



California Community Schools Partnership Program

Needs & Assets Assessment

A photograph of students working at a table. A young girl in the foreground is focused on a small pink container. Other students are visible in the background, some holding blue containers. The scene is brightly lit, suggesting an indoor classroom or activity room.

**GEORGE WASHINGTON
ELEMENTARY**

Table of Contents

Community School Framework Overview	3
Needs & Assets Assessment Purpose and Method.....	4
District CCSPP Vision and Commitment	5
School Overview.....	6
Pillar One - Integrated Student Supports	8
Pillar Two - Family and Community Engagement.....	16
Pillar Three - Collaborative Leadership and Practices	22
Pillar Four - Expanded Learning Time and Opportunities	26
Community Partnership and Resources	31



Community School Framework Overview

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 & Assets Assessment 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 informs 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 needs assessments to inform the CCSPP planning. Since 2022, the Leadership Team has partnered with Washington Elementary to conduct a number of needs assessments, including (1) administering Panorama Surveys to students, staff, and parents; (2) conducting numerous virtual listening sessions to gather student, staff, and parent feedback; and (3) collecting feedback from community members who have requested Parent Resource Center services. The Leadership Team’s 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 data related to education, health, student/family characteristics, attendance, behavior data, health statistics, and other domains.

Document Review: The Leadership Team collaborated with Washington Elementary to gather documentation 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 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 services providers operating within Washington Elementary and district boundaries. This inventory was organized into a CCSPP Partnership Matrix outlining the role of each partner. In addition to providing a 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.

Stakeholder Perspectives: Washington Elementary and the CCSPP Leadership Team meaningfully engaged with students, parents, family members, teachers, staff, administrators, and broad range of key community partners and stakeholders to better understand the many perspectives of those committed to partnering with Washington Elementary to support the community school initiative. Stakeholder perspectives were gathered both formally and informally through community schools meetings, open forum discussions, interviews, focus groups, and surveys.

District CCSPP Vision and Commitment

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 (October 2023) have supported Madera Unified in establishing strong community schools within the district’s Red Pyramid (CCSPP Implementation Grant Round 1) and Purple Pyramid (CCSPP Implementation Grant Round 2). Madera Unified’s CCSPP Implementation Round 3 initiative will enable the district to continue to build on its prior and current CCSPP efforts and scale its community schools initiative to all Blue Pyramid schools.

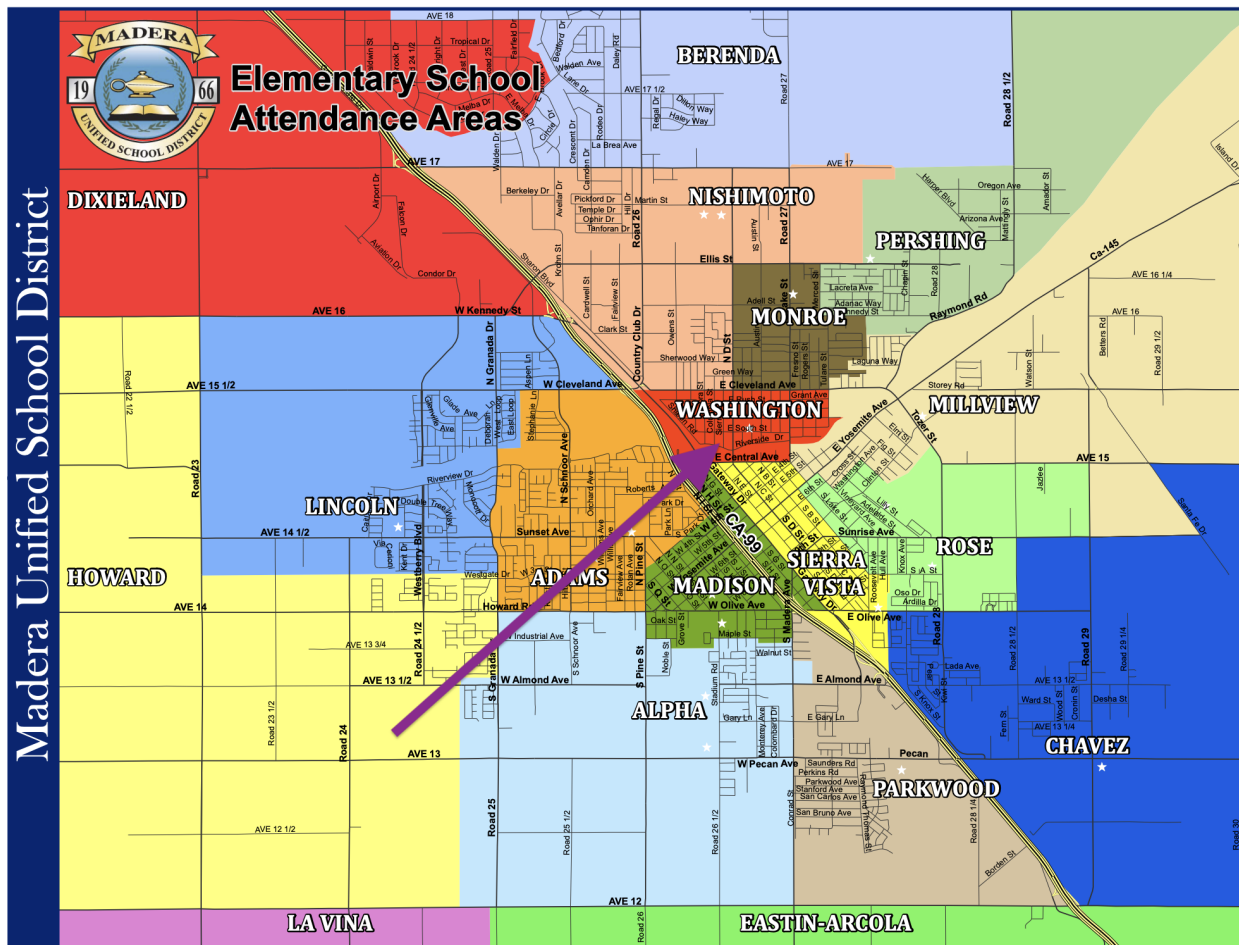
All Madera Unified CCSPP strategies will advance the shared district-wide vision for community schools while also addressing school-specific needs related to each of the Four Pillars and Four Cornerstone Commitments of Community Schools and building the individual and collective capacities of each school 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

