California Community Schools Partnership Program

Needs Assessment and Asset Mapping

In Preparation for CCSPP Implementation – Round 2

Virginia Lee Rose Elementary

Home of the Knights

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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. This Leadership Team has partnered with Virginia Lee Rose 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 Rose Elementary leaders 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 Rose 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)

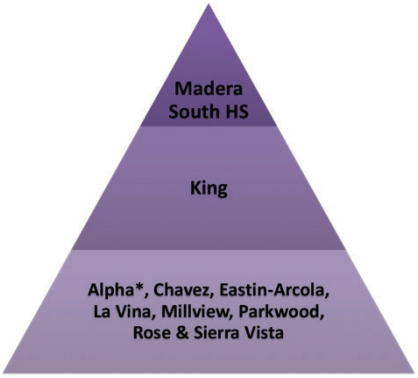
Goal 6: Sustain ASCENT-3 Project efforts beyond the CCSPP Implementation Grant funding period

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

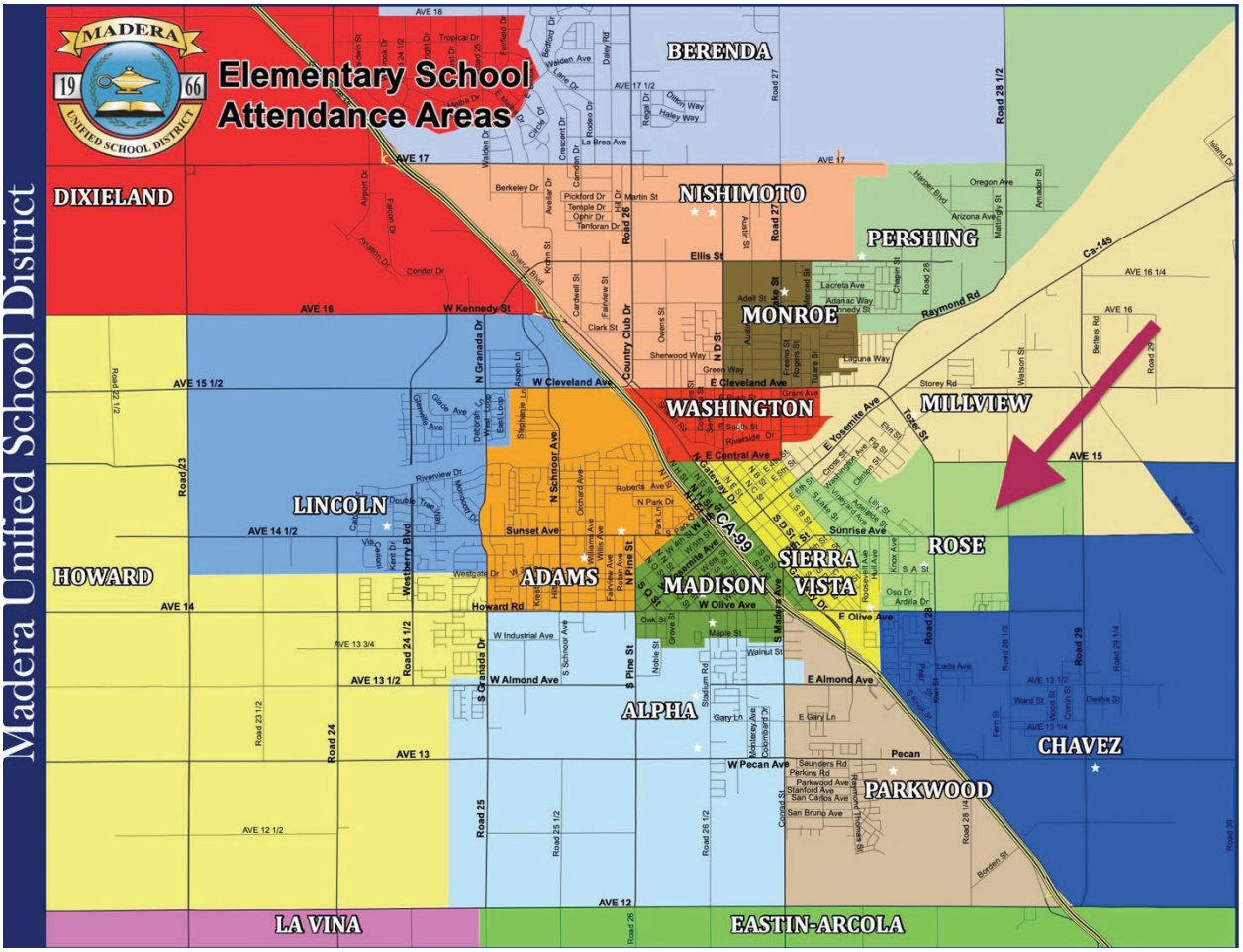
School Overview

Virginia Lee 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, Virginia Lee Rose Elementary enrolled 734 K-6 students across the service area identified in Figure 1 below.

Figure 1. Virginia Lee Rose Elementary School Service Area Map



As detailed in Table 2, Virginia Lee Rose Elementary serves high percentages of Hispanic students (96.0%), English Learners (54.7%), and students who receive free or reduced-price meals (95.1%).

Table 2: Virginia Lee Rose Elementary Student Characteristics	
Total School Enrollment	734
Student Demographics	
African-American	0.7%
American Indian or Native Alaskan	0.4%
Hispanic or Latino	96.0%
White	1.5%
English Learner Students	54.7%
Students Receiving Free or Reduced-Price Meals	95.1%
Unduplicated Pupil Count	96.2%

