

# CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

## Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

## California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

**Pillars of Community Schools:** Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

**Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

**Cornerstone Commitments of Community Schools:** A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

**Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CCSPP Framework](#).

## Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming**) and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

## CCSPP: IMPLEMENTATION PLAN

### School Site Contact Information

Rafer Johnson Jr. High School  
Kingsburg Elementary Charter School District  
Melody Lee, Principal  
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### Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

#### Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

As a recipient of a CCSPP Planning Grant, KECSD has spent the last year engaging with a variety of community and school stakeholders to develop project goals and activities. KECSD established a CCSPP Leadership Team at the district level to present information about the California Community Schools Framework to Rafer Johnson Jr. High leaders and stakeholder groups. A site-level Advisory Council was formed at Rafer Johnson Jr. High, featuring a roster of key school leaders, parents, and community representatives. The Leadership Team worked with the Advisory Council and an external evaluator to gather school-site information and resources to conduct a needs assessment, asset mapping, and gap analysis to inform the overall CCSPP Project goals and a site-level implementation plan. This included the development of multiple mechanisms to elicit input (e.g., listening sessions, focus groups, surveys, interviews) on the community schools project from students, parents, faculty and staff, community members, and community partners.



The needs and assets assessment process included the following:

Community Resource Scan: The Leadership Team inventoried community-based service providers operating within 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.

Document Review: The Leadership Team collaborated with Rafer Johnson Jr. High leaders and stakeholders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This included review of the School Accountability Report Card (SARC), results of locally developed student school climate and staff community schools needs surveys, results of LCAP surveys, evaluation reports from prior projects related to one or more of the Four Pillars of Community Schools, and the 2022-23 KECSD Local Control and Accountability Plan.

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 about 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. Results of surveys, listening tours, focus groups, and interviews were compiled to identify trends among stakeholders to inform project goals, activities, and planned expenditures.

These efforts resulted in school-site needs assessment and asset mapping reports and development of the following four CCSPP Project goals that are aligned with the KECSD LCAP, each community school's mission and vision, and all four pillars of the California Community Schools Framework: (1) Build district and school capacity for early identification of student academic and behavioral needs and enhance delivery of mental health services within KECSD's existing Multi-Tiered System of Support (MTSS) infrastructure. (2) Expand family engagement and educational programming in order to connect KECSD families to community resources, empower parents to fully engage in their children's education, and foster healthy home learning environments. (3) Develop community partnerships and build the capacity of faculty, staff, and administrators to implement community schools with fidelity. (4) Enhance after school, intersession, and summer learning programs to include new enrichment, socio-emotional growth, and youth development opportunities.

In addition, each school site needs assessment and asset mapping report includes recommendations for additional needs assessment activities that will benefit ongoing project reflection and evaluation in each of the Four Pillars. Examples of recommendations include:

**Pillar One - Integrated Student Supports:** Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well as referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.

**Pillar Two - Family and Community Engagement:** Appraise families' experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel.

**Pillar Three - Collaborative Leadership and Practices:** Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision-making would drive this effort.

Pillar Four - Extended Learning Time and Opportunities: Measure participation in enriched and expanded learning opportunities, especially representation across groups.

## Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

### Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.
4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

KECSD has long embodied the Four Pillars and Four Cornerstone Commitments of the California Community Schools Framework by championing the “whole child” approach that features “an integrated focus on academics, health and social services, youth and community development, and community engagement.” This commitment is reflected by the KECSD Mission Statement: “To continually strive to inspire students to learn and grow beyond their potential by (1) fostering a collegial or team atmosphere between home, community, and school for the benefit of each student; (2) imparting a quality education combined with a positive learning experience; (3) providing instruction that meets the individual needs of each student; (4) developing the learning and social skills necessary for lifelong learning; and (5) presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas for improving the district.” KECSD LCAP goals also demonstrate alignment to the Four Cornerstone



Commitments. Future LCAP cycles will incorporate community schools practices and priorities to ensure full implementation of the California Community Schools Framework .

Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. **(Assets-Driven and Strength-Based Practice)**

Goal 2: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. **(Powerful, Culturally Proficient and Relevant Instruction, Shared Decision Making and Participatory Practices)**

Goal 3: Provide access to a broad and challenging curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21<sup>st</sup> Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. **(Powerful, Culturally Proficient and Relevant Instruction)**

Goal 4: Provide a positive, safe and welcoming school and district climate. **(Racially Just and Restorative School Climates)**

The KECSD Community Schools Director will work with the Rafer Johnson Jr. High CCSPP Advisory Council to maintain a rubric that identifies the school's developmental phase (exploration, emerging, evolving, or excelling) for each of the core commitments along with evidence of commitment and developmental plans for improving fidelity of implementation. Initial developmental plans are outlined in the following table:

Table 1. CCSPP Cornerstone Commitments Evaluation Rubric			
Cornerstone Commitment	Phase	Evidence	Developmental Plans
Assets-Driven and Strength-Based Practice	Emerging	Commitments between parents, students, and teachers outlined in school compact	Ensure that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
Racially Just and Restorative School Climates	Evolving	Restorative practices included within PBIS framework	Explore ways to incorporate culturally responsive pedagogy and universal design for learning.
Powerful, Culturally Proficient and Relevant Instruction	Evolving	Sheltered Instruction Observation Protocol (SIOP) Model	Deliver CCSPP-related professional development in the areas of restorative practices, trauma-informed care, and culturally responsive instruction.
Shared Decision Making and Participatory Practices	Excelling	SSC, ELAC, Parent Advisory Committee, LCAP engagement, California School Dashboard Parent Engagement ratings	Incorporate community schools planning, implementation, and evaluation into all key district and stakeholder engagement opportunities, including LCAP, SSC, and ELAC.

## Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee, or group of teams.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Engage students, parents, faculty and staff, community members, and community partners in the community schools planning and implementation.  (Aligns with CCSPP Goal 3, LCAP Goal 4)	<p>1. Solicit qualitative feedback from all key stakeholder groups, including students, parents, families, faculty and staff, and community partners in order to collect information useful for community schools planning and continuous quality improvement (annually).</p> <p>2. Leadership Team and site-level Advisory Councils meet to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement (quarterly).</p> <p>3. Update the Needs Assessment and Asset Mapping/Gap Analysis and Implementation Plan to reflect community school stakeholder input (annually).</p> <p>4. Incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC (ongoing).</p>	<p>1. Annual survey reports and summaries of listening sessions, focus groups from students, parents/families, faculty and staff, and community partners.</p> <p>2a. Leadership Team and Advisory Council meeting agendas, sign-in sheets, and minutes.</p> <p>2b. Annual community schools evaluation report demonstrates stakeholder feedback used for ongoing reflection and improvement cycle.</p> <p>3. Revised Implementation Plan and Needs Assessment and Asset Mapping/Gap Analysis.</p> <p>4a. SSC and ELAC meeting agendas, sign-in sheets, and minutes.</p> <p>4b. LCAP survey results, LCAP meeting agendas, sign-in sheets, and minutes.</p> <p>4c. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.</p>



Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

The system of shared governance and site-level leadership is organized into three structures to share leadership:

1. The KECSD CCSPP Leadership Team guides districtwide community schools planning and stakeholder engagement. The Leadership Team will include the Community Schools Director, district leadership (i.e., Assistant Superintendent, Chief Business Officer, Director of Extended Learning and English Learners Programs), Student Services Department staff (psychologists, Director of Special Education), and representatives from select cooperating agencies (e.g., KCAPS, Lions Club). The Leadership Team and site-level Advisory Council will meet quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities for the process of school transformation.
2. The Rafer Johnson Jr. High CCSPP Advisory Council will include the Principal, an academic coach or learning director, teachers, parents, and student support staff (e.g., school counselors, behavioral assistants). The Advisory Council facilitates communication among school stakeholders and ensures that key school personnel are working together to achieve shared CCSPP goals. The Advisory Council will work to incorporate community schools planning, implementation, and evaluation into all key site-level and district stakeholder engagement opportunities, including LCAP, SSC, and ELAC.
3. The Rafer Johnson Jr. High Administrative Team, which includes the school Principal and Learning Directors, will oversee the Advisory Council. The Administrative Team is responsible for the day-to-day implementation of the programs, strategies, and activities designed to improve student learning and support families.

## Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.



## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
By the end of project year two, the CCSPP Implementation Plan will be fully incorporated into existing school- and district-wide strategic plans.	<ol style="list-style-type: none"> <li>1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually)</li> <li>2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)</li> </ol>	<ol style="list-style-type: none"> <li>1a. Quarterly SSC and ELAC agendas and meeting minutes.</li> <li>1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually)</li> <li>2a. Revised Community School Implementation Plan. (annually)</li> <li>2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.</li> </ol>

## Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Community Schools Director is hired to lead the CCSPP Project and oversee overall implementation of the community schools process, programs, partnerships, and strategies at the site and district levels.  (Supports LCAP Goals 1 & 2 )	<ol style="list-style-type: none"> <li>1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023)</li> <li>2. Conduct interviews and hire Community Schools Director. (July/August 2023)</li> </ol>	<ol style="list-style-type: none"> <li>1. Approved Job Description and outreach strategy.</li> <li>2. Signed contract on file.</li> </ol>
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services.  (Supports LCAP Goals 1 & 2)	<ol style="list-style-type: none"> <li>1. Post job announcements on KECSD website and social media accounts, EDJOIN.org, etc. (June 2023)</li> <li>2. Conduct interviews and hire School Counselor. (July/August 2023)</li> </ol>	<ol style="list-style-type: none"> <li>1. Approved Job Description and outreach strategy.</li> <li>2. Signed contract on file.</li> </ol>

## Key Staff/Personnel

Community Schools Director (to be hired)	Leads implementation of the CCSPP Project and oversees the community schools programs and partnerships at the site and district levels; chairs district-level CCSPP Leadership Team and site-level Advisory Councils; manages community partnerships and stakeholder engagement.
Family Liaison (to be hired)	Provides supports and services to students and families who are considered to be at-risk, economically disadvantaged and/or who are Homeless.
Laura North, Director of Expanded Learning and English Learner Programs	Strengthens and aligns the educational and enrichment programs for students by providing leadership in planning, implementing, coordinating, and supervising the district's expanded learning and English Learner programs.
Melody Lee, Principal	Provides site-level community schools leadership and support; serves on the CCSPP Advisory Committee; works with Community School Director on site-level efforts to prospect, cultivate, and secure partnerships and resources
Sarah Luna, School Psychologist	Coordinates and provides psychological services to students including assessment, counseling, academic and behavioral support and consulting; assists administration, staff and parents in meeting the educational needs of students.
Shelby Byrd, Counselor	Provides a range of psychological and behavioral services to students, including conducting screening and assessment, leading individual and group counseling, coordinating with outside mental health and wraparound services agencies, and leading trainings for teachers and staff in areas such as the effective implementation of restorative practices and trauma-informed care.
Linda Simmons, Learning Director	Provides leadership to stimulate and encourage personal growth and professional development of the staff. Assists in evaluation and making recommendations for improving the educational program of the school.
Behavior Support Assistants	Assists with the development and implementation of positive behavioral support and intervention techniques and positive behavioral support plans as part of the individual education plan (IEP, 504, RTI, SST) process.