School Overview

Washington Elementary is one of eight schools within Madera Unified School District's Blue Pyramid, a feeder system of elementary, middle, and high schools that collectively serve 6,200 students. More than 25,000 residents live within the boundaries of Blue Pyramid schools. Washington Elementary School's vision statement is to make sure all who enter our school will promote from 6th grade meeting or exceeding growth targets in ELA, Math, and Language, and with the social-emotional skills and knowledge needed to be successful in middle school. The school's mission is to ensure academic and personal excellence for every student. Washington Elementary School currently serves 630 PK-6 students from the service area identified in Figure 1.

Figure 1. Washington Elementary School Service Area Map



As detailed in Table 2, Washington Elementary serves significant student subgroups include Hispanic/Latinx students (97.2%), English Learners (65.9%), and students who receive free or reduced-price meals (98.8%). In total, 99.3% of Washington Elementary students are unduplicated pupils.

Table 2. Washington Elementary Student Characteristics

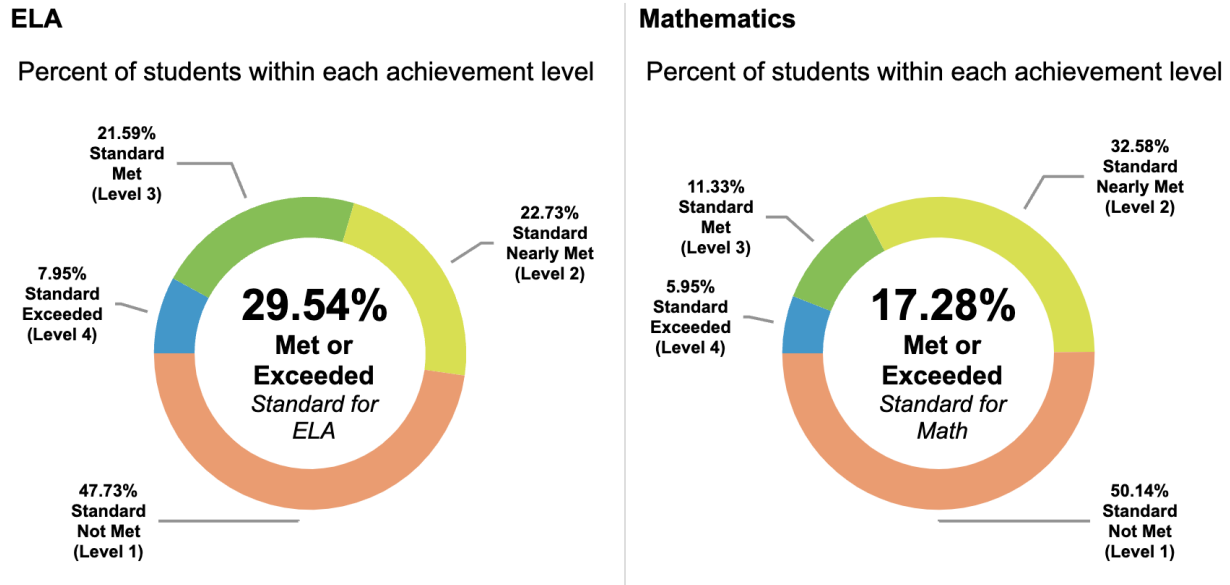
Race/Ethnicity	Washington Elementary	Madera Unified	Madera County	California
African American	0.5%	1.1%	1.2%	4.7%
American Indian or Alaska Native	0.7%	0.5%	1.0%	0.4%
Asian	0.5%	1.2%	1.6%	9.5%
Filipino	0.0%	0.2%	0.2%	2.2%
Hispanic or Latino	97.2%	90.7%	76.6%	56.1%
Pacific Islander	0.0%	0.0%	0.0%	0.4%
White	0.5%	4.7%	17.0%	20.1%
Two or More Races	0.2%	0.7%	1.7%	4.3%
Student Group				
English Learners	65.9%	29.7%	24.6%	19.1%
Foster Youth	0.2%	0.5%	0.6%	0.5%
Homeless	3.8%	2.7%	2.9%	2.9%
Socioeconomically Disadvantaged	98.8%	90.6%	80.5%	59.9%
Students with Disabilities	5.5%	7.9%	10.9%	12.7%
Unduplicated Pupils	99.3%	91.5%	77.6%	–