Virginia Lee Rose Elementary School's mission is to a provide an innovative and safe educational community that empowers students to become lifelong learners. The school's vision is that dedicated staff, parents, and community work together to ensure all students receive a rigorous and effective learning experience that creates responsible citizens who successfully impact the future. Rose 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. Rose 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 Rose 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. Rose is fully vested in the Center-Based Model of educating the school's Resource Specialist Program (RSP) students. RSP students are in the general education classroom for the majority of the day and are provided support from an RSP special education staff member during a portion of the day. All Rose teachers are trained to teach culturally diverse populations. ELD (English Language Development) is taught to English learners for an average of 45 minutes a day. Students are grouped by their language levels so that instruction can be targeted towards their specific areas of need. The emphasis is on oral language, listening, reading, writing, and thinking.

Rose Elementary is home to one of Madera Unified's 11 Parent Resource Centers, which provides comprehensive parent and family resources and training opportunities for the parents of Rose Elementary students and students of several neighboring schools. Parents are recognized as key elements in quality education, and Rose Elementary is committed to fully engaging parents in their children's progress.

Pillar 1: Integrated Student Supports

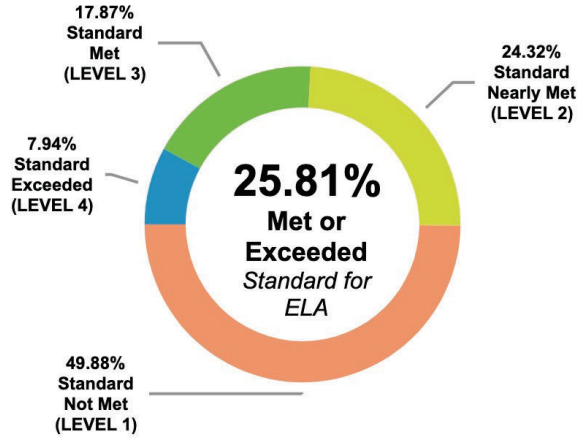
Academic Needs Assessment

Rose 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 25.81% of Rose Elementary students met or exceeded standard in ELA, and only 21.43% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

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

ELA

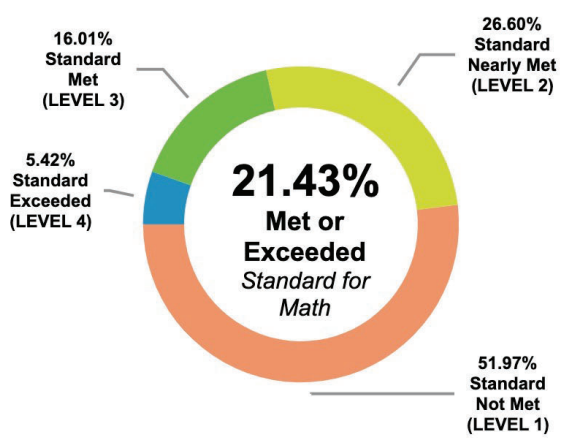
Percent of students within each achievement level