Teachers	Serve on CCSPP Advisory Council
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Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

During the first two years of the CCSPP Project, the Leadership Team will work with each school-site Advisory Council to develop a sustainability plan to ensure core staffing and new CCSPP initiatives are sustained through long-term funding. The Leadership Team will incorporate best practices for community school sustainability as informed by the Partnership for the Future of Learning, the Coalition for Community Schools, and the California Department of Education. Potential strategies will include:

- Sharing program evaluation results and cost-benefit analyses to encourage local leaders and stakeholders to reinvest cost savings into the community schools initiative.
- Incorporating review and update of Community School Implementation Plan into the LCAP planning process to better align LCAP goals, actions, and expenditures to the Community Schools Framework.
- Supporting and creating school board policies, internal policies, and inter-governmental policies to help community schools endure.
- Establishing/maintaining local partnerships to provide resources, services, or in-kind contributions to sustain the program.
- Leveraging the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities.
- Leveraging the federal Early and Periodic Screening, Diagnosis and Treatment program through a partnership with the Fresno County Department of Behavioral Health or other community-based service providers as a way to sustain community school activities.
- Hosting training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region of the benefits of community schools.

## Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

### Site Level Goals and Measures of Progress



Goals	Action Steps	Outcome/Indicators
Establish and cultivate at least one new partnership per year with community-based organizations and local government agencies to align community resources to realize CCSPP goals.  (Aligns with LCAP Goal 2 & 3)	1. Review and update the CCSPP Partnership Matrix to identify any new partnerships. (annually)  2. Formalize partnerships with a written agreement.  3. Engage community partners in Community Schools Leadership Team and Advisory Council meetings. (quarterly)	1. Revised CCSPP Partnership Matrix. (annually)  2. Signed MOU or letter of agreement from partners outlining the roles and responsibilities of both parties, including the services to be provided.  3. Community Schools Leadership Team/Advisory Council meeting agendas, sign-in sheets, and meeting minutes.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The Community Schools Director will manage existing community schools partnerships, develop new relationships with additional agencies as directed by the Leadership Team, and leverage all available community schools resources to benefit students, families, and community members. Throughout the CCSPP planning process, Kingsburg district and school leaders met with existing partners to share KECSD's vision for the community schools project and invite them to participate in planning activities and update any service contracts or letters of support to include CCSPP goals and activities. The following list includes key existing agencies that have committed to supporting KECSD's CCSPP Implementation Project and/or providing students and their families with wraparound services and extended learning opportunities.

- **Kingsburg Community Assistance Program and Services (KCAPS)** provides Kingsburg families with food, clothing, utility, and housing assistance as well as job training and adult education. KECSD is currently working with KCAPS to strategically expand its services, including partnering with the district to establish an after school tutoring program.
- **Kingsburg City Government** will continue to oversee co-developed city parks that also serve as school playgrounds, co-sponsor after school programs, and provide representatives to serve on KECSD planning committees, including the CCSPP Leadership Team.
- **Kingsburg Police Department (KPD)** will work with KECSD administrators, including the Community Schools Director, to implement a School Resource Officer (SRO) Program. In addition to serving as an active, high profile Law Enforcement Officer, the SRO will work to improve school safety, positive youth development, and perceptions and relations between students, staff, and law enforcement officials. KPD also maintains a Community Resource Guide, aligned with Critical Incident Stress Management principles to aid families in times of crisis.
- **Kingsburg Lions Club** will serve as a linkage between KECSD and the local business community to spearhead projects that benefit the community schools initiative. Proposed projects include a "Farm to School" program to increase access to healthy, fresh food by incorporating local produce in school meals, improving nutrition and agricultural education, and establishing school-based farmers' markets.

- **Fresno County Superintendent of Schools** will provide several services that improve the quality of KECSD community schools implementation, including coaching to support fidelity of MTSS and PBIS implementation as well as FRESH Expanded Learning Program administrative support and staffing.
- **California Teaching Fellows Foundation** will provide highly qualified paraprofessionals to lead after school and summer academic assistance and youth enrichment programming.
- **Fresno State University Office of Community-Based Learning** will assist with recruiting, screening, and referring university students to work in KECSD extended learning programs and provide professional development to staff in “after school-style” academics and youth enrichment programming.
- **Fresno State University Office of Community and Economic Development** will continue to offer adult education classes to Kingsburg families through its Parent University, which includes classes in digital literacy, financial literacy, health and wellness, and parenting skills.

KECSD also conducted a community resource scan to identify community agencies to strengthen relationships with throughout the CCSPP Project. These agencies include healthcare providers (e.g., Fresno County Department of Behavioral Health, Fresno County Office of Public Health, Crestwood Behavioral Health); social services providers (e.g., United Way, Centro La Familia, Central California Food Bank); and Fresno County organizations that can contribute to KECSD parent education and extend learning programs (e.g., Parent Institute for Quality Education, Reading and Beyond, Two Bit Circus).

## Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Build the capacity of faculty, staff, and administrators to implement community schools with fidelity.  (Aligns with LCAP Goal 2 & 3)	<p>1. Community Schools Director will organize professional development opportunities to build collaborative leadership skills, community engagement mechanisms, and understanding of community schools practices and principles. (ongoing)</p> <p>2. Learning Directors/Academic coaches maintain database of teachers receiving professional development and monitor implementation of new intervention strategies and community schools practices. (ongoing)</p>	<p>1. Professional development logs.</p> <p>1b. Professional development materials and resources available to school personnel.</p> <p>2a. Professional Learning Community Calendar of Meetings.</p> <p>2b. Walk Through Observation Forms.</p>

## Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

### Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase educator proficiency in community-based learning (CBL).  (Supports LCAP Goals 2 & 3)	1. Incorporate CBL into professional learning opportunities. (ongoing)  2. Teachers that participate in CBL professional learning share best practices for incorporating CBL into curriculum during grade-level PLCs. (ongoing)	1a. Service contracts with professional development providers on file.  1b. Professional Development logs demonstrate number of teachers and staff participating in CBL professional learning opportunities.

## Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.



## Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Develop comprehensive evaluation plan within six months of project start date.	<ol style="list-style-type: none"><li>1. Leadership Team inventories existing district and school-site data collection mechanisms to inform data management and works with evaluator to develop evaluation plan. (Fall 2023)</li><li>2. Evaluator will establish baseline data at the start of the project period across each measure to be assessed to determine the project's success in accomplishing the four objectives. (Fall 2023)</li></ol>	<ol style="list-style-type: none"><li>1. Data management and evaluation plan on file.</li><li>2. Baseline data for CCSPP evaluation.</li></ol>

**Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.**

# Needs Assessment & Asset Mapping

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Rafer Johnson Junior High School  
Kingsburg Elementary Charter School District

for the  
California Community Schools Partnership Project



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## Executive Summary

**Integrated Supports.** Kingsburg Elementary Charter School District has operated as a collection of community schools except for in name. The design of the charter, district-level policies and supports, and integrated classroom supports demonstrate a commitment to the fundamentals of the community schools framework. A robust Multi-Tiered System of Support (MTSS) focuses on students' holistic needs. Those supports manifest through better-than-average ELPAC results, reflecting growth amongst students learning English as another language. Integrated supports for other stakeholders did not emerge from the materials considered during this preliminary review—namely social-emotional supports for educators and families. However, this last observation should not be interpreted as an explanation for current academic performance, which have demonstrated resiliency despite recent disruptions caused by the COVID-19 pandemic.

**Enriched, Expanded Learning.** District-level information discusses a wide array of enriched and expanded learning opportunities. However, specific information is often difficult to discover—especially regarding summer and afterschool programs. The omission of specific information raises the question about how family and community members learn about those and decide to participate. More information is needed to address these points. Commitments to early education/intervention and expanded learning appear in explicit ways. The enrichment of in-class learning was not apparent in the materials reviewed except references to Sheltered Instruction Observation Protocol (SIOP). Exploring the existing use (or lack) of enriched pedagogy (e.g., Universal Design for Learning, project-based learning, Culturally Responsive Pedagogy) and explicit instruction for social-emotional skills would lend useful insight about the need to prioritize this pillar.

**Family, Community Engagement.** The district is designed around the intention of fostering and sustaining authentic, meaningful engagement with families and the community. As a result, the California School Dashboard lists high ratings. Structures are in place at schools also to support engagement. More information about school-specific practices—especially regarding the efficacy and perspectives of those interactions—represents an area for further exploration. The district has initiated a partnership to provide parent classes. Resources to support those classes and assessment of their impact represents a crucial point for moving forward with this pillar.

**Collaborative Leadership, Practices.** The district has already identified a range of professional development and learning needs related to supporting education. A district-level commitment exists that supports and sustains the pursuit of learning communities. The district's commitment evidences through practices such as walkthroughs, professional learning communities, school site councils, and community partnerships. Less evident is information about the quality of those provisions. That is, this review did not include materials demonstrating measures of the effectiveness of councils, PLCs, etc. Besides considering distant outcomes—such as CAASPP scores, attention to this pillar might consider indicators that the efforts produce the district's intended results.

## **District Aims Within the California Community Schools Partnership Program**

The district is committed to improving the way it supports students and families. KECSD has championed the "whole child" approach, focusing on its potential benefits for all students and especially those from high needs areas who face myriad challenges inside and outside of the classroom and may present uncomfortable opportunities that need addressing. To achieve this, KECSD will work with local communities to create community schools that deliver wrap-around services which enhance and build on great things already happening. The district will address students' diverse needs, empower parents to actively participate in their child's education, and engage the entire community around student success.

The district values input from all educational partners. Our plan begins with researching and learning about community schools, hiring a full-time community school director, and attending professional development to support collaborative leadership structures. The Community Schools Director's role ensures the success of the community school. The Community Schools Director will partner with each participating school principal and provide technical and programmatic assistance to support them, community school coordinators, and community partners in securing resources and creating opportunities that benefit students, families, and the community. The Community School Director will launch a public outreach effort to discover ways the district and City can collaborate to better support families and the surrounding community as well as ensure an equitable educational system. The director will work with district/schools and the City to establish systems and structures that address inequality in sustainable ways.