PILLAR I: INTEGRATED STUDENT SUPPORT

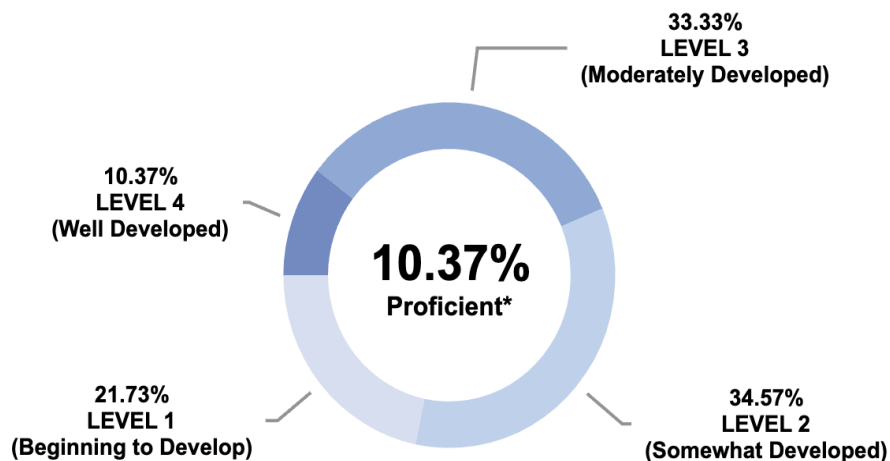
A large percentage of Washington Elementary students perform below the state average in English Language Arts and Math. According to the most recent Smarter Balanced Summative Assessment results, only 29.54% of Washington Elementary students met or exceeded standard in ELA, and only 17.28% met or exceeded standard in Math, compared to statewide percentages of 47.06% (ELA) and 33.38% (Math).

Figure 3. Washington Elementary ELA and Math Smarter Balanced Assessment Summative Results (2022-23)



Gaps in academic achievement at Washington Elementary are most pronounced among English Learners, who account for 65.9% of all students. Results from the Smarter Balanced Assessment found that only 14.06% of English Learners met or exceeded standard for ELA and only 7.77% met or exceeded standard for Math. Further, results from the Summative English Language Proficiency Assessment for California (ELPAC) found that only 10.37% of Washington Elementary English Learners are classified as English-language proficient (see Figure 4 below) compared to 15.57% statewide.

Figure 4. Washington Elementary Summative ELPAC Results (2022-23)



Washington 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). Figure 5 below provides a summary of Washington Elementary Spring 2023 Panorama Survey results.

Figure 5a. Washington Elementary 3rd-5th Gr. Student Panorama Survey Results (Spring 2023)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	62% ▼ 10 since last survey	63% K-6 64% Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	54% ▼ 14 since last survey	60% K-6 61% Madera Unified School District
School Engagement How attentive and invested students are in school.	51% ▼ 12 since last survey	54% K-6 55% Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	57% ▼ 13 since last survey	63% K-6 63% Madera Unified School District

Figure 5b. Washington Elementary 6th Grade. Student Panorama Survey Results (Spring 2023)

Topic Description	Results	Comparison
School Belonging How much students feel that they are valued members of the school community.	37% ▼ 13 since last survey	42% K-6 39% Madera Unified School District
School Climate Perceptions of the overall social and learning climate of the school.	38% ▼ 8 since last survey	45% K-6 39% Madera Unified School District
School Engagement How attentive and invested students are in school.	21% ▼ 7 since last survey	27% K-6 22% Madera Unified School District
School Safety Perceptions of student physical and psychological safety at school.	61% ▼ 1 since last survey	61% K-6 56% Madera Unified School District

In addition to using Panorama Survey results to assess factors such as student engagement, belonging, social-emotional wellbeing, and overall behavioral health, Washington Elementary and Madera Unified review annual chronic absenteeism rates and suspension rates to identify needs related to student behavioral and school attendance, engagement, and belonging across all significant student subgroups. Figures 6 and 7 provide Washington Elementary chronic absenteeism and suspensions rates.