Achievement Level	Virginia Lee Rose Elementary	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	7.94 %	20.50 %
Standard Met: Level 3	17.87 %	26.56 %
Standard Nearly Met: Level 2	24.32 %	22.62 %
Standard Not Met: Level 1	49.88 %	30.33 %

Mathematics

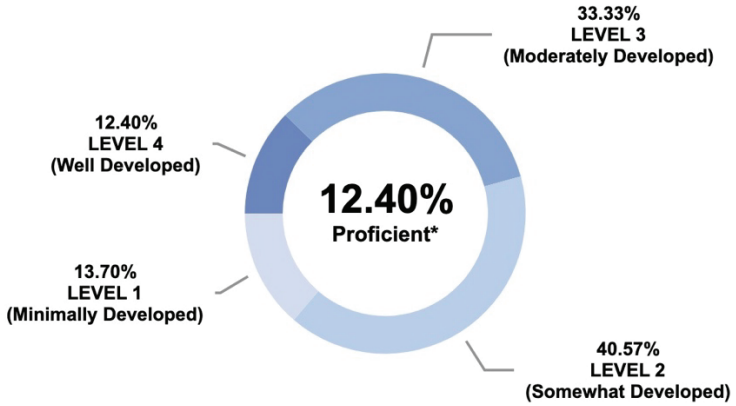
Percent of students within each achievement level



Achievement Level	Virginia Lee Rose Elementary	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	5.42 %	16.06 %
Standard Met: Level 3	16.01 %	17.32 %
Standard Nearly Met: Level 2	26.60 %	24.66 %
Standard Not Met: Level 1	51.97 %	41.96 %

Gaps in academic achievement at Rose Elementary are most pronounced among English Learners, who account for 54.7% of all students. Results from the 2021-22 Smarter Balanced Assessment found that only 12.04% of English Learners met or exceeded standard for ELA and only 12.95% met or exceeded standard for Math. Results from the 2021-22 Summative English Language Proficiency Assessment for California (ELPAC) found that 12.40% of Rose Elementary English Learners are classified as English-language proficient (see Figure 4 below).

Figure 4: Virginia Lee Rose Elementary Summative ELPAC Results (2021-22)



Social-Emotional Wellbeing Needs Assessment

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

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

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	**66%** ▲3 since last survey	**68%** K-6 **69%** Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	**65%** ▲4 since last survey	**67%** K-6 **67%** Madera Unified School District
School Engagement How attentive and invested students are in school.	**61%** ▲6 since last survey	**62%** K-6 **62%** Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	**58%** ▼1 since last survey	**65%** K-6 **66%** Madera Unified School District

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

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	**51%** ▲7 since last survey	**49%** K-6 **41%** Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	**54%** ▼14 since last survey	**51%** K-6 **41%** Madera Unified School District
School Engagement How attentive and invested students are in school.	**33%** ▲3 since last survey	**33%** K-6 **24%** Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	**67%** ▼2 since last survey	**64%** K-6 **58%** Madera Unified School District

The Panorama Survey results outlined above provide insight into how much the COVID–19 pandemic has negatively impacted Rose students' social-emotional wellbeing, as demonstrated by the fact that students have reported significant declines in several Panorama domains from pre-pandemic assessment. Among 3rd–5th graders, students reported declines in the area of School Safety, with scores in this domain significantly below the district average. At the 6th grade level, students reported greatest decline in the domain of School Climate. While School Engagement was an area in which 6th graders reported improvements in perception, this domain also scored the lowest percentage (33%) among all domains assessed, demonstrating significant need for ongoing improvement in Rose Elementary's efforts to engage students in school.

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

Physical Health and Fitness Needs Assessment

Rose 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.

Rose Elementary students consistently score below their state-level peers 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, Rose Elementary students demonstrate greatest need in the fitness standards of Upper Body Strength, Abdominal Strength, Body Composition, and Flexibility. Of most concern is the fact that more than 30% of 5th graders are designated "health risk" in the fitness area of Body Composition.