The plan to establish community schools begins with a review of assets in the community and city. This review will occur through individual and group meetings, small roundtable discussions, and townhall forums. We will confer with parents, teachers, community organizations, service providers, elected officials, and others. Additionally, we will provide the community with an opportunity to share and prioritize their thoughts and concerns through different surveys. To identify the most important issues in their neighborhoods; challenges to supporting children and families; and how the district can partner to develop a strong school community plan.

Data collection and analysis will drive development, planning, targeting, and coordination of services and interventions for students and families in Kingsburg. Collaboration with district and school leadership teams, school communities, community partners, and the City of Kingsburg will inform a strategy for supporting and sharing data while respecting student privacy. The district has already contacted several groups including the Kingsburg Community Assistance Program and the Kingsburg Police Department, both of which made a commitment to support this grant. The data framework for planning focuses on asset mapping and a needs assessment to determine strengths and opportunities. Our data framework will also secure a data collection platform that can be used by the district and partners, establish a protocol for sharing and working with data, and determine metrics to use for evaluating progress and impact. We will develop a clearer and deeper understanding of families' needs by involving all partners in the process and implementation.

Data from more than 35 Educational Partner (LCAP) input meetings and surveys conducted throughout the district and community indicates need in all four community school pillars, including. The planning committee will develop a multi-year plan, encompassing what could be provided immediately, over the next several months, and over a year or more. The committee will review successful programs already in place and divide existing programs and services into categories aligned with the four pillars.

*Integrated Student Supports* - KECSD student discipline and behavioral health data indicates a significant increase this year, including student office referrals, CPS cases, CPS student removals from home and serious threat assessments resulting in police intervention. KECSD will improve access to mental health care in our schools and communities emphasizing the urgency to ensure students receive treatment for mental health matters. Urgent intervention will occur through early identification, treatment, training for teachers in early detection and response to mental illness and abuse, and training for additional mental health professionals to provide mental health services in schools. The district will also improve its MTSS to include case-managed health and social and academic support services for families which may be accessed in schools.

*Family and Community Engagement* - Enlisting parents and the community as partners and ensuring they have support to engage in their child's education is a priority. The committee will conduct a root cause analysis to determine barriers that impede engagement and enact steps to address those barriers. This may be accomplished through adult ESL classes to improve communication by increasing English language proficiency. Parenting classes will target the reduction of child abuse and neglect by encouraging positive parenting practices that promote safety, well-being, and permanency for children and families. Support groups will be established for parents to share their stories in support of other families. All of these will occur in-person at one or more school sites.

*Collaborative Leadership and Practices for Educators and Administrators* - District and community leaders and parents will participate in professional development to learn about building partnerships and a leadership structure that values trust and collaboration to develop shared vision and goals. The planning may start by sending representatives to districts that already have successful community schools in place.

*Extended Learning Time and Opportunities* - These might include additional learning time during winter intercessions as well as summer school programs, afterschool programs, and extended instructional time. The additional learning time may focus on intervention and enrichment activities that students might otherwise do not participate in. Activities and learning opportunities might include additional support for English language development, literacy and math, cooking classes, computer coding, yoga classes, chess club, and/or foreign language classes.



# Results of Needs Assessment and Asset Mapping



## Integrated Student Supports

Integrated supports address all students' needs as well as those of family members. The integrated supports retain students in their classrooms for full school day (e.g., MTSS, PBIS, healthcare, mental health support, social services).

An emphasis in this pillar pertains to positive developmental relationships—those that concern the student directly as well as those connecting the various people who support students. The district's mission includes two parallels with this concept:

- Fostering a **collegial or team atmosphere** between home, community, and school **for the benefit of each student**
- Imparting a quality education combined with a **positive learning experience**

The added emphasis (indicated by bold font) in the statements above indicate where the parallel emerges between the district mission and community schools framework. These points from the mission statement—and, by extension, this community schools principle—are echoed in the superintendent's message: "It is my belief that all students can learn in an environment with caring adults, a positive atmosphere, and supportive parents."

KECSD schools are designed around ages or grade levels rather than neighborhoods. Thus, students proceed as a cohort through the district. This feature contributes to a sense of community among students, which aligns to this pillar.

The superintendent's message indicates a commitment to social-emotional needs, which aligns with this pillar and demonstrates an understanding of whole child support: "Our staff is dedicated to meeting each child's . . . social and emotional needs." Evidence of this claim manifests in part through the [Kingsburg Wellness](#) webpage. The webpage includes links to state, county, and community resources. It also offers resources tailored to teachers, parents, and students (see Figure 1). Resources for students are further subdivided by development level/grade. The 2022-23 LCAP articulates a goal regarding mental health (Goal 2.4) which acknowledges that stress adversely affects students' physical, emotional, and psychological health, and ultimately impacts learning.



Figure 1. Kingsburg Wellness Page with Stakeholder Resources



The district uses MTSS, an umbrella term describing approaches that include Response to Intervention (RtI), Sheltered Instruction Observational Protocol (SIOP), and [Positive Behavior Intervention and Supports \(PBIS\)](#). The webpage includes a direct phone line where family and community members can obtain more information. The state awarded the district the Gold Level Award for PBIS structures and practices. Restorative practices such as PBIS contribute to a trusting learning environment and are cited as a component of this pillar, demonstrating another way the district’s work aligns with the community schools framework.

The efforts and commitments outlined above foster positive climate and support consistent attendance. Metrics for Rafer Johnson Junior High School pertaining to attendance—specifically chronic absenteeism and suspensions—appear in Table 1. Students who factor into both metrics include Hispanic and White students as well as those learning English as an additional language, have disabilities, or come from socioeconomically disadvantaged backgrounds.

Table 1. Chronic Absenteeism & Suspensions Rates

<p><b>Chronic Absenteeism</b></p>  <p>Low</p>	<p>3.8% chronically absent</p>	<p><b>Low:</b> Hispanic, Socioeconomically Disadvantaged <b>Very Low:</b> English Learners, Students with Disabilities, White</p>
<p><b>Suspension Rate</b></p>  <p>Medium</p>	<p>6.1% suspended at least one day</p>	<p><b>Medium:</b> English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White</p>

Additionally, results from a locally developed and administered school climate survey suggest that 85% of 7th and 8th graders feel safe at and connected to their schools. In a survey, 77% of parents rated their child's school as excelling or above average in creating a welcoming and safe environment.

The student body at Rafer Johnson Junior High School is mainly comprised of two groups: Hispanic/Latinx and White (see Table 2). Those two groups represent more than 94% of all students on campus.

*Table 2. School-District-County-State Demographic Comparison*

	Rafer Johnson	District	County	State
African American	0.2%	0.2%	4.6%	5.1%
American Indian or Alaska Native	0.2%	0.1%	0.6%	0.5%
Asian	2.2%	2.1%	9.6%	9.5%
Filipino	0.2%	0.1%	0.7%	2.3%
Hispanic or Latinx	67.7%	66.3%	66.3%	55.9%
Pacific Islander			0.3%	0.4%
White	26.4%	26.8%	15.3%	21.1%
Two or More Races	3.1%	3.5%	2.4%	4.3%
Not Reported		0.9%	0.3%	1%

Most recent figures indicate that 42 junior high students are classified as English learners, of whom 39 (or 92.86%) speak Spanish as a native language. The prevalence of native languages other than English appear in Table 3, arranged by grade level.

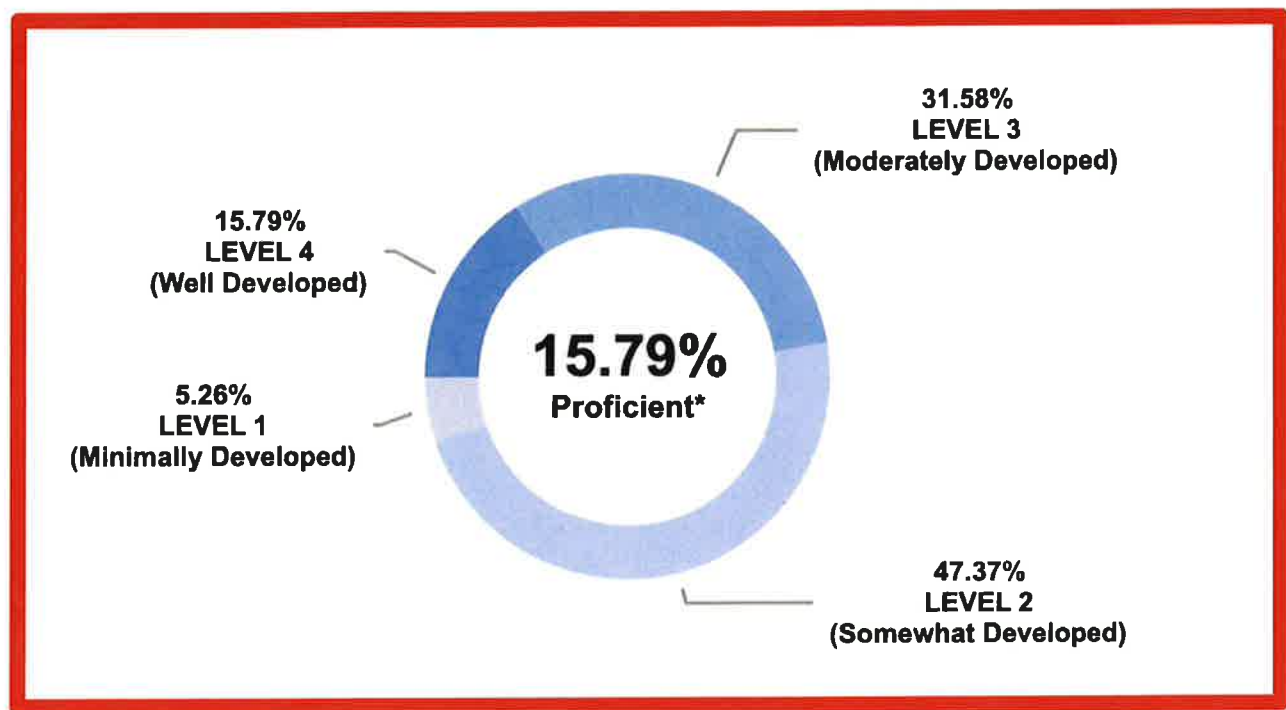
*Table 3. Non-Native English Speakers by Grade*

	7	8
Spanish	21	18
Punjabi	2	
Arabic	1	

Enrollment of English Learners necessitates the integration of supports specific to learning another language. The support provided to ELs is encapsulated in comments throughout the 2022-23 LCAP especially related to MTSS. For example, this note appears in Goal 1.1: Closing the Achievement Gap: "By providing supplemental resources to support scaffolded instruction in MTSS and RTI models, the district expects to close the achievement gap and increase student achievement for the district's EL, Foster Youth, and Low-income student group." SIOP appears as the most specific support used to support English language development. The 2022-23 LCAP indicates that 100% of teachers have implemented SIOP, as detected during walkthroughs and recorded on observation forms. The efficacy of the supports described here reflects in the results of the English Language Proficiency Assessments for California (ELPAC; see Figure 2).