Figure 6. Washington Elementary chronic absenteeism rates

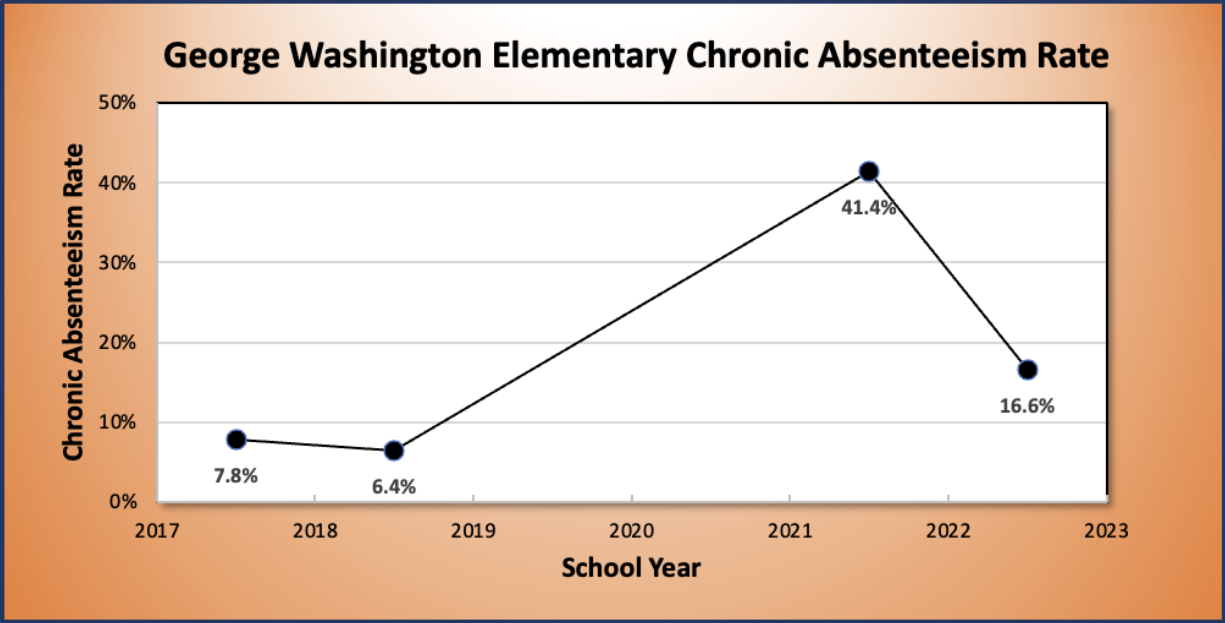
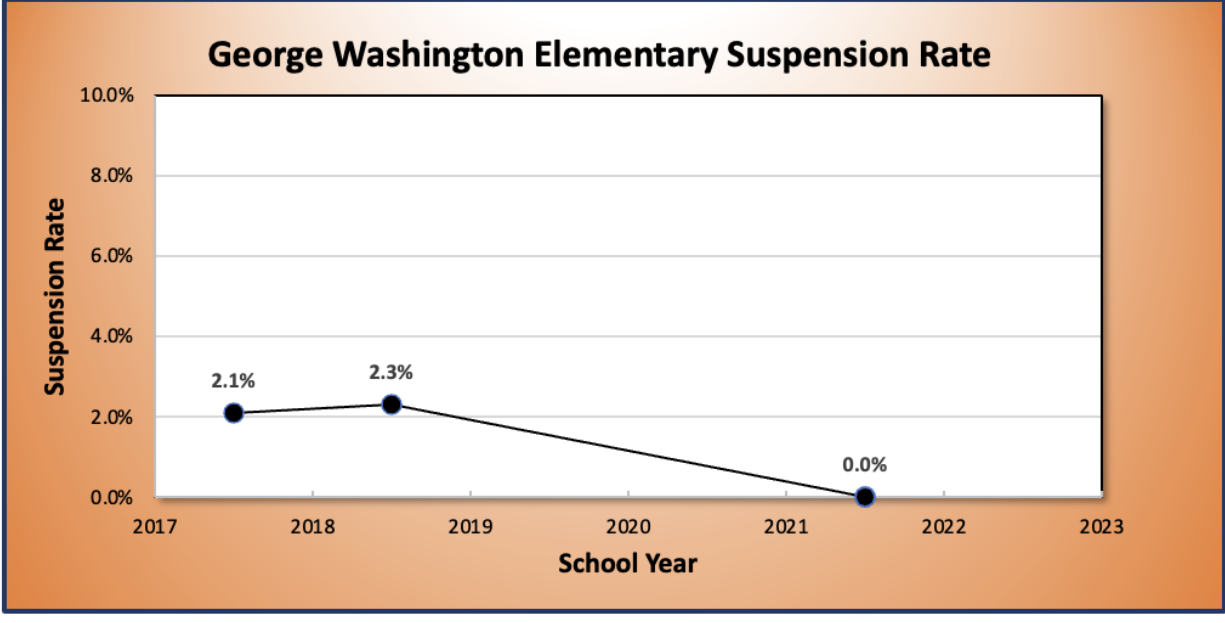


Figure 7. Washington Elementary suspension rates



A high percentage of Washington Elementary students exhibit characteristics reflective of poor mental and behavioral health, and the community served by Washington 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 extending Urgent Care hours in an effort to meet increased healthcare demands resulting from Madera Community Hospital closure, Washington 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, Washington Elementary's service population, over 90% of which is Hispanic, is even less likely to access needed mental health services due to one or more of the following barriers: insufficient English language skills required to navigate the system, lack of bilingual/bicultural mental health professionals, negative stigmas associated with mental illness in Latino culture, and/or limited transportation options required to access services outside the community.