Table 7. Rose Elementary School 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	116	74	63.8	26.7	9.5
Body Composition	116	54	46.6	23.3	30.1
Abdominal Strength	116	75	64.7	35.3	N/A
Trunk Extension Strength	116	114	98.3	1.7	N/A
Upper Body Strength	116	39	33.6	66.4	N/A
Flexibility	116	78	67.2	32.8	N/A

Rose 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 its inception, Rose 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 Rose Elementary students exhibit characteristics reflective of poor mental and behavioral health, and the community served by Rose 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, Rose 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, Rose Elementary's service population, over 95% 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 Rose 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 Rose 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). Rose Elementary School currently employs a 0.5 FTE counselor, no social workers, and no resource specialists. While a 0.6 FTE psychologist is assigned to the school and is on call to assist Rose 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 Rose 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 Rose 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 Rose Elementary from more fully addressing the student behavioral and mental health needs detailed above, Rose 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 Rose 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 Rose 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.

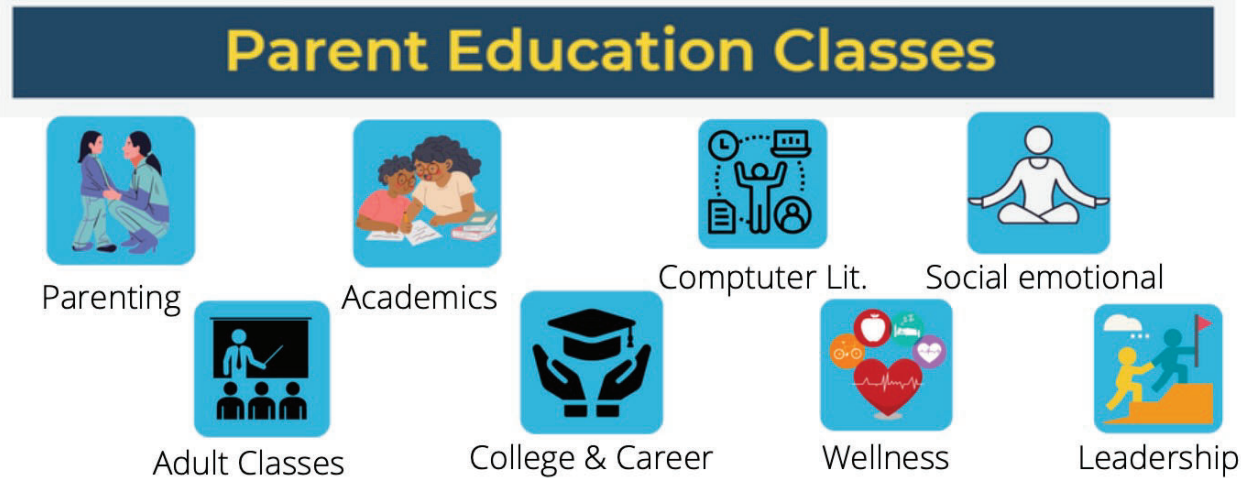
Pillar 2: Family and Community Engagement

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Rose 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, Rose 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. Rose 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. Rose 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 assists parents with ParentSquare registration and navigation.

Rose 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. Rose Elementary also actively encourages parent participation in the SSC and ELAC. Through these committees, parents engage in the collaborative development and approval of the Rose 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 Rose 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, Rose 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 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 coaching, coordination, and evaluation have become a core component of Rose Elementary'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 Rose 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

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

Pillar 4: Expanded Learning Time and Opportunities



Rose Elementary offers comprehensive after school programming through the Rose 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. Rose 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.

Rose 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 Rose Elementary After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs. As 54.7% of Rose Elementary students are English Learners, the After School Program ensures activities effectively meet the academic and developmental needs of English Learners. Rose 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 Rose 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 Rose 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 Rose 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 Rose Elementary counselor.

Rose 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 Rose 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 Rose 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 Rose Elementary 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

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 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 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.

Table 12: 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.