Figure 2. Rafer Johnson Junior High 2021-22 ELPAC Results



The school's most recent ELPAC results lag the district but surpass county results and compare to state outcomes (see Table 4). No clear trends have emerged in ELPAC results over the previous three administrations (see Table 5).

Table 4. School, District, County, State ELPAC Comparison

	Rafer Johnson	District	County	State
Level 4: Well Developed	15.79%	18.00%	12.84%	15.57%
Level 3: Moderately Developed	31.58%	40.40%	34.47%	35.23%
Level 2: Somewhat Developed	47.37%	32.80%	34.14%	30.73%
Level 1: Minimally Developed	5.26%	8.80%	18.56%	18.47%

Table 5. *Rufer Johnson Three-Year ELPAC Trends*

	Level 4	Level 3	Level 2	Level 1
2018-19		69.70%	12.12%	18.18%
2020-21	22.86%	17.14%	37.14%	22.86%
2021-22	15.79%	31.58%	47.37%	5.26%

Reclassification rates in the district have also compared closely with county and state results (see Table 5). However, the onset of the pandemic appears to coincide with marked decreases exceeding the decreases seen across the county and state.

Table 6. *Reclassifications Four Year Trend: District, County, State*

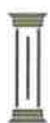
	District	County	State
2018-19	206 (43.8%)	35,421 (47.7%)	1,131,092 (48.6%)
2019-20	209 (47.6%)	36,066 (49.2%)	1,133,977 (49.7%)
2020-21	166 (39.9%)	33,043 (47.3%)	1,053,625 (49.8%)
2021-22	130 (33.2%)	30,220 (43.5%)	963,056 (46.1%)

Input collected during the development of the 2022-23 LCAP included a request to increase mental health supports for students. Input also led to district goals to support special education and MTSS as well as the hiring of learning directors to address PBIS and EL support. Goals also include “intervention for students not proficient” and hiring health personnel and paraprofessionals. All these goals demonstrate an alignment between ongoing district work and the integrated supports pillar.

## Recommendations

- Explore the extent to which stakeholders access social-emotional and mental health resources. Doing so might entail tallies—webpage metrics, the number of counseling sessions, etc. However, this work might invite a listening tour (i.e., focus groups, interviews, listening sessions) and/or surveys that attend to less obvious ways stakeholders use to access those supports.
- Track and analyze referral data to understand the overall impact of integrated supports. Referral data might include office referrals as well referrals to support professionals (e.g., counselors, social workers) who address disruptive behavior.
- Conduct a full inventory of in-class supports as well as the integrity of their implementation. Because of the district's emphasis on support for ELs, this will likely consider SIOP along with other MTSS focuses. However, also attend to practices such as Culturally Responsive Pedagogy and Universal Design for Learning. To accomplish this work, convene focus groups with support structures or groups: for example, academic coaches and learning directors. In some cases, student study teams hold expertise about this topic. However, this review discovered no evidence the KECSD uses SSTs. A full inventory of in-class supports should also include listening tours (i.e., focus groups, interviews, listening sessions) with parents and students. Understanding parents' and students' perspectives provides insight about the coherence of in-class supports, an indirect measure of their presence and impact.





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## Enriched and Expanded Learning Opportunities

Academic support and real-world experiences prepare students to succeed—in school and after graduation. Outside-of-school opportunities reinforce learning student encountered during the school day/year (e.g., early childhood programs, after-school programs, summer school/extended school year).

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Personalized instruction is one way of working within this pillar. The district has demonstrated a commitment to personalized instruction in its mission statement: “The Kingsburg Elementary Charter School District, recognizing the value of each child, will continually strive to inspire students to learn and grow beyond their potential by . . . **providing instruction that meets the individual needs of each student**” (emphasis added). The emphasized portion in the preceding passage suggests an intention to tailor instruction or personalize learning, thus aligning with this pillar.

The superintendent’s message recognizes that such needs may include social-emotional ones (i.e., “Our staff is dedicated to meeting each child’s academic, social and emotional needs.”). To the extent that addressing social emotional needs manifests as intentionally fostering social-emotional skills within routine classroom instruction, the message demonstrates another intersection with this pillar.

Evidence of beyond-classroom learning opportunities appears throughout the district’s website and 2022-23 LCAP. For example, the website includes information about an [Expanded Learning Opportunities Grant Plan](#). The website also outlines commitments to providing education in the areas of

- science, technology, engineering, and mathematics (STEM),
- visual and performing arts,
- physical education and wellness,
- competitive athletics,
- college and career readiness skills, and
- 21<sup>st</sup> century learning.

The LCAP indicates the offering of enrichment programs at Rafer Johnson Junior High School:

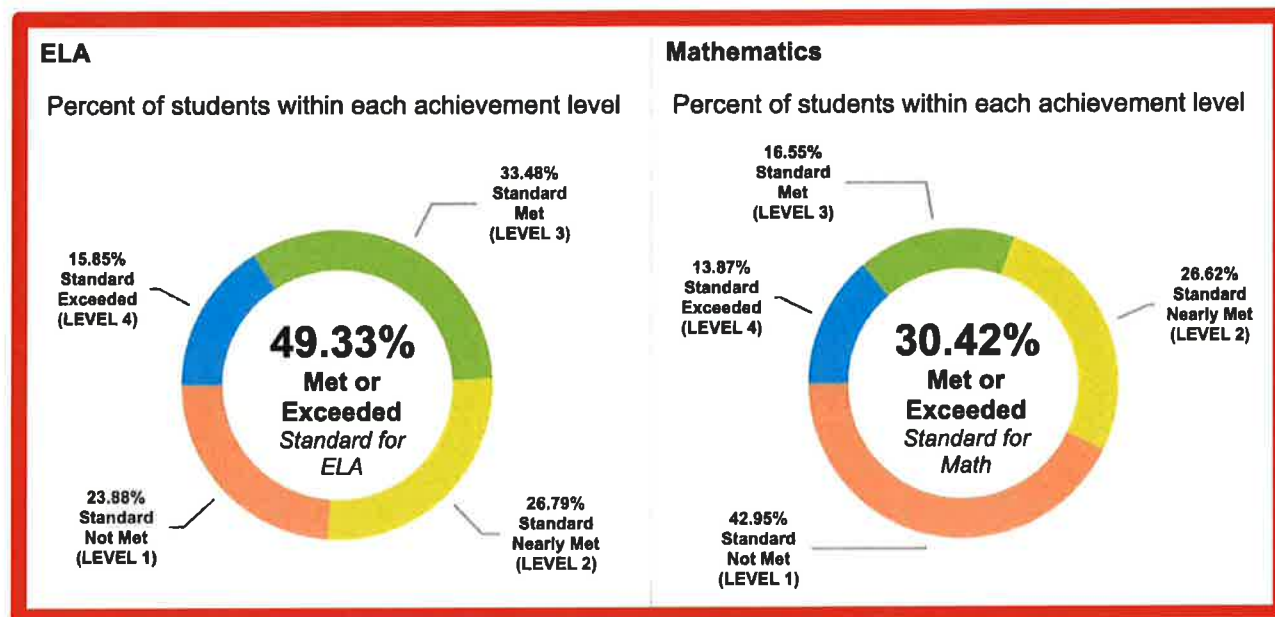
- AVID,
- GATE,
- Arts,
- MESA,
- Career and Technical Education/VROP, and
- Instrumental or vocal music.

These offerings align with this pillar. The provision of music education includes the “use music as a means to explore multicultural traditions, world history, and languages from around the globe,” which additionally indicates alignment with this pillar that it demonstrates consideration of student interests and strengths.

LCAP Goal 3 addresses afterschool intervention and summer school, both of which respond to stakeholder feedback input about including support for students with academic needs. The district has also indicated plans for transportation in the 2022-23 LCAP to facilitate low-income students’, English learners’, and foster youth’s participation in afterschool programs.

Of the four pillars in the community schools model, those pertaining to integrated supports and enriched, expanded learning most directly impact academic performance. Robustly addressing all four pillars will ensure sustained achievement. Because of the closer proximity to these first two pillars, a discussion of academic performance appears here. Figure 3 illustrates the proportions of students at Rafer Johnson Junior High School achieving (i.e., meeting or exceeding standards) at each level on the 2021-22 CAASPP for ELA and mathematics. Nearly half of students met or exceeded ELA standards. Almost a third of students met or exceeded the standards for math.

Figure 3. Rafer Johnson 2021-22 CAASPP Results



The school's ELA CAASPP results compared to district results and slightly outpaced both county and state outcomes (see Table 7). Math performance at Rafer Johnson Junior High School lagged district outcomes but compared with county and state outcomes.

Table 7. School-District-County-State 2021-22 CAASPP Results

	Rafer Johnson	District	County	State
<i>English Language Arts</i>				
Exceeded	15.85%	19.65%	16.84%	20.50%
Met	33.48%	29.68%	25.93%	26.56%
Nearly Met	26.79%	24.73%	23.44%	22.62%
Not Met	23.88%	25.94%	33.80%	30.33%
<i>Mathematics</i>				
Exceeded	13.87%	14.35%	11.62%	16.06%
Met	16.55%	21.63%	16.79%	17.32%
Nearly Met	26.62%	29.26%	25.80%	24.66%
Not Met	42.95%	34.77%	45.80%	41.96%




ELA CAASPP dropped since the COVID-19 pandemic—but have remained stable since the return to in-person learning (see Table 8). Gains in math were negated, demonstrated by a significant reverse in improvements that preceded the pandemic. The second CAASPP administration since the return to in-person learning demonstrates a near return to pre-pandemic levels.

*Table 8. Four-Year CAASPP Trends at Rafer Johnson Junior High School*

	2017-18	2018-19	2020-21	2021-22
<b>English Language Arts</b>				
Level 4: Standard Exceeded	13.03%	16.11%	15.85%	15.85%
Level 3: Standard Met	39.10%	40.17%	33.48%	33.48%
Level 2: Standard Nearly Met	30.35%	28.66%	26.79%	26.79%
Level 1: Standard Not Met	17.52%	15.06%	23.88%	23.88%
<b>Mathematics</b>				
Level 4: Standard Exceeded	18.33%	18.45%	13.87%	13.87%
Level 3: Standard Met	19.76%	23.48%	16.55%	16.55%
Level 2: Standard Nearly Met	31.57%	30.40%	26.62%	26.62%
Level 1: Standard Not Met	30.35%	27.67%	42.95%	42.95%

School performance information in Table 9 stems from the California Schools Dashboard. Metrics represented pertain directly to Rafer Johnson Junior High School. Substandard performance in English Language Arts and Mathematics is attributed to students learning English as another language, with disabilities, or from socioeconomically disadvantaged backgrounds as well as Hispanic students.