Washington Elementary School Assets Related to Pillar 1

1. Washington has implemented a Dual Language Immersion Program as a whole school model beginning with kindergarten with the goal of supporting all students to reach high levels of academic achievement and biliteracy in a safe and engaging learning environment that values multiculturalism, while preparing students to be college and career ready.
2. Master schedules are intentionally designed to ensure appropriate time for Tier 2, Tier 3 interventions, Special Education support, and deployment time for Academic English Language Development (AELD) in Washington Elementary's Dual Language Instruction grade.
3. At Washington Elementary, all teachers have implemented culturally responsive teaching practices throughout instruction to increase student engagement and connection to content and school.
4. All Washington 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.
5. Washington Elementary directly benefits from Madera Unified's U.S. Department of Education School Climate Transformation Grant, which is designed to "improve, expand, and enhance MUSD's MTSS framework and build capacity to implement all three PBIS tiers with fidelity across all 26 MUSD schools, with the ultimate goals of improving MUSD students' academic and behavioral outcomes as well as the climate and culture of MUSD schools."
6. Washington Elementary has partnered with Madera Unified to conduct rigorous evaluation of its fidelity of MTSS/PBIS implementation using Tiered Fidelity Inventory (TFI) assessments in an effort to identify and improve MTSS/PBIS implementation weaknesses.
7. Results from Washington Elementary assessments are used to design and differentiate instruction based on student needs to maximize student learning. Data is used collectively by staff and students to create and monitor individual student growth goals. Grade level collaborative teams also utilize the results of common formative assessments and core curriculum assessments to collect grade level data to design and implement instruction.
8. Washington Elementary students who have not yet achieved grade-level skills are provided with appropriately focused and tiered academic intervention opportunities based on their individual needs.
9. 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.
10. 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.

11. All Washington Elementary teachers are trained to teach culturally diverse populations, and the school is fully vested in the Center-Based Model of educating the school's special need students.
12. Washington Elementary serves special needs students with general education environments and provides tiered interventions as is determined appropriate by the special education teacher and based on the needs determined in each special education student's Individualized Education Plan.
13. All Washington Elementary English Learners receive 45 minutes per day of English Language Development (ELD) and are provided with designated ELD that emphasizes oral language, listening, reading, and writing.
14. One of Washington Elementary's primary assets in addressing students' social-emotional and behavioral health needs is its close collaboration with the Madera Unified Department of Student and Family Support Services. Recent collaborative efforts have included
 - a. incorporating social-emotional learning curricula across all Washington Elementary grade levels;
 - b. providing professional learning to Washington Elementary teachers and support staff in the areas of social-emotional learning strategies, PBIS, restorative practices, and trauma-informed instruction; and
 - c. offering a number of trainings designed to build family emotional resilience and train parents to foster their children's healthy social-emotional development.
15. A Washington Elementary Advocate focuses on social and emotional aspects of the student, monitors attendance, grades, behavior, assists in parent education training modules, meetings, workshops and makes direct referrals to agencies. The Advocate makes daily contact with students and communicate with parents, teachers, administration, and the counselor.
16. 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, and this initiative specifically benefits Washington Elementary students by
 - a. cultivating a homegrown workforce of bilingual and bicultural behavioral and mental health professionals who mirror the demographics of the Washington Elementary community;
 - b. increasing retention among school-based mental health services providers;
 - c. increasing the number of students who access mental health services and the number of parents engaged in mental health awareness trainings; and
 - d. increasing students' behavioral and mental health and overall wellbeing
17. Washington Elementary provides all students with a number of opportunities beyond the regular school day that are designed to support students in achieving positive academic and behavioral outcomes, which include after school, before school, and summer academic and youth enrichment programming.

Stakeholder Perspectives

As part of its community school planning process, Washington Elementary engaged with its students, teachers/staff, parents, family members, and key school community stakeholders to gather multiple perspectives regarding perceived community school assets related to each of the Four Pillars of Community Schools. These perspectives were shared through community school informational meetings, interviews, focus groups, and a comprehensive Washington Elementary Community School Stakeholder Survey conducted in the fall of 2023, which gathered both quantitative and qualitative feedback from school community stakeholders. All engagement efforts were designed to give key Washington Elementary stakeholders a voice in identifying community school assets and needs.

While stakeholder engagement highlighted a number of perceived assets related to integrated student supports, stakeholders also identified specific needs to improve academic support, school connectedness, and social-emotional outcomes by addressing several specific gaps and providing new and enhanced services as part of Washington Elementary's community school initiative. According to Washington Elementary's Community School Stakeholder Survey results, the most requested Pillar 1 services to be added or enhanced over the coming years are the following:

1. Physical fitness activities
2. Summer school academic support
3. Drug/alcohol/tobacco prevention and intervention programming
4. Student leadership development programming
5. Academic support during the school day (e.g., tutoring, individualized support)




















PILLAR II: FAMILY AND COMMUNITY ENGAGEMENT

As documented by numerous studies, increased parent and family member engagement in children’s school results in improved academic performance, attendance, behavioral, and developmental outcomes. However, low levels of parent English language proficiency and educational attainment are closely correlated to low levels of parent and family involvement. Further, barriers created by limited English language proficiency and low levels of adult educational attainment often make it difficult for many parents to assist their children with homework and become fully engaged in their children’s education. Madera Unified and Adams Elementary School serve high percentages of students and families with limited English language skills. An estimated 62% of families speak a language other than English at home, and 31% of family members speak English less than “very well.” In addition, many adult family members within Madera Unified communities have extremely low levels of educational attainment. Nearly one-third of adults family members have not completed high school or obtained a GED (compared to 15.5% of adults statewide). Only 10% of adults family members have earned a bachelor’s degree or higher, compared to 36.2% of California adults. According to community schools survey results from parents, community members, and teachers/staff (Fall 2023), the most needed parent and family services at George Washington Elementary School are (1) Resources for parent/families on how to support their children’s learning in the home, (2), Training for parents/families on how to fully partner in their child’s education, and (3) Parenting classes and resources that support positive behavior.