Virginia Lee Rose ELAC #4 Minutes
Madera Unified School District
English Learner Advisory Committee (ELAC)
Tuesday, February 14, 2023 @ 8:30am
VLR Library/Media Center

I. **Welcome and Introduction**
II. **Call the meeting to order 8:33am**
III. **Norms**
IV. **Call for additions/deletions of items on the agenda none**
V. **Public Input-** three minutes per person, 15 minutes total. **None No minutes from previous meeting**
VI. **Old business- Annual ELAC Needs Assessment Results Reviewed. Noted by parent that many VLR parents don't take the time to read info distributed.**
VII. **New Business**

A. **Annual English Learner data reviewed in accompanying slideshow**
1. At-Risk and Long-Term English Learners (LTEL) by grade
   a. Numbers and percents of LTELs at VLR
   b. Types of targeted assistance VLR is providing for LTELs

B. **Opt out of English Learner Programs reviewed in accompanying slideshow**
**Note:* *Opt out does not apply to ELPAC testing- testing is mandatory for all ELs
   a. A meeting with the Parents, Teacher, Site Administrator, and District Designee is required to request this option.
   b. Total number of Opt out requests received at VLR to date: None

C. Local Control Accountability Plan (LCAP) Meeting on Thursday, February 16th @ 6:00pm in the MSHS cafeteria.
1. What the LCAP is and why parent input is important

D. Site State testing schedule reviewed in accompanying slideshow
1. *Importance of tests*
2. *How the data is used for student placement and intervention services*

VII. **California Community School Participation Program The slideshow was presented in Spanish and we are anticipating more information at the LCAP meeting on Thursday, Feb 16th. A digital copy of the presentation was given to all in attendance so they have access to the links embedded.**

a. **Funding to support the social emotional learning of our most needy students**
b. **Going to build upon the good that we have in each of our schools and get support where there are gaps.**
c. **Going to leverage what is available in our community to support our students.**
d. **Funding based on enrollment, but we do NOT get all the funds to spend on whatever we want and only at our site.**
e. **Some funds used for Purple Pyramid support. Personnel, PRC, trainings, etc.**
f. **Some funds used directly at the school site: Personnel, training, supplies, programs, etc.**

VIII. **DELAC Representative Report- no rep. Volunteers? Nominations? We have a new DELAC representative! Ms. Izebel Padilla Vega is planning to attend DELAC #5 on Feb 27th! Mr. Quaschnick is planning to accompany her.**

IX. **Next Meeting: March 14, 2023 @ 8:30am**
X. **Adjournment: 9:18am**

Date Posted: _____

Virginia Lee Rose PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting:	Date: 2/16/23	Time: 3:15pm	Location: Library/Media Center	Facilitator: De La Rosa	Minute Taker: Esteves	Data Analyst:
Next Meeting:	Date: 3/16/23	Time: 3:15pm	Location: Library/Media Center	Facilitator: Esteves	Minute Taker: De La Rosa	Data Analyst:

Team Members (bold are present today)

Jesus Navarro, Will Quaschnick, Blanca Cisneros, Denise Sasso, Ana Ochoa, **Brandon Gault,**
Noemi Costillas, Monica Perdomo, **Iris Esteves, Sarina DeLaRosa, Ashley Gonzales, Gustavo Guerrero, Gloria Harmon, Marlo Haupt**

Today's Agenda Items

01. Count money (fundraising)
02. Staff Volunteering for dance
03. 5th and 6th grade dance
04. CA Community School Participation Program
05. TFI
06. Behavior issues on campus
07. Any additional concerns

Next Meeting Agenda Items

01. 5th and 6th Grade Dance

Potential Problems Raised

01. Consistency in rules
02.
03.

Administrative/General Information and Issues (Agenda Items)

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Implementation and Evaluation		
		Who?	By When?	Goal, Timeline, Decision Rule, & Updates
1. Counting money/Fundraising	List is created, about 60 people, need help with organizing on Wednesday (balloons), organizing the day off (Thursday afternoon), no cookie or flower if purchasing ticket at the door,	Costillas	Feb. 23	Winter Formal Dance Winter Formal Fundraiser
2. Staff Volunteering for dance	Lots of volunteers, monitoring the hotspot (restroom and stage area)	PBIS team	Feb. 23	
3. 5th and 6th grade dance	In the future, behavior contract (earn it), after spring break	PBIS team	Future	