English Language Arts		
 <p>Medium</p>	1 point above standard	<p><b>Very Low:</b> English Learners, Students with Disabilities</p> <p><b>Low:</b> Hispanic, Socioeconomically Disadvantaged</p>
Mathematics		
 <p>Low</p>	56.3 points below standard	<p><b>Very Low:</b> English Learners, Students with Disabilities</p> <p><b>Low:</b> Hispanic, Socioeconomically Disadvantaged, White</p>
English Learner Progress		
 <p>High</p>	61.1% making progress towards English language proficiency	<p><b>Decreased at Least One ELPI Level:</b> 11.1%</p> <p><b>Maintained ELPI Levels 1, 2L, 2H, 3L, 3H:</b> 27.8%</p> <p><b>Maintained ELPI Level 4:</b> 2.8%</p> <p><b>Progressed at Least One ELPI Level:</b> 58.3%</p>

## Recommendations

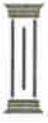
Synthesize evidence of enriched in-classroom instruction. This information might be captured as a simple inventory embedded into an existing process. For example, a list of enriched instructional activities might be consulted during classroom observations and walkthroughs before being aggregated. Such a process might occur within regularly scheduled support activities. Academic coaches, learning directors, et al. should be consulted in this process—perhaps when the final inventory of activities is available. Those who oversee curriculum and instruction might note why some activities do not occur or appear during observations and walkthroughs.

Gauge awareness of expanded learning opportunities. This review could not decipher how the district and schools disseminate information about opportunities throughout the community. Work toward this objective should include perspectives from both those involved in such dissemination work as well as the experiences of families and students. An abbreviated approach might suffice to capture information about how information is disseminated. A survey or inventory distributed electronically could identify all the means used to share information about expanded learning. However, a broader assortment of strategies would capture more information from families and students about what information they see (and imply what media they engage with). A listening tour (i.e., focus groups, in-person surveys, listening sessions, interviews) would likely suit parents and students.

Measure participation in enriched and expanded learning opportunities, especially representation across groups. In this step, the total number of participants and their association with groups matters rather than the identity of those students. Tallies and observational data will rely on insight about whether students have disabilities, are classified as English learners, or come from low-income families. Directors or coordinators of expanded learning opportunities may have some insight and could be surveyed or otherwise consulted (e.g., interviews).

Determine resources or support needed for summer and afterschool programs. Aggregate information about programs—especially in a form that aligns with the 12 [Quality Standards for Expanded Learning Programs](#). This information may already exist and be accessible at each site through principals and/or directors/coordinators of expanded learning programs.

Explore the alignment of curriculum and learning across afterschool and regular classroom activities. Note that this may be indicated in existing evaluations of expanded learning programs. Appraise the availability of relevant materials (e.g., textbooks or worksheets being used in student's classes, classroom teachers who also provide tutoring or other academic support in the program). Accomplishing this work may require observations of expanded learning activities. Pursuit of this objective should also include listening tours (i.e., focus groups, interviews, listening sessions) of key stakeholders with direct experience (e.g., students, tutors, director/coordinator).



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## **Family and Community Engagement**

Community schools move beyond involvement and aspire to engage family and community members in co-learning, cross-dialogue, and shared understandings (e.g., home visits, home-school collaboration, community partnerships).

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Two points from the district's mission statement clearly connects with this pillar:

- Fostering a collegial or team atmosphere between home, community, and school for the benefit of each student
- Presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas about improving the district

Fostering a partnership indicates a commitment to engagement while establishing an open-door policy demonstrates the district's commitment to ensuring such engagement is bidirectional. The superintendent's message reinforces these points about the mission: "Strong schools and a strong community go hand in hand. Together we can build a strong educational foundation for every student. I look forward to continuing to build strong parent and community partnerships, which are essential in fostering student success."

The district characterizes itself as "community aligned": "Kingsburg is structured as a community aligned school system instead of a neighborhood school system. All students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community." The charter framing the district is fully supported by all teachers and parents.

The district engages in collaborations with city government to

- co-development city parks that also serve as school playgrounds,
- co-sponsor afterschool programs, and
- serve as members on planning committees serving either entity.

Additionally, schools host community events. Local citizens and businesses provide donations. The district operates a Bond Oversight Committee. Parent-teacher-administrator collaborations address

- curriculum,
- school structure,
- school environment, and
- student success initiatives.

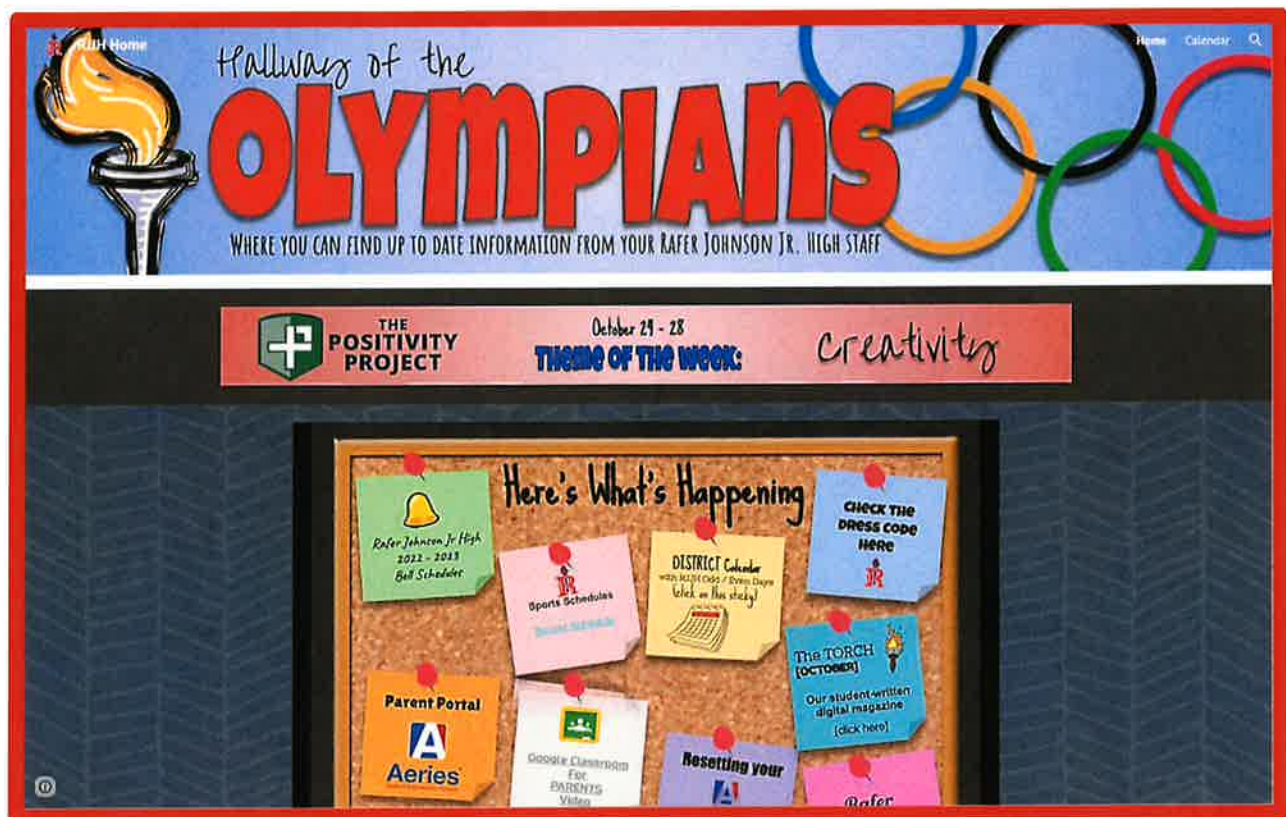
The 2022-23 LCAP development process included engagement

- at staff, parent, and board, and district leadership meetings;
- through student, parent, and staff surveys; and
- with school site committees, English Learner Advisory Committee, District English Learner Advisory Committee, Parent Advisory Committee.



A district-wide academic practice representing engagement manifests in the [Kingsburg Reads One Book](#) program, which highlights various stakeholders reading from materials common across the district. Rafer Johnson Junior High offers a “Virtual Hallway” that features parent-tailored information (see Figure 4).

Figure 4. Virtual Hallway at Rafer Johnson Junior High



Additionally, all teachers meet with parents during parent conference week. The district employs a “Home Team” to increase targeted outreach and engagement. The team consists of a behavioral interventionist, attendance specialist, counselors, and a local resource center. They directly impact school attendance by addressing family needs. Some of the services they provide address meals, technology, academics, and transportation. They also conduct home visits. All services that fall to the Home Team align with this pillar.

Information from the California School Dashboard reflecting parent engagement, reflective of the 2020-21 academic year, appears in Table 10. Table 10 lists the rating for each item in the subscale as reflected in Figure 5. The district achieved high ratings across all 12 items: 8 achieving the highest ranking of “Full Implementation and Sustainability” and 4 scoring “Full Implementation.” Those four pertain to creating welcoming environments for families, developing multiple opportunities for two-way communication, ensuring input from all families—especially those from under-represented groups, and involving all stakeholders in collaborative activities.

