRCs were very helpful to her and her family in the past. Mr. Macedo elaborated on the appropriate funding for each MUSD pyramid (Red, Purple and Blue). Parents were excited about the variety of resources that will be offered to them in the future.

c. Local Control Accountability Plan (LCAP) - Meetings for LCAP stakeholder input have been held at the district level and will continue to community partnership feedback.

d. Site State testing schedule -Mr. Macedo shared the CAASPP testing schedule for 2023 for the 3rd through 6th graders. Mrs. Lainez shared about her daughter taking and that her daughter improved on the NWEA test! Mr. Macedo explained the NWEA is given 3 times a year as a Common Formative Assessment (CFA) and is very different from the CAASPP, as a summative State assessment, given once per year online.

VI. DELAC Representative Report - Mrs. Lainez stated that she could not attend the last meeting but would go to the next DELAC meeting. She likes being sent a reminder for invite.

VII. Dual Language Instruction Program Promotion & Announcements - Mr. Macedo explained that Madison is hosting a DLI program and adding a grade per year. Mrs. Avalos stated that her 5-year old son was going to Madison, but got lost on the bus, so he became scared and wanted to discontinue attending.

VIII. Public Input - Mrs. Avalos asked about the process to be a parent volunteer in class. Mr. Macedo explained the process, application is available with a required DOJ fingerprinting background check. Mrs. Lainez asked if she needed to know a great deal of English to be a parent volunteer on campus. She was concerned about some of the student behavior during

# Parkwood Elementary School

recess. She also complimented Mr. Macedo that the Parkwood campus and school culture is very different this year and has become more positive and welcoming than in the past years. Mr. Macedo thanked her for her compliment and kind words. Mr. Macedo encouraged the parents to continue their partnership with the school and contact him if they had any school concerns.

XI. Next ELAC Meeting #5 = May 17th, 2023 (8:30 - 9:30 a.m.) in the Conference Room.

X. Adjournment -Motion made by Mrs. Lainez, seconded by Mrs. Avalos (Voted 3-0) in favor. The ELAC meeting was adjourned at 9:35 a.m. Mr. Macedo thanked parents for attending.

Respectfully submitted A Macedo Date 3/15/23

Alan Macedo – VP / ELAC Secretary

MADERA UNIFIED SCHOOL DISTRICT

# ELEMENTARY PRINCIPAL'S MEETING

February , 2023

## AGENDA ITEMS

Purpose: orizontal alignment of instructional program, climate/culture, and management practices

| Time | Subject | Presenter |
|---|---|---|
| 8:00 | Welcome | AAS |
| 8:05-8:55 | MAP Reading Fluency Data | Sam Mendez (Nicole Guerriero) |
| 8:55-9:05 | Quarter 4 Map Reading Fluency Assessment<br>• Elementary Assessment Schedule<br>• Rationale | Vivian Uchima |
| 9:15-9:30 | Culture and Climate<br>• California Community School Grant | Karen DeOrian |
| 9:25-9:30 | MUSD Career Fair - 6th Grade<br>• Site Responsible for Bus Request<br>• Flier<br>• Schedule | Laura Toney |
| 9:30-9:45 | Incident/Crisis Forms | AAS |
| 9:45-10:00 | Job Fair | Joe Aiello |

**Zoom Meeting Norms** Be Professional Be Present and Attentive Ensure Equity and Voice Follow Through

**READ ONLY: INFORMATIONAL ITEMS (10 minutes)**

| | |
|---|---|
| **VISION/MISSION**<br>Madera Unified Community Compact<br>Madera Unified Student Champion | Academy Resources and Read-Only Information |
| MUSD Leadership Meetings | |

**CONTINUOUS IMPROVEMENT MODEL**

| | |
|---|---|
| Madera Learning System<br>A monitoring and accountability system utilizing key indicators to measure continuous improvement in our schools.<br><br>Validation Visit Scoring Rubric<br>Instruction Observational Tool<br>Classroom Culture Observational Tool | **Professional Learning Communities** - The professional learning community process, properly executed, can deliver dramatically improved teaching and learning. Leadership is the qualitative factor that determines the ultimate impact of PLC concepts and practices. The Effective Leadership Matters presentation contains the two articles discussed at the Academy; The Futility of PLC Lite and Want Successful PLC's? Effective Leadership Matters Most. |