Among the four pillars of community schools, Family and Community Engagement is perhaps the strongest both at Washington Elementary School and across Madera Unified School District. As detailed in Figure 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 and Family Engagement Report (2023)

 Exploration and Research Phase	 Beginning Development	 Initial Implementation	 Full Implementation	 Full Implementation and Sustainability
Family and Parent Engagement Domain				Implementation Stage
Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				
Creating welcoming environments for all families in the community.				
Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				

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.	
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	
Providing families with information and resources to support student learning and development in the home.	
Implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to improve student outcomes.	
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.	
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	
Providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community.	
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.	

Washington Elementary School Assets Related to Pillar 2

1. 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.
2. Madera Unified 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.
3. 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; and family health and wellness nights; among many other services.
4. Madera Unified PRCs provides Parent Education and Skill Building Programming, which includes classes in leadership, academics, parenting, college and career readiness, health and wellness, skill building, and adult classes.
5. PRCs provide Parent Resource Orientation Videos in English, Spanish, Punjabi and Mixtec languages.
6. 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.
7. Each PRC maintains a Resource Directory of Community Services for Madera County and actively connects families with community resources.
8. Madera Unified’s PRC Call Center facilitates communication between families and schools and connects 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.
9. Madera Unified’s Department of Community Services and Parent Resource Centers has launched an online Resource Directory of Community Services for Madera County to serve as a one-stop resource that connects parents, employees, and community members to available resources provided by more than 300 organizations.
10. Madera Unified meaningfully engages with parents through the Parent Advisory Committee (PAC). The PAC is composed of parent volunteers who gather during the school year to be connected, heard, and informed about the district. 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.
11. MUSD engages with parents and families through the District English Learner Advisory Committee (DELAC). 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.

12. 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.
13. At Washington Elementary School, parents are recognized as key elements in quality education, and the school employs many strategies to fully engaging parents in their children's education.
14. Washington 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).
15. To facilitate direct communication at the site level, Washington 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.
16. Washington Elementary collaborates with the PRC to host Family Literacy Night and Math Night, which provide families with interactive events operated as knowledge and skill-building experiences that focus on learning strategies during which parents and children learn side-by-side through fun literacy and mathematics activities.
17. Washington Elementary parents and family members are invited to participate in Parent and Community Engagement Conference, an annual district-wide conference designed to provide parents with a unique learning opportunity that includes keynote speakers, educational workshops, and raffle prizes.
18. Washington Elementary holds Back-to-School Night and Open House, where parents are invited to observe their children's classroom engagement.
19. Washington Elementary School offers a Heritage Language Program to all the families living in the school attendance area. In this Dual Language One-Way program, the participating language group consists of the attendance area families, which are predominantly of Hispanic heritage.
20. Washington Elementary schedules Connect Ed and Parent Square phone calls/texts and send home calendars, flyers, and reminders to inform parents of meetings and events.
21. Washington Elementary provides Interpretation and Translation services in both Spanish and American Sign Language and childcare to ensure that all parents have access for involvement in school meetings and functions.

Stakeholder Perspectives

Parents, family members, teachers, staff, and key community partners highlighted a number of key assets that promote positive parent and family engagement at George Washington Elementary. Feedback provided during community school planning meetings and in the Community School Stakeholder Survey highlight the following Community Schools Pillar 2 assets:

1. School orientation events (e.g., Back-to-School Night)
2. Frequent opportunities for parents to meet one-on-one with their child's teacher
3. Opportunities for parents to collaborate in their children's education (e.g., family literacy nights)
4. Parent/family member volunteer opportunities for school activities/events
5. Opportunities for parents to serve on school councils and committees

Stakeholders also made a number of recommendations regarding the types of new parent and family services that could further increase George Washington Elementary's efforts to strengthen Community Schools Pillar 2. The most common recommendations include the following:

1. Resources for parent/families on how to support their children's learning in the home
2. Training for parents/families on how to fully partner in their child's education
3. Parenting classes and resources that support positive behavior
4. Resources that connect parents/families to mental and behavioral health services (e.g., counseling, therapy)
5. Parent/family English language classes



PILLAR III: COLLABORATIVE LEADERSHIP AND PRACTICES



Washington Elementary School and Madera Unified are committed to establishing a culture of professional learning, collective trust, and shared decision-making to transform school culture and climate and improve outcomes for Washington Elementary students, families, and community members. Washington Elementary recognizes that ongoing professional development and training specific to students' academic, social-emotional, and developmental needs are necessary to ensure the delivery of high-quality education, and Washington Elementary is committed to grounding its professional development in evidence-based, student-centered approaches that include social-emotional learning, trauma-informed care, and restorative practices. While Washington Elementary and Madera Unified have made progress in these areas, there is much work to be done in order to implement Community Schools Pillar 3 with fidelity.