Figure 5. California School Dashboard Rating Scale



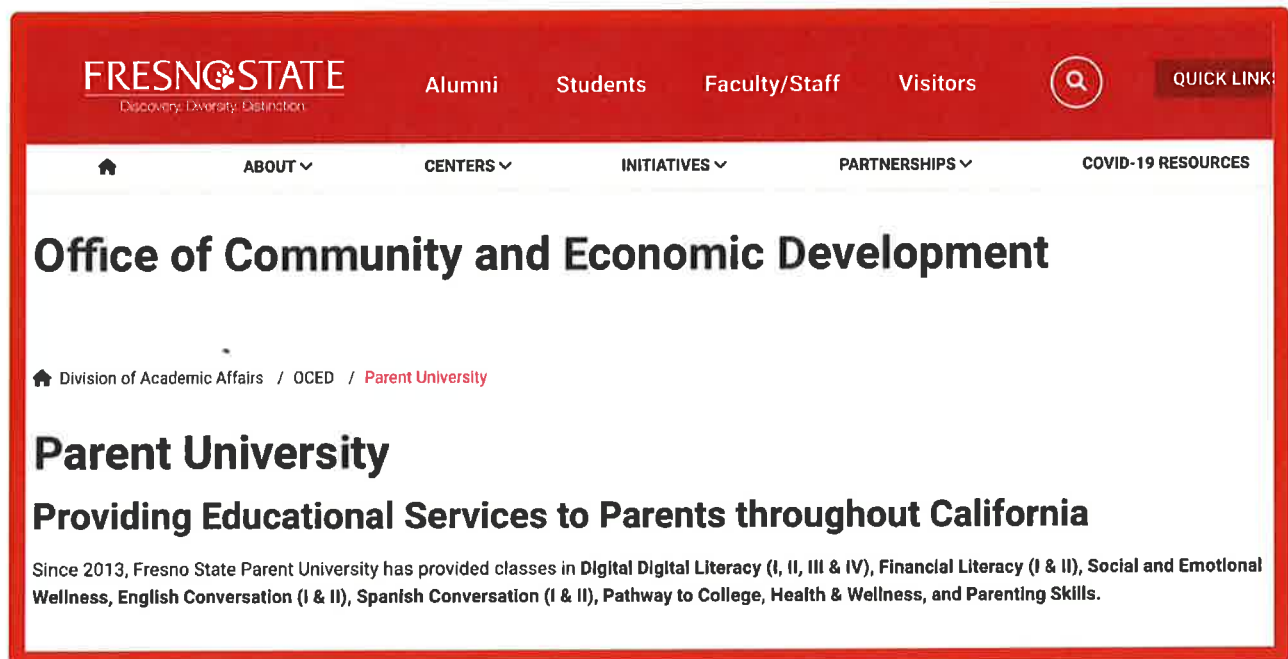
Table 10. Parent Engagement Ratings

Parent Engagement: Progress in... (2021)	Implementation Stage
Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	Blue circle
Creating welcoming environments for all families in the community.	Green circle
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Blue circle
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.	Green circle
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	Blue circle
Providing families with information and resources to support student learning and development in the home.	Blue circle
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.	Blue circle
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.	Blue circle
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	Blue circle
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	Blue circle
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.	Green circle
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.	Green circle

An LCAP goal (4.6) targets involvement, specifically among parents of English Learners and low-income students who “often participate less in school than other parents.” Intersecting feedback noted the need for parent workshops that focus on English for speakers of other languages and technology. The goal includes plans to provide childcare to support parent participation. The district also outlined an intention to implement the WATCH D.O.G.S. (Dads of Great Students) Program developed by the National Center for Fathering. To the degree that it provides an opening to engage in co-learning and cross-dialogue, both of which epitomize intentions of this pillar.

The district also formed a partnership with the Office of Community and Economic Development at Fresno State University to offer Parent University (see Figure 6). OCED provides a menu of parent courses covering digital and financial literacy, social and emotional wellness, English and Spanish conversation, pathways to college, physical health and wellness, and parenting. The curriculum enables parents to support their children as well as navigate the educational system, both points which align to this pillar.

Figure 6. Fresno State Parent University Website





## Recommendations

- Appraise families' experiences of engagement efforts. This work would entail exploring opportunities for extensive, culturally and linguistically appropriate, and affirming engagement between families and district personnel. In essence, this work pursues the question of the quality of interactions between the district/school and families. It might also explore families' preferences for engaging in two-way communication (e.g., digital, phone, in person). Consider employing a full listening tour to capture this information (i.e., focus groups, listening sessions, surveys, interviews).
- Determine and implement quality indicators of engagement strategies. New or re-oriented strategies—such as Parent University and The Home Team—can be assessed to determine their impact and growth. This objective invites the use of formative and summative strategies. Formative strategies might range from tallies of activities (e.g., how many home visits each week) to slightly more in-depth explorations (e.g., random surveys of select families who interacted with The Home Team). Summative strategies might include larger groups invited to participate in a listening tour (i.e., focus groups, interviews, listening sessions) or asked for more information (i.e., a longer survey than the one used formatively).
- Identify pathways to information. This recommendation parallels the above comment about preferences for communication. One useful prompt for pursuing this objective might be, "To what extent do families rely on school websites to obtain information?" If information about certain resources or experiences (e.g., afterschool programming) is not contingent on web-based content, the district might avoid expending resources to develop content where it is not needed. Pursuit of this objective would best fit a listening tour (i.e., listening sessions, focus groups, surveys, interviews). Educators might be provided a parallel opportunity for input—one that focuses on ways they have succeeded (or not) at establishing lines of communication with families.



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## **Collaborative Leadership and Practices**

A culture of professional learning, collective trust, and shared responsibility for results emerges amongst educators and administrators as well as students, families, and community members (e.g., professional development for school culture/climate transformation, trauma-informed care, and/or social-emotional learning).

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KECSD's 2022-23 LCAP notes that "the community and staff have . . . developed into a community-wide professional learning community," exemplifying this pillar. The district's mission implies two possible ways the district commits to this pillar:

- Imparting a quality education combined with a positive learning experience
- Presenting an open-door policy allowing all people concerned with the well-being of each student to communicate their ideas about improving the district

The first point emphasizes quality education, which is often pursued through professional learning. The second point, with its emphasis on two-way communication, suggests interests in collective trust and shared responsibility for results.

The superintendent's message to the community similarly implies commitments that epitomize this pillar: "Our School Board and District Leadership Team are committed to providing each school with the necessary resources to ensure success. We are thankful to our parents and community members who give to our schools generously in terms of their time, talent, and resources." The emphasis in this message on providing resources for success manifests a belief in shared responsibility—in this case, the district's responsibility epitomized in providing resources. The message suggests that parents and community members also share responsibility, as manifested in their contributions.

The district charter details responsibilities of all stakeholders regarding education, which contributes to a sense that everyone involved shares responsibility for student growth and achievement. The district notes that the charter framing the district design enables parents to feel responsible for their children's education. The charter is also credited for partnerships with parents for the education of students. The emphasis on shared participation and responsibility aligns with this pillar.

The current LCAP notes that "the school community worked together as a professional learning committee to analyze data and provide input on the next steps to address student needs." This pillar stresses the need to share goal development through data reviews. The district's practice of forming a school PLC to analyze data demonstrates work that relates to this pillar. Such work also contributes to the formation of a trusting environment, which also relates to this pillar. The LCAP notes that data was also collected through teacher observations and walkthroughs. To the extent that teacher observations and walkthroughs intend to culminate in relevant and nurturing support, they also align to this pillar.

Opportunities for stakeholders to participate in school-specific leadership is indicated particularly through School Plans for Student Achievement. For example, the SPSA for Rafer Johnson Jr. High indicates the contributions of administrators, teachers, parents, students, and staff—some of whom hold multiple roles (e.g., parents who are also employees). School Site Councils, such as the one that completed the SPSA for Rafer Johnson Jr. High, are cited as demonstrations of work relevant to this pillar—especially as they are representative, guide school efforts, and offer opportunities for participation to a broad constituency.

Goal 2 of the 2022-23 LCAP indicates an intent to form professional development opportunities around pedagogy/instructional planning and data use to support student mastery of state standards. The LCAP also

notes a plan to partner with Fresno County Superintendent of Schools to offer professional development related to math, with district academic coaches providing follow-up support. Weekly professional learning communities are also in place. The indications of administration-level structures for professional development demonstrate how the district works toward this pillar.

Specific topics planned for professional development include

- new math framework,
- social-emotional learning,
- Sheltered Instruction Observation Protocol,
- implementation of state standards,
- Integrated and Designated English Language Development, and
- extra support for ELs, foster youth, and low-income students.

Some of these topics are either named in descriptions of the pillar or contribute to school transformation, thus aligning with the pillar.
























Table 11 demonstrates ratings for the implementation of academic standards reported through the California School Dashboard. The rating scale appears in Figure 7. Table 11 lists the rating for each item in subscales pertaining to professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership. Only three of 23 areas require prompt attention: professional development for History – Social Science as well as implementation of Career and Technical Education and World Languages standards. The other 20 areas received high ratings.

Figure 7. California School Dashboard Rating Scale





Table 11. Ratings of Academic Standards Implementation

Implementation of Academic Standards (2021)	Implementation Stage
<b>Professional Development</b>	
English Language Arts – Common Core State Standards for English Language Arts	
English Language Development (Aligned to English Language Arts Standards)	
Mathematics – Common Core State Standards for Mathematics	
Next Generation Science Standards	
History - Social Science	
<b>Instructional Materials</b>	
English Language Arts – Common Core State Standards for English Language Arts	
English Language Development (Aligned to English Language Arts Standards)	
Mathematics – Common Core State Standards for Mathematics	
Next Generation Science Standards	
History - Social Science	
<b>Policy and Program Support</b>	
English Language Arts – Common Core State Standards for English Language Arts	
English Language Development (Aligned to English Language Arts Standards)	
Mathematics – Common Core State Standards for Mathematics	
Next Generation Science Standards	
History - Social Science	
<b>Implementation of Standards</b>	
Career Technical Education	
Health Education Content Standards	
Physical Education Model Content Standards	
Visual and Performing Arts	
World Language	
<b>Engagement of School Leadership</b>	
Identifying the professional learning needs of groups of teachers or staff as a whole	
Identifying the professional learning needs of individual teachers	
Providing support for teachers on the standards they have not yet mastered	