4. CA Community School Participation Program	PBIS team read the information presented by Mr. Q	Mr. Q	Feb. 16	
5. TFI	,Ms Haupt reviews and we rate our school informally	Mrs. Haupt/Davis	Feb. 16	
6. Behavior during lunch time	Cafeteria mess; monitoring while students are picking up their utensils and meals Gang and vaping - community presentation			
7. Concerns:	Separate Kinder Rose Gold winners Playing Tag (if you are chasing someone it is tag) 5th grade -fighting possible solution RJ talk it out Suggested: Think Tank make a duty Reflection form 5th and 6th grade Rules for Think Tank			

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of ***tracking*** whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually ***completing*** the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the ***desired effects*** on student behavior?			

Plan, Shop, Save, and Cook!

Join us for a 4 class series!



Learn methods to save money

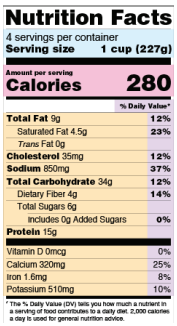




Learn to prepare healthy meals



Learn how to plan meals



Learn how to read a Nutrition Facts label

Virginia Lee Rose Elementary

1001 Lilly St, Madera, CA 93638

Join us in the Media Tech Room

Wednesdays 6-7:30pm

February 15
February 22
March 1
March 8

To enroll contact MUSD Call Center: (559) 416-5879

This material was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit the CalFresh Healthy Living website. The University of California Division of Agriculture & Natural Resources (UC ANR) is an equal opportunity provider.

¡Planear, Comprar, Ahorrar y Cocinar!

¡Únete a una serie de 4 clases!



Aprenda métodos para ahorrar dinero

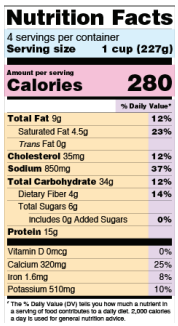




Aprenda a preparar comidas saludables



Aprenda a planificar sus comidas



Aprenda a leer la etiqueta de información nutricional

Virginia Lee Rose Elementary

1001 Lilly St, Madera, CA 93638

Acompáñenos en el salon de tecnología

miercoles 6-7:30pm

15 de febrero
22 de febrero
1 de marzo
8 de marzo

Para inscribirse llame al Centro De Llamadas MUSD: (559) 416-5879

Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU. (USDA siglas en inglés). CalFresh Healthy Living de California, con fondos del Programa de Asistencia para Nutrición Suplemental (SNAP) del Departamento de Agricultura de los Estados Unidos (USDA), produjo este material. Estas instituciones son proveedores y empleadores que ofrecen oportunidades equitativas. Para obtener información nutricional importante, visite CalFresh Healthy Living website. La División de Agricultura y Recursos Naturales de la Universidad de California (UC ANR) es un proveedor que ofrece oportunidades por igual a todos.

MADERA UNIFIED SCHOOL DISTRICT

ELEMENTARY PRINCIPAL'S MEETING

February 7, 2023

AGENDA ITEMS

Purpose: Horizontal 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 • Elementary Assessment Schedule • Rationale	Vivian Uchima
9:15-9:30	Culture and Climate • California Community School Grant	Karen DeOrian
9:25-9:30	MUSD Career Fair - 6th Grade • Site Responsible for Bus Request • Flier • 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 Madera Unified Community Compact Madera Unified Student Champion	Academy Resources and Read-Only Information
MUSD Leadership Meetings	

CONTINUOUS IMPROVEMENT MODEL

Madera Learning System A monitoring and accountability system utilizing key indicators to measure continuous improvement in our schools. Validation Visit Scoring Rubric Instruction Observational Tool 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

WE BELIEVE MADERAUNIFIED

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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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]

Elementary Principals

Feb 7, 2023

WE BELIEVE MADERA UNIFIED

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

Culture & Climate
Madera Unified School District

CCSPP

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

Culture & Climate
Madera Unified School District

CCSPP

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

Culture & Climate
Madera Unified School District