Washington Elementary School Assets Related to Pillar 3

1. All Madera Unified 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.
2. Madera Unified has developed a local level district accountability system called the Madera Learning System (MLS), which 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.
3. Madera Unified district and school leaders have completed NCEE's Executive Development Program (EDP), a 12-session program of over 144 hours of instruction that is considered to be the largest and most effective executive development program for school leaders across the United States.
4. To complement NCEE's executive leadership training, Madera Unified schools offer NISL's Teaching for Effective Learning (TEL), which engages teachers in three full-day sessions of coursework on how people learn and represents a high-quality professional development process created to help provide leadership, support, and capacity building to school leaders and teachers.
5. Madera Unified has worked with NCEE to craft a district redesign focused on developing a high-performing educational system, the District System Design Partnership (DSDP), which is a district-wide endeavor involving a wide array of community educational partners, including 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.

6. Washington Elementary teachers engage in cycles of 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.
7. Washington Elementary provides teachers and support staff with dedicated time to collaboratively and 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.
8. Washington Elementary teachers use Illustrative Mathematics (IM) to find resources to support students in building an enduring understanding of mathematics. The IM Certified Experience helps teachers catalyze mathematical proficiency with an engaging and inclusive approach that lifts students up to the skills, understandings, and practices. IM K–12 Math gives teachers access to engaging content and professional learning and to an inclusive community.
9. The Washington Elementary administrative team and District Academic Coaches for both monolingual and DLI programs collaboratively address differentiated needs with professional development in the areas of digital learning, balanced literacy, specific literacy assessments for both programs, Thinking Maps, Write from the Beginning, ELD strategies, classroom management, PBIS, and incorporating technology into the classroom.
10. Administration, lead/expert teachers, and District Academic Coaches support teachers in the classroom and during grade level collaborative team meetings to provide planning guidance, demonstration lessons, co-teaching, in-class coaching, and facilitation of peer observations.
11. New Washington Elementary teachers to the DLI program receive support and training from DLI TSAs and the DLI consultant in addition to the district support provided by the Madera Induction Consortium and Mentoring programs.
12. Ongoing site-level PBIS implementation coaching, coordination, and evaluation have become a core component of Washington Elementary’s recently established weekly Elementary Specials rotation.
13. Grade-level teaching teams engage in a minimum of 100 minutes of PLC collaborations focused on discussing and developing high-quality lessons and evidence-based practices.
14. The Director of School Culture and Climate, PBIS Coordinator, and MTSS-PBIS Specialists frequently provide targeted coaching and support during PLC times to address site-specific weaknesses regarding Washington Elementary’s implementation of PBIS and/or social emotional learning programs and practices.
15. Washington Elementary actively encourages parent participation in the SSC and ELAC, which provide parents with opportunities to engage in the collaborative development and approval of the Washington Single Plan for Student Achievement (SPSA), School Safety Plan, and Title I budget.
16. All key stakeholders are informed of the school’s mission, vision, values, and goals, so collaborative work can be aligned with the school’s goals and direction.
17. Washington Elementary solicits for input from all parents and stakeholders through surveys and open dialogue as well as by providing data and other information that stakeholders need to be productive partners around student achievement.

Stakeholder Perspectives

As part of its community school planning process, Washington Elementary School and Madera Unified engaged with parents, family members, and key community stakeholder as well as teachers, staff, and administrators at the school and district levels in an effort to gathering broad and diverse input on ways that Washington Elementary could better foster collaborative leadership and shared decision-making. After gather stakeholder perspectives, Washington Elementary's Community School Advisory Council compiled and analyzed feedback segregated by stakeholder type to better understand each stakeholder group's perceptions regarding Washington Elementary's success in aligning local practices with Community Schools Pillar 3 and ways to strengthen Pillar 3. Washington Elementary teachers and staff ranked (from highest to lowest priority) the following ways that the school and district could improve collaborative leadership and practices for educators and administrators.

1. Increase opportunities for teacher/staff professional development that build their capacities to be effective school leaders
2. Provide professional development that builds the capacity of teachers/staff to engage with students and families in community school decision-making processes
3. Establish a new committee or expand an existing committee to lead collaborative community schools planning and implementation
4. Establish new structures for problem-solving system-level issues at the school (e.g., cross-sector working groups)
5. Create new opportunities for teachers/staff to provide input regarding community school services and operations (e.g., listening tours, focus groups, surveys)

Washington Elementary parents and family members ranked (from highest to lowest priority) the following ways that the school and district could improve opportunities for parents and families to engage in shared decision-making and accountability.

1. Provide opportunities for parents, families, teachers, and administrators to collaboratively work together to plan, design, and evaluate school programs and activities
2. Provide workshops and classes that train parents to fully partner with their child's school
3. Improve communication strategies between the school and home to ensure all parents and family members are aware of the leadership opportunities available to them at the school
4. Provide more opportunities for parents/family members to meaningfully engage with teachers and school administrators to better understand the issues impacting the school and their child's education
5. Develop new or improve existing opportunities for two-way communication between parents and school leaders



**PILLAR IV:
EXTENDED
LEARNING TIME
AND
OPPORTUNITIES**



Washington Elementary offers comprehensive expanded learning programming through the Washington 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. Washington Elementary also provides a Summer Program in order to provide year-round out-of-school-time programming designed to improve students' academic, behavioral, and youth developmental outcomes.

Washington Elementary School Assets Related to Pillar 4: Expanded Learning Time and Opportunities

1. 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.
2. 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.
3. Washington Elementary’s 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.
4. Expanded learning 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.
5. 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).
6. Washington Elementary’s expanded learning 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.
7. Washington Elementary’s After School Program ensures that staff and students share the responsibility of creating a sense of community by hosting events such as the Lights On event and the Family Literacy event, among others that strengthen the sense of community.