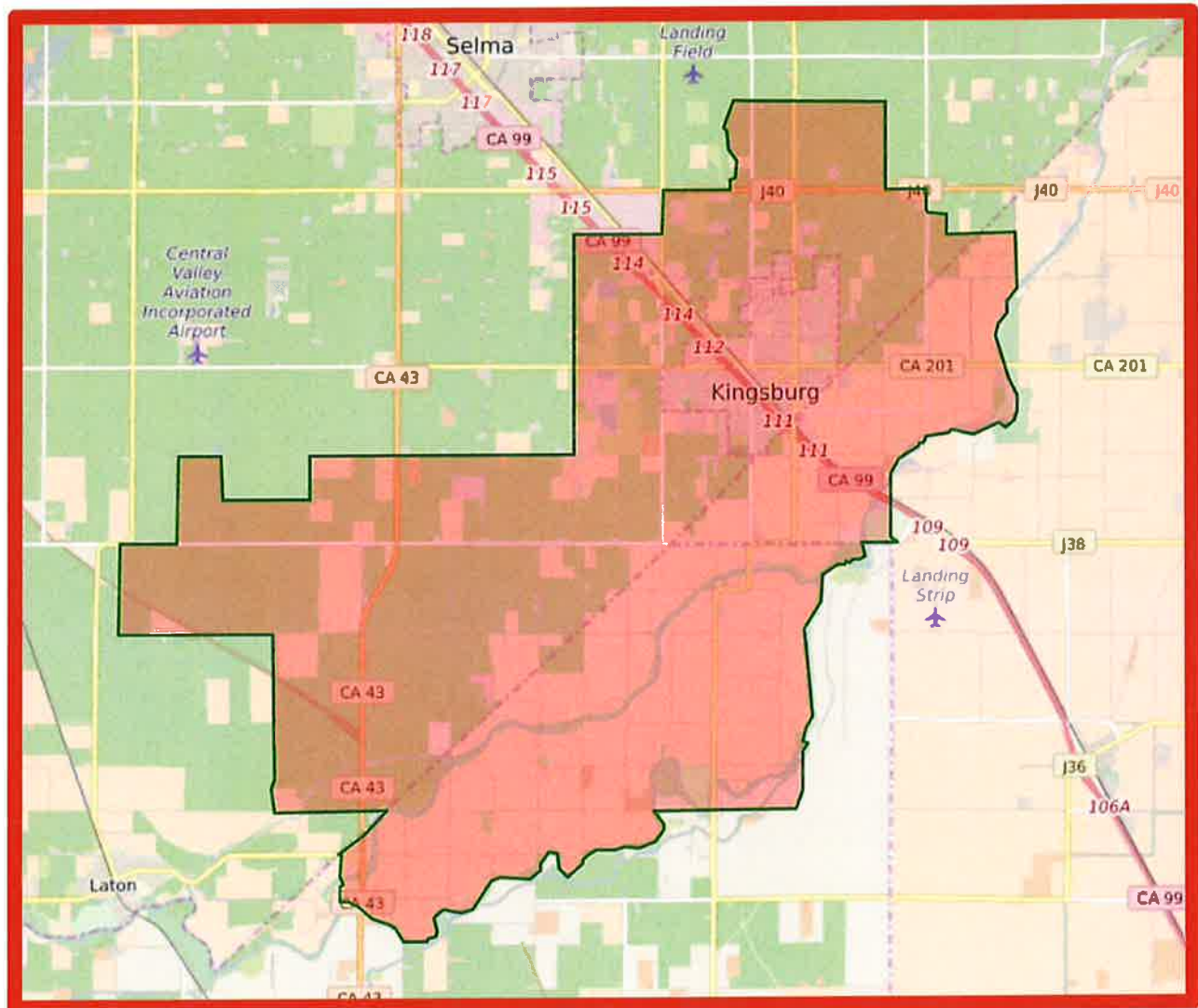
## Recommendations

- Consider interest and/or need for professional development related to culturally and linguistically responsive instructional practices. This work might suit existing means for collecting information about professional development needs. If clarification or discussion is required, a focus group might also suffice this work.
- Determine the extent to which those involved in expanded learning opportunities and classroom teachers share learning, expertise, and tools. To do so, begin with a survey. If responses indicate robust sharing, expand this work to collect more details, which would entail a listening tour (i.e., focus groups, listening sessions, interviews) and/or observations—especially of events where such sharing occurs or when shared learning, expertise, and tools are used in a new setting.
- Investigate the efficacy and impact of site leadership teams. Guided questions about representation of teams, examples of shared goal setting and data analysis, and decision making would drive this effort. Those questions might be asked in more intimate opportunities such as interviews or surveys.

## Community Resource Scan

KECSD's service area is illustrated in Figure 8. Potential and current community partners appear in this section.

*Figure 8. Kingsburg Elementary Charter School District Map*





### Agriculture

Abundant Harvest Organics  
Ag Hardware  
Agdesin Incorporated  
Berry Lady Farm Store  
Bortolussi Farm  
Brent Jackson Farms  
Carsey Ranch  
Foster Commodities  
Greenleaf Farms  
GUSS Automation  
JJ's Rabbit House  
K9 Solutions  
Kingsburg Veterinary Clinic  
Nutrius  
Orisio Dairy Cattle Sales  
Peyton Ranch  
Pitman Farms  
Rhodes Family Farms  
T&C Vineyards  
Topsoil Ag Solutions Incorporated

### Construction

Anderson Landscape Construction  
Anderson Striping & Construction Services  
Brandon Garrett Construction  
Bryans Classic Colors  
Casa de Ceramica  
Central California Corrugated  
Crown Construction & Cabinets  
Drew De Long Construction  
Nelson's Ace Hardware

### Design & Advertising

Andrew Metz Photography  
Get Noticed Signs  
Print Theory  
Sadekmia Web Design

### Financial Services

Gold Standard Mortgage  
Nelson & Associates Accounting  
R&R Financial Services

### Fitness

Anytime Fitness  
Kings River Country Club  
Roughhouse Athletic Equipment  
Wicked Wayz Bicycle Club

Workouts Unlimited  
Yu's Taekwondo

### Health, Nutrition, & Well-Being

Body Health Massage Clinic  
California Dairy Council  
Central California Food Bank  
Christensen Family Orthodontics  
Crestwood Behavioral Health  
Jason Rountree Family Dentistry  
Kingsburg Family Dental  
Kingsburg Smile Center  
Paul Yamashita OD  
Pilos First Aid & CPR  
Tricounty Family Medical Clinic  
United Health Centers

### Miscellaneous

Cencal CNC  
Design Machine & Manufacturing  
DS Liquidation Services  
Fab Tech of the Central Valley  
Jack's Refrigeration  
K Corporate Center  
Resharp  
Rodney H Holt & Company  
Safe Food Alliance  
Sierra Packaging Solutions  
Wildwood Packing & Cooling

### Nearby Educational Organizations

Andrade's Christian Preschool  
Avila Daycare  
Caruthers Unified  
Clay Joint Elementary  
Cutler-Orosi Joint Unified  
Dinuba Unified  
Fowler Unified  
Fresno County Superintendent of Schools\*  
Hanford Joint Union High  
Happy Days School  
Imaginarium Learning Center  
Jubilee City Preschool  
Kings Canyon Joint Unified  
Kings County Office of Education\*  
Kings River Union Elementary  
Kingsburg Joint Union High  
Kingsburg Violin  
Kingsburg Vocal Academy  
Kit Carson Union Elementary

Lakeside Union Elementary  
Laton Joint Unified \*  
Monroe Elementary  
Pacific Union Elementary  
Parlier Unified\*  
Raisin City Elementary  
Reedley College  
Riverdale Joint Unified \*  
Selma Unified  
Traver Joint Elementary  
Tulare County Office of Education  
Visalia Unified

### Nonprofit

Centro La Familia  
Kingsburg Community Assistance  
Senior Center  
Social Vocational Services  
United Way of Fresno and Madera Counties  
Young Life

### Parent Engagement Organizations

Parent Institute for Quality Education  
Parent University by the Office of Community  
and Economic Development at Fresno State  
University

### Public Services

Central Valley Regional Center  
City Hall  
Fresno County Department of Behavioral Health  
Fresno County Department of Public Health  
Fresno County Department of Social Services  
Fresno Economic Opportunities Commission  
Kingsburg Fire Department  
Kingsburg Train Depot  
Police Department  
Public Works  
U.S. Postal Service

### Transportation

Amit Trucking, Incorporated  
ATI Service  
Carson Trailer  
Cheema Transport  
Cox Transport  
Wildwood Express

<b>Rafer Johnson Jr. High CCSPP Advisory Council</b>	
<b>Name</b>	<b>Title</b>
Melody Lee	Principal
Linda Simmons	Learning Director
Micheal Ruiz	Learning Director
Shelby Byrd	Counselor
Christopher Bouck	Teacher
Niko Alo	Teacher
Minerva Ortiz Castro	Parent
Elena Sanchez	Parent

<b>Kingsburg Elementary Charter School District CCSPP Leadership Team</b>	
<b>Name</b>	<b>Title</b>
Wes Sever	Superintendent
Matt Stovall	Assistant Superintendent
Bobby Rodriguez	Chief Business Officer
Laura North	Director of Expanded Learning and English Learner Programs
Tricia Penner	School-Community Liaison
Linda Simmons	Learning Director, Rafer Johnson Jr. High School
Melody Lee	Principal, Rafer Johnson Jr. High School
Shawn Marshall	Principal, Roosevelt Elementary
Lauren Galli	Principal, Lincoln Elementary
Ashley Valdez	Learning Director, Lincoln Elementary
Kerry Pickrell	Principal, Reagan Elementary
Amie Rogers	Learning Director, Reagan Elementary
Lisa Regier	Principal, Central Valley Home School
Amy Winchell	Principal, Washington Elementary
Maria Gutierrez	DELAC Representative
Erin Pasillas	Director of Special Ed/Pupil Services
Steven Brett	Kingsburg Lions Club Representative
Aida Rushing	Director of Kingsburg Community Assistance Programs





# RAFER JOHNSON JR. HIGH SCHOOL

## Community School Meeting Minutes/Notes

*Date | time* January 18, 2023/2:30 pm | *Meeting called to order by* Principal, Melody Lee

### In Attendance

<b>Melody Lee</b>	<b>Rafer</b>	<b>Principal</b>
Linda Simmons	Rafer	Learning Director
Michael Ruiz	Rafer	Learning Director
Charlotte Allen	Rafer	Teacher
Niko Alo	Rafer	Teacher
Christopher Bouck	Rafer	Teacher
Shelby Byrd	Rafer	Teacher
Cindy Carender	Rafer	Teacher
Esteban Encinas	Rafer	Teacher
Adam Fryatt	Rafer	Teacher
Janet Johnson	Rafer	Teacher
Lisa Kiser	Rafer	Teacher
Madisen Gai	Rafer	Teacher
Loren Nikkel	Rafer	Teacher
Stephen Olmos	Rafer	Teacher
Solveig Olson	Rafer	Teacher
Crystal Ramos	Rafer	Teacher
Emily Rossiter	Rafer	Teacher
Katie-Lynn Sandoval	Rafer	Teacher
Jeff Sibley	Rafer	Teacher
Jeremy Yarbrough	Rafer	Teacher

### Approval of Minutes

N/A

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## District Community Schools Implementation Grant Presented

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The meeting was called to order by Principal Melody Lee at 2:30 pm. Mrs. Lee introduced Melanie Sembritzki, Coordinator of Community Schools Special Project. Those in attendance participated in an icebreaker activity to prepare their mindsets and to activate their creative thinking and imagination. The staff actively participated in the activity. The activity utilized an analogy between a piece of cloth and our students. The staff used their imagination to turn the ordinary piece of cloth into something valuable and useful. Mrs. Sembritzki pointed out that our students start out with a lot more potential than the piece of cloth used, and with support can reach and surpass their potential and become successful adults. Those in attendance discussed the many programs implemented by the district and shared barriers to impede students' learning. The analogy was used to frontload the discussion of community schools and how they support students and their families.

Mrs. Sembritzki shared a slideshow which described what a community school is and how they support students and their families. The presentation also included:

- The community schools framework
- 4 Pillars
- Budget
- Examples and descriptions of existing community schools
- Needs Assessment and Community Asset Mapping
- Barriers that impede student learning
- Root Cause Analysis
- Next Steps

Throughout the presentation the staff took time to discuss each subject, including the needs assessment and how it relates to the LCAP, as well as barriers that keep students from learning. Much of the discussion centered around the need for more mental health services and supports. The staff specifically requested more support for mental health and a school/community liaison at every site. They expressed great appreciation for the work that the district's two liaison do, but shared that there are many other students in need of their support and often staff do not have the time or resources to address each students' needs or even know they exist. PE teachers Chris Bouck and Niko Alo also requested that the district look into a partnership with Adventist Health. Chris Bouck stated that he has already started having conversations with Adventist Health and that they are interested in researching a possible collaboration between groups. Mr. Bouck and Mr. Alo envision a community fitness center where students and community members have the opportunity to access gym equipment and other fitness equipment and resources, at no cost, and with adult/professional support and supervision.

Prior to the end of the meeting the staff was asked to share their thoughts by participating in a google form/survey.

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## Meeting Adjourned

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The meeting was adjourned at 3:30 pm.



# KECSD ADVISORY COMMITTEE

## Community School Meeting Minutes/Notes

*Date | time* March 14, 2023/1:30 pm | *Meeting called to order by* Melanie Sembritzki

### In Attendance

Melanie Sembritzki	Community School Coordinator, Special Project
Bobby Rodriguez	CBO
Laura North	Director of EL and Extended Programs
Shawn Marshall	Principal, Roosevelt School
Linda Simmons	Learning Director, Rafer Johnson Jr. High School
Trecia Penner	School/Community Liaison
Aida Rushing	Community Member, Director of KCAPS

### District Community Schools Implementation Grant Presented

The meeting was called to order by Melanie Sembritzki at 1:30 pm. The notes/minutes from the previous meeting were reviewed. The committee agreed that the common thread and request from every group was for more support in the area of mental health. Mrs. Sembritzki then shared the notes/minutes from three additional educational partner meetings which took place after the most recent advisory committee meeting. The minutes from the EL parent group, the sub-advisory committee, and the Lion's Club were shared. The Sub-Advisory committee which is made up of members of the district's certificated staff, agreed that additional mental health support for students should be at the forefront of the community schools program. The advisory committee appreciated the input from both the EL parent group and Lion's Club, and though the focus was in different areas, the committee agreed that their input was of extreme value and that, at some point, their recommendations should be addressed.

District CBO, Bobby Rodriguez, shared with the group a draft of what the budget might look like if the district focus was on providing more mental health support.

- 1 Community Schools Director
- 2.4 Counselors
- 4 Family Liaisons
- 1 Family Engagement Assistant
- Curriculum Parenting Partners
- Student Transportation Van
- School Resource Officer

The advisory committee was in full support of the tentative budget and the district's focus to provide additional mental health support for students and their families.

Melanie Sembritzki thanked members of the committee for their time and expressed appreciation from the district. The meeting was adjourned at 2:20 pm.

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### Meeting Adjourned

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The meeting was adjourned at 2:20 pm.



# Findings Brief

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Rafer Johnson Jr. High Listening Tour

for the  
California Community Schools Partnership Project



# Introduction

To plan for the California Community Schools Partnership Project (CCSPP), Kingsburg Elementary Charter School District launched a listening tour. This brief describes findings from the visit at Rafer Junior High School, particularly input from teachers and parents. This part of the listening tour involved various methods for soliciting input as indicated below:

## Teachers

- Inventory
- Listening sessions

## Parents

- Focus group

Questions stemmed from the four pillars of the community school framework that aligned with priorities identified in the *Preliminary Data Review*. Teacher questions reflected all four pillars whereas parent questions aligned with three of the four (see Table 1). Input collection tools appear in the [appendix](#).

Table 1. Question Alignment to Pillars by Stakeholder Group

	Parent Questions	Teacher Questions
<b>Integrated Student Supports</b> that address students' academic, physical, social-emotional, and mental health needs to help them succeed	✓	✓
<b>Enriched &amp; Expanded Learning</b> which include academic support and real-world educational experiences	✓	✓
<b>Family &amp; Community Engagement</b> which acknowledges family and community members as partners in supporting and educating students	✓	✓
<b>Collaborative Leadership &amp; Practices</b> to establish a culture of professional learning, collective trust, and shared responsibility between educators and administrators		✓

# Teacher Input

Teachers could complete an inventory, participate in an intimate discussion, or participate in both activities. Results from either approach are discussed in the following subsections.

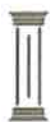
## Teacher Inventory

Teachers identified approaches they used in the classroom, the frequency of using those approaches, and their preference for professional development related to specified approaches. Doing so aligns to the three of the four pillars as outlined in Table 2.

Table 2. Excerpts from the CCSPP Framework that Align to Teacher Questions

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### Integrated Student Supports



Interdisciplinary teams/systems to ensure that all students and families have access to well-coordinated supports that focus on both prevention and early intervention, as well as effective treatment. These approaches can engage school staff, families, and community partners in meeting regularly to assess students' strengths and needs, connect students with appropriate services, and track their learning progress over time.

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### Enriched & Expanded Learning



In-classroom instruction supports inquiry- and problem-based learning around rich, relevant tasks that are culturally and community connected and collaboratively produced. Educators make instructional approaches accessible through language scaffolds and linguistically sustaining practices, culturally responsive pedagogies, and Universal Design for Learning approaches. After-school and summer programs reinforce rich learning and meet student needs in a warm, caring environment; last long enough to make an impact; and provide high-quality, meaningful learning opportunities. They have well-trained staff; a student-centered curriculum that complements school day/year learning; enriching and engaging extracurriculars; and strategies that ensure consistent, stable student participation.

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### Collaborative Leadership & Practices



Professional development to transform school culture and climate and center pupil learning focuses on key teaching and learning practices. It incorporates active learning opportunities, collaboration, modeling, coaching and expert support, as well as opportunities for feedback and reflection. Collaboration structures support shared learning and build trust within the school community. Staff from expanded learning and early learning programs benefit from ongoing training and support as well as share knowledge, expertise, and strategies. A site-based leadership team is well-facilitated and representative of the school community. It guides collaborative planning efforts and oversees the implementation of programs and services. Shared goals, plans, and data are integrated into regular planning efforts and based on a shared vision of student success.

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Figure 1 demonstrates how frequently teachers used strength- or asset-based pedagogy or participated on interdisciplinary teams to support students. Sheltered Observation Instruction Protocol occurred most frequently, followed by project- and inquiry-based learning. Pedagogy used on a weekly basis also included culturally responsive teaching and Universal Design for Learning, along with participation on Student Study Teams.

*Figure 1. Frequency of Approaches & Activities*

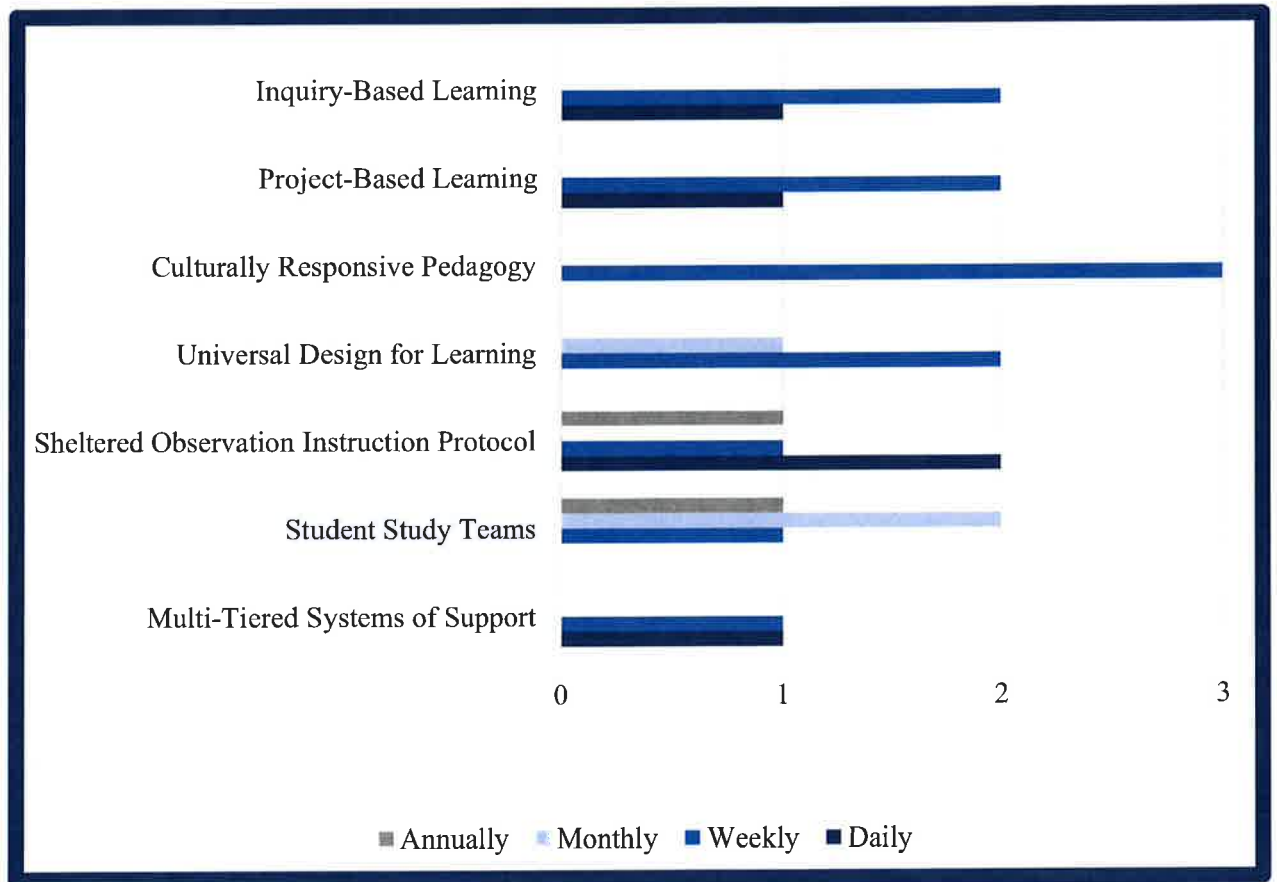




Figure 2 conveys teachers' preferences for forms of professional development based on the pedagogy or system of support. One respondent indicated an exclusive preference for individualized coaching for all pedagogies. Another preferred only peer-to-peer learning. Observation and feedback elicited the fewest responses, with instruction a close second. Respondents favored peer-to-peer learning and individualized coaching across all options.

*Figure 2. Preference for Professional Development Mode*