**Guaranteed and Viable Curriculum (GVC)**
A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class. - Marzano, 2003

## ADMINISTRATIVE EXPECTATIONS

There is widespread research that speaks to the specific impact of principal leadership on student performance.
The Expectations are based on the guiding principles for the California Professional Standards for Education Leaders (CPSEL). The Guiding Principles are:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

**Revised Certificated Management Evaluation Forms**
Click on the link for the revised evaluation process including the evaluation standards. The Administrative Evaluation Guidelines explains the goal setting process for the 2022-2023 school year.

## BEHAVIOR AND CULTURE

The MUSD Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP should be used during all emergency incidents involving a MUSD school facility.
For all emergencies, see the Emergency Response Plan and Incident Reporting link for procedures to follow.

**Crisis Response Form**
Crisis reporting provides information regarding a crisis and aids the district in providing a crisis response for Madera Unified students or staff experiencing a family crisis or a work related crisis as a school district employee. Make sure to include a crisis involving a disaster such as our current fire situation. See the Emergency Response Plan and Incident Reporting link for procedures to follow.

## REMINDERS

**Master Schedule Process**
Presentation provides information regarding the master schedule process with timelines and procedures to follow in completing a master schedule.

The following is a link to a folder containing master schedule documents, 2022/23 MS Master Schedule Documents.

Master Schedule Timeline

**School Site Council Meetings**
Do not hold SSC meetings on the same night as a board meeting.

**Data Quality Error Reports**
Please make sure to investigate and fix errors as recommended and reported by the MUSD Aim System.

Safety Survey

**2022/2023 Grade Reporting Periods**

**Continuity Calendar**

- Elementary
- Middle School

**Quick Links**

- Useful information and links from A-Z.

**Previous Meetings**

MADERA UNIFIED SCHOOL DISTRICT
1902 Howard Road
Madera, California 93637

(559) 675-4500
FAX: (559) 675-1186
www.madera.k12.ca.us

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# Elementary School Principals' Meeting
## February 6, 2023
## Sign-In Sheet

| School Site | Principal | Signature |
|---|---|---|
| Adams | Kevin Gregor | |
| Alpha | Tom Chagoya | |
| Berenda | Lori King | |
| Chavez | Stephanie McPherson | |
| Dixieland | Megan Imperatrice | Absent |
| Eastin Arcola | Danene Guglielmana | Present |
| Furman | Michelle Angus | |
| Howard | Jeff Dailey | |
| La Vina | Jill Derkalousdian | |
| Lincoln | Robyn Royston | |
| Madison | Nora Guillen | |
| Millview | Erik Lowry | |
| Monroe | Leonard Perez | |
| Nishimoto | Erin Falke | |
| Parkwood | Denise Munoz | |
| Pershing | Christina Riche | |
| Sierra Vista | Jamie Huerta | |
| Virginia Lee Rose | Jesus Navarro | |
| Washington | Adalberto Hernandez | |

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WE BELIEVE MADERAUNIFIED

# Elementary School Principals' Meeting
## February 6, 2023
## Sign-In Sheet

| Department | Name | Signature |
|---|---|---|
| Ed Services | Mercedes Ochoa | [illegible] |
| ~~Aimee~~ AAS | Aimee Anderson | [illegible] |
| Amanda Wade D.O | | [illegible] |
| ~~Karen DeVeed~~ C | Karen DeV | [illegible] |
| EA | Danene Guglielmana | [illegible] |
| Ed Services | Tina Najar | [illegible] |
| MEP | Berta Cisneros | [illegible] |
| D.O. | Todd Lile | [illegible] |
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# Elementary Principals

Feb 7, 2023

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Culture & Climate
Madera Unified School District

# California Community Schools Partnership Program Grant (CCSPP)




| Pilar 1 | Pilar 2 | Pilar 3 | Pilar 4 |
|---|---|---|---|
| Integrated Supports | Family & Community Engagement | Collaborative leadership & shared decision making | Extended/expanded learning time & opportunities |

Culture & Climate
Madera Unified School District

Infograph

# CCSPP

| Cohort 0<br>2020/21-2021/22<br>THS - 1 school | Cohort 1<br>2022/23-2026/27<br>Red Pyramid-8 schools | Cohort 2<br>2023/24-2027/28<br>Purple Pyramid-11 schools | Cohort 3<br>2024/25-2028/29<br>Blue Pyramid-8 schools |
|---|---|---|---|
| **Goal 1**: Increase academic achievement among MUSD's most vulnerable populations,<br>**Goal 2:** Build school and district capacity to improve MTSS and PBIS fidelity of implementation.<br>**Goal 3**: Expand social and emotional learning strategies<br>**Goal 4**: Enhance school and district capacity to meet the behavioral and social-emotional needs<br>**Goal 5:** Increase Parent Resource Center services to build family members' capacity to foster social and emotional learning supports<br>**Goal 6:** Sustain ASCENT-1 Project efforts beyond the CCSPP Implementation Grant funding period | **Goal 1**: Increase academic achievement among MUSD's most vulnerable populations,<br>**Goal 2:** Build school and district capacity to improve MTSS and PBIS fidelity of implementation.<br>**Goal 3**: Expand social and emotional learning strategies<br>**Goal 4**: Enhance school and district capacity to meet the behavioral and social-emotional needs<br>**Goal 5:** Increase Parent Resource Center services to build family members' capacity to foster social and emotional learning supports<br>**Goal 6:** Sustain ASCENT-2 Project efforts beyond the CCSPP Implementation Grant funding period | Expansion of goals to Purple pyramid schools | Expansion of goals to Blue pyramid schools |

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# CCSPP

| Cohort 0<br>2020/21-2021/22<br>THS - 1 school | Cohort 1<br>2022/23-2026/27<br>Red Pyramid-8 schools | Cohort 2<br>2023/24-2027/28<br>Purple Pyramid-11 schools | Cohort 3<br>2024/25-2028/29<br>Blue Pyramid-8 schools |
|---|---|---|---|
| 20 million awarded to 20 LEAs; funded for 2 School Years.<br><br>**Year 1 2020/21**-Awarded April 29, 2021 (*year 1 ended June 30, 2021*)<br><br>**Year 2 2021/22**<br>*January 2022 expanded grant activities to any school in LEA & carryover approved through 09/30/2022.* | **January 2022:**<br>**New:** 200 million in awards; funded for 5 School Years.<br>3 Rounds of funding:<br>• Spring 22<br>• Summer 22<br>• Winter 23<br><br>**May revise:**<br>3 billion in awards; funded for 5 School Years.<br>3-4 Rounds of funding:<br>• 2022/23 (spring 22)<br>• 2023/24 (spring 23)<br>• 2024/25 (spring 24)<br>• Round 4 - tbd<br><br>**MUSD received 11.4 million 22/23 - 26/27** | Expansion of goals to Purple pyramid schools<br><br>**if awarded* | Expansion of goals to Blue pyramid schools<br><br>**if awarded* |

Culture & Climate
Madera Unified School District

# CCSPP

| Cohort 0<br>2020/21-2021/22<br>THS - 1 school | Cohort 1<br>2022/23-2026/27<br>Red Pyramid-8 schools | Cohort 2<br>2023/24-2027/28<br>Purple Pyramid-11 schools | Cohort 3<br>2024/25-2028/29<br>Blue Pyramid-8 schools |
|---|---|---|---|
| • 1 FTE PRC Assistant<br>• 1 FTE Community Support Specialist (H&W-case management)<br>• Professional Development<br>• Conferences<br>• Staff OT | • 1 FTE Coordinator<br>• 2 FTE Int. Spec.<br>• 2 FTE PRC Assistant<br>• 3 FTE Community Support Specialist (H&W-case management)<br>• 5 FTE Student Advocates<br>• 0.5 Counselor<br>• 1 BIT (H&W/TIBA)<br>• Conferences<br>• Staff OT<br>• Professional Development | Expansion of goals to Purple pyramid schools<br><br>**if awarded* | Expansion of goals to Blue pyramid schools<br><br>**if awarded* |