8. Washington 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.
9. To ensure the After School Program remains up-to-date regarding emerging English Learner needs, the Site Coordinator attends Washington Elementary ELAC meetings, and at least one ELAC representative serves on the After School Program Leadership Team.
10. 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.
11. In addition to proactively identifying and referring students with special needs to the program, the Washington Elementary After School Program employs several strategies to remove all potential barriers to participation once students are enrolled in the programs.
12. Washington Elementary coordinates with the California Teaching Fellows Foundation to staff the program with bilingual Teaching Fellows to provide linguistically appropriate support for English Learners.
13. 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.
14. Title III-funded Madera Unified English Language Development Coaches work with the Washington 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.
15. Washington 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:
 - **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.
 - **Darin Camarena Health Centers** provide the Washington 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.
16. Each month, Washington hosts events that help students engage in their school outside of the classroom, including school rallies, themes for the month, school dances, and assemblies.
 17. Washington Elementary hosts a community carnival for parents, families, and community members to enjoy live performances from staff and students.
 18. Washington Tigers compete as part of Madera Unified's M.U.L.E.S. athletic program, which enables Washington student-athletes to compete with other schools in Madera in sports such as soccer, basketball, cross-country, volleyball, football, track, and wrestling.

Stakeholder Perspectives

As part of its existing efforts to provide students and families with a robust menu of services available beyond the regular school day, Washington Elementary School and Madera Unified strive to design out-of-school-time program offerings that meet the academic, behavioral, and developmental needs of all students as well as needs of Washington Elementary families. Washington Elementary considers students, teachers, staff, parents, and families to be key partners in the design of expanded learning program offerings and regularly gathers stakeholder input through focus groups, engagement meetings, and surveys. Below is a summary of several key findings from the most recent Washington Elementary Expanded Learning Program Survey, which will guide the Washington Elementary's community school initiative efforts to continuously improve expanded learning time and opportunities, including through the strategic braiding of California Community Schools Partnership Program Implementation Grant funding with other federal and state discretionary grant sources supporting expanded learning time and opportunities.

George Washington Elementary student perception regarding the three most needed types of expanded learning services:

1. Tutoring services
2. Mathematics and science education activities
3. Language skills and academic achievement for English Learners

Washington Elementary parent and family member perception regarding the three most needed types of expanded learning services for their children:

1. Homework assistance
2. Tutoring services
3. Reading/language arts activities

Washington Elementary teacher and staff member perception regarding the three most needed types of expanded learning services for George Washington Elementary students:

1. Homework assistance
2. Tutoring services
3. Language skills and academic achievement for English Learners

Community Partnership and Resources

Washington 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 Washington 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. 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 Washington Elementary Community School Advisory Council, which serves as the site-level community school governing body. Since fall of 2022, the Madera Unified Community Schools Leadership Team has partnered with the Washington Elementary Community School Advisory Council as well as other local leaders and community stakeholders to guide CCSPP Project research, design, and development.

In addition to benefiting from this district- and school-level management structure, Washington Elementary will leverage local and district-wide community partnerships and resources. As part of Madera Unified’s existing community schools funding efforts under CCSPP Implementation Rounds 1 and 2, the CCSPP Leadership Team has formalized a Community Schools Partnership Matrix that outlines the role and primary responsibilities of each community school’s partner, and Washington Elementary will leverage these relationships and efforts. Further, in collaboration with the Community Schools Coordinator and Madera Unified Community Schools Leadership Team, the Washington Elementary Community School Advisory Council will frequently update this Partnership Matrix in order to outline outlines the commitments of each partner and identify prospective new partnership that could strengthen the community schools initiative.

Table 9: Washington Elementary Community Schools Partnership Matrix

Organization	Key Community Schools Roles and Responsibilities
Camarena Health	Provides physical and mental/behavioral healthcare services to MUSD students and families, including through the operation of two MUSD school-based health centers; provides the PRC with health-related materials and resources to share with students and families
Valley Children’s Hospital	Provides Madera Unified schools with health-related resources and supports the district’s CCSPP Project by leveraging resources when school-specific needs are identified

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
Madera County Superintendent of Schools	Provides support and technical assistance for all California Community Schools Partnership Program efforts.
California Teaching Fellows Foundation	Recruits, screens, trains, and places preservice teachers to lead expanded learning programming for MUSD students
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
Alliance for a Healthier Generation	Oversees the Thriving Schools Assessment; provides physical education and physical activities resources and training
Dairy Council of California	Provides MUSD students with a variety of nutrition education resources and activities.
University of California Cooperative Extension	Coordinates regular day and expanded learning program health/nutrition education and physical fitness activities
Family Leadership, Inc.	Provides MUSD parents and families with a series of eight Parenting Partners workshops designed to develop parenting and leadership skills
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
Parent Institute for Quality Education	Coordinates the delivery of PIQE's nine-week Parent Engagement in Education Program through MUSD PRCs
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
Madera Department of Public Health	Coordinates health education curriculum and physical activities programming for Washington Elementary students and families; provides whole child health-related services to Washington Elementary students and families
Madera Coalition for Community Justice	Provides PRC-based workshops that build parents' capacity to effectively partner in their children's education
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