California Community Schools Partnership Program

Implementation Plan

In Preparation for CCSPP Implementation – Round 2

Virginia Lee Rose Elementary

Home of the Knights

Core Commitment to Community Schools

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

Madera Unified's long-term Community Schools strategic vision is to establish a district-wide network of community schools that provides high-quality and comprehensive academic, social-emotional, youth enrichment, health and wellness, and community engagement services that improve the lives of all students and families across the district's entire 384-mile service area. Madera Unified's 28 schools are organized into three "pyramids" that each contain one comprehensive high school, one middle school, and five to nine elementary schools. Virginia Lee Rose (Rose) 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, Rose Elementary enrolled 734 K-6 students.

Over the past decade, Madera Unified has implemented and braided a number of special projects and initiatives that advance all Four Pillars and Four Cornerstone Commitments of Community Schools. These efforts have included prior and current grant projects funded by the California Department of Education and the U.S. Department of Education, such as an Elementary and Secondary School Counseling Program, School Climate Transformation Program, 21st Century Community Learning Centers Programs, and two prior California Community Schools Partnership Programs. The majority of investments to date (January 2023) have supported Madera Unified in establishing strong community schools within the district's Red Pyramid, and Madera Unified secured a CCSPP Round 1 grant that includes all Red Pyramid schools. Over the next two rounds of CCSPP funding, Madera Unified will continue to build on the district's CCSPP Round 1 Red Pyramid investments and scale its community schools initiative to all Purple Pyramid schools (CCSPP Round 2) and all Blue Pyramid schools (CCSPP Round 3).

All Madera Unified and Rose Elementary California Community Schools Partnership Program strategies will build on these existing commitments and efforts to advance the shared district-wide vision for community schools while also addressing school-specific needs related to each of the Four Pillars and Four Cornerstone Commitments of Community Schools and building the individual and collective capacities of Rose Elementary and its community partners. Madera Unified has collaborated with Rose Elementary to establish the six overarching community schools goals outlined below, and Rose Elementary will work to allocate CCSPP and in-kind resources to meet local needs and advance each of these shared district-wide CCSPP goals.

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

Madera Unified LCAP Alignment

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

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

California Community Schools Framework Alignment

Pillar 1. Integrated student supports

Pillar 4. Extended learning time and opportunities

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

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

Madera Unified LCAP Alignment

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

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

California Community Schools Framework Alignment

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

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

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

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

Madera Unified LCAP Alignment

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

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

LCAP Goal 5. Recruit and retain highly qualified teachers

California Community Schools Framework Alignment

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

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

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

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

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

Madera Unified LCAP Alignment

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

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

LCAP Goal 5. Recruit and retain highly qualified teachers

California Community Schools Framework Alignment

Pillar 1. Integrated student supports

Pillar 3. Collaborative leadership and practices

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

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

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

Goal 5: Increase Parent Resource Center services to build family members' capacity to foster social and emotional learning supports in the home and to connect families with available community services

Madera Unified LCAP Alignment

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

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

California Community Schools Framework Alignment

Pillar 2. Family and community engagement

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

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

Madera Unified LCAP Alignment

LCAP Goal 6. Incentives & support to continuously improve performance

California Community Schools Framework Alignment

Pillar 3. Collaborative leadership and practices

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

Measurable Goals and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Staff and Stakeholder Engagement

Rose 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 Rose Elementary School (including personnel specialized in serving special populations); (3) parent leaders; and (5) at least one representative from each major community partner. The Leadership Team is also divided into three Subcommittees that meets more frequently to discuss issues specific to their Subcommittee areas of expertise. These Subcommittees are Community Health Services, Community & Parent Resources, and Extended-Day Programming.

Table 1: Madera Unified Community Schools Leadership Team Roster

Title	Organization	Key Community Schools Roles and Responsibilities
Assistant Superintendent of SFSS	Madera Unified School District	Leads CCSPP Leadership Team; provides district-level support to all CCSPP project personnel; oversees data management and evaluation
Director of Community Services & Parent Resource Centers	Madera Unified School District	Provides district-level oversight and support to the Virginia Lee Rose Elementary 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	Rose Elementary School	Provides site-level CCSPP leadership and support; leads site-level efforts to prospect and secure partnerships and resources
Lead Teachers	Rose Elementary School	Support Rose 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	Rose 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 Rose 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 Rose Elementary School Site Council as well as other local leaders and community stakeholders to conduct a number of needs assessments and asset mappings (see Attachment III for Rose Elementary's full Needs Assessment, Asset Mapping, and Gap Analysis).

Table 2: Rose Elementary Community School Governing Body (SSC)

Member Type	Name
Principal (or Designee)	Jesus Navarro
Elected Other School Personnel	Will Quaschnick
Elected Teacher on Record	Iris Esteves
Elected Teacher on Record	Goergina Raymond
Elected Teacher on Record	Nayely Sandoval-Gil
Elected Parent/Community Member	Izebel Padilla

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 Rose 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 Rose 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 Rose Elementary students and families and to avoid service duplication.