Culture & Climate
Madera Unified School District

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**MADERA UNIFIED SCHOOL DISTRICT**

PRC PARENT RESOURCE CENTER
CENTRO DE RECURSOS PARA PADRES

# PARENT RESOURCE CENTERS

In Madera Unified, parents are our partners in the education of our students and with that in mind, we have designed Parent Resource Centers to provide parents with the tools and resources to support their children's academic learning at home; and provide opportunities for parents to become engaged and involved in the education of their children.



## Visit Us or Call Us! We are here to support:

- **Parent education classes**
- **Parent Portal/ Parent Square Assistance**
- **Family IT support**
- **Internet Access**
- **Community resources & referrals**
- **COVID essential resources**
- **Family Nights**
- **Health Fairs**

## Parent Education Classes


Parenting


Academics


Computer Lit.


Social emotional


Adult Classes


College & Career


Wellness


Leadership

**Alpha Elementary School**
Room 15
900 Stadium Road
(559) 661-4101 Ext 215
***Also Serving: Furman, La Vina & MSHS***
Open 7:30 AM - 4:30 PM

**Lincoln Elementary School**
Front Office
650 Liberty Lane
(559) 675-4600
***Also Serving: Howard***
Open 7:30 AM - 11:00 AM

**Madison Elementary School**
Room 32
109 Stadium Road
(559) 675-4630 Ext 42018
***Also Serving: MHS & TJ***
Open 7:30 AM - 4:30 PM

**Martin Luther King Middle School**
Room 2
601 Lilly St
(559) 674-4681 Ext 202
***Also Serving: Eastin-Arcola & Ripperdan***
Open 7:30 AM - 11:00 AM

**Millview Elementary School**
Room 25
1609 Clinton Street
(559) 674-8509 Ext 225
***Also Serving: Chavez, Mt. Vista, Sierra Vista***
Open 7:30 AM - 4:30 PM

**Monroe Elementary School**
Room 27
1819 N Lake Street
(559) 674-5679 Ext 227
***Also Serving: Berenda***
Open 7:30 AM - 4:30 PM

**Pershing Elementary School**
1505 Ellis St.
(559) 664-9741 Ext 1601
***Also Serving: Dixieland***
Open 7:30 AM - 4:30 PM

**Rose Elementary School**
Front Office
1001 Lilly Street
(559) 662-2662 Ext 1105
***Also Serving: Parkwood***
Open 7:30 AM - 11:00 AM

**Torres High School**
Administration Office
16645 Road 26
(559) 416-5909 Ext 43090
***Also Serving: Desmond & Nishimoto***
Open 7:30 AM - 4:30 PM

**Washington Elementary School**
Room 4
509 E South Street
(559) 674-6705 Ext 204
***Also Serving: Adams***
Open 7:30 AM - 4:30 PM

## MUSD CALL CENTER
## (559) 416-5879

**CONTACT US:**
Monday - Friday
8:00 AM - 7:00 PM

MUSD Parent Resource Centers

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Rev. 9.21.22

WE BELIEVE MADERAUNIFIED

**DISTRITO ESCOLAR UNIFICADO DE MADERA**

PRC PARENT RESOURCE CENTER
CENTRO DE RECURSOS PARA PADRES

# CENTROS DE RECURSOS PARA PADRES

En Madera Unified, los padres son nuestros socios en la educación de nuestros estudiantes y con eso en mente, hemos diseñado Centros de Recursos para Padres para brindarles a los padres las herramientas y los recursos para apoyar el aprendizaje académico de sus hijos en el hogar; y brindar oportunidades para que los padres se involucren y formen parte en la educación de sus hijos.



## ¡Visítenos o llámenos! Estamos aquí para apoyar:

- **Clases de educación para padres**
- **Asistencia de Portal de Padres/ Parent Square**
- **Apoyo Tecnologico**
- **Accesso a Internet**
- **Recursos comunitarios y referencias**
- **Recursos esenciales de COVID**
- **Noches Familiares**
- **Ferias de Salud**

## Clases de Educación para Padres


Crianza de Hijos


Académico


Computacion


Socio-emocionall


Clases de Adultos


Universidad & Carreras


Bienestar


Liderazgo



**Alpha Elementary School**
Salón 15
900 Stadium Road
(559) 661-4101 Ext 215
**También sirviendo:** ***Furman, La Vina & MSHS***
*Horario* 7:30 AM - 4:30 PM

**Lincoln Elementary School**
Oficina frontal
650 Liberty Lane
(559) 675-4600
**También sirviendo:** ***Howard***
*Horario* 7:30 AM - 11:00 AM

**Madison Elementary School**
Salón 32
109 Stadium Road
(559) 675-4630 Ext 42018
**También sirviendo:** ***MHS & TJ***
*Horario* 7:30 AM - 4:30 PM

**Martin Luther King Middle School**
Salón 2
601 Lilly St
(559) 674-4681 Ext 202
***También sirviendo: Eastin-Arcola & Ripperdan***
*Horario* 7:30 AM - 11:00 AM

**Millview Elementary School**
Salón 25
1609 Clinton Street
(559) 674-8509 Ext 225
**También sirviendo:** ***Chavez, Mt. Vista & Sierra Vista***
*Horario* 7:30 AM - 4:30 PM

**Monroe Elementary School**
Salón 27
1819 N Lake Street
(559) 674-5679 Ext 227
**También sirviendo:** ***Berenda***
*Horario* 7:30 AM - 4:30 PM

**Pershing Elementary School**
1505 Ellis St.
(559) 664-9741 Ext 1601
**También sirviendo:** ***Dixieland***
*Horario* 7:30 AM - 4:30 PM

**Rose Elementary School**
Oficina frontal
1001 Lilly Street
(559) 662-2662 Ext 1105
**También sirviendo:** ***Parkwood***
*Horario* 7:30 AM - 11:00 AM

**Torres High School**
Oficina frontal
16645 Road 26
(559) 416-5909 Ext 43090
**También sirviendo:** ***Desmond & Nishimoto***
*Horario* 7:30 AM - 4:30 PM

**Washington Elementary School**
Salón 4
509 E South Street
(559) 674-6705 Ext 204
**También sirviendo:** ***Adams***
*Horario* 7:30 AM - 4:30 PM

## CENTRO DE LLAMADAS MUSD
## (559) 416-5879

**CONTÁCTENOS:**
Lunes a Viernes
8:00 AM - 7:00 PM

MUSD Parent Resource Centers

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Rev. 9.21.22

October 31, 2022

Madera Unified School District
Attn: Mr. Todd Lile
1902 Howard Road
Madera, CA 93637

Dear Mr. Lile:

The Parent Institute for Quality Education (PIQE) is a 501(c) (3) non-profit organization dedicated to innovative educational reform strategies that inform and support underserved parents to engage in the public-school system and in their communities. PIQE's Signature Parent Engagement in Education Program educates, empowers, and transforms parents to actively engage in their children's education. PIQE supports Madera Unified School District and their commitment to serve not only their students, but also the parents of their district.

Together, Madera Unified School District and PIQE share a vision for providing families with the knowledge and skills to ensure that their children achieve their full potential. Over the past school year, we provided our signature nine-week "Parent Engagement in Education Program" and served over 300 parents. The program connects parents to strategies that can easily be implemented in the home and at school, and which have proven to show that parents can create an effective environment that promotes academic achievement and a "College Going Culture."

To that end, Madera Unified has pledged funding from their budget, and we have committed to raise the funds for the additional cost contingent on how many school sites and parents we serve.

We look forward to the continued positive impact this project will have on students, their families and members of the Madera Unified School District.

Sincerely,

Gabriela Rios
Executive Director
PIQE Fresno Regional Office
grios@piqe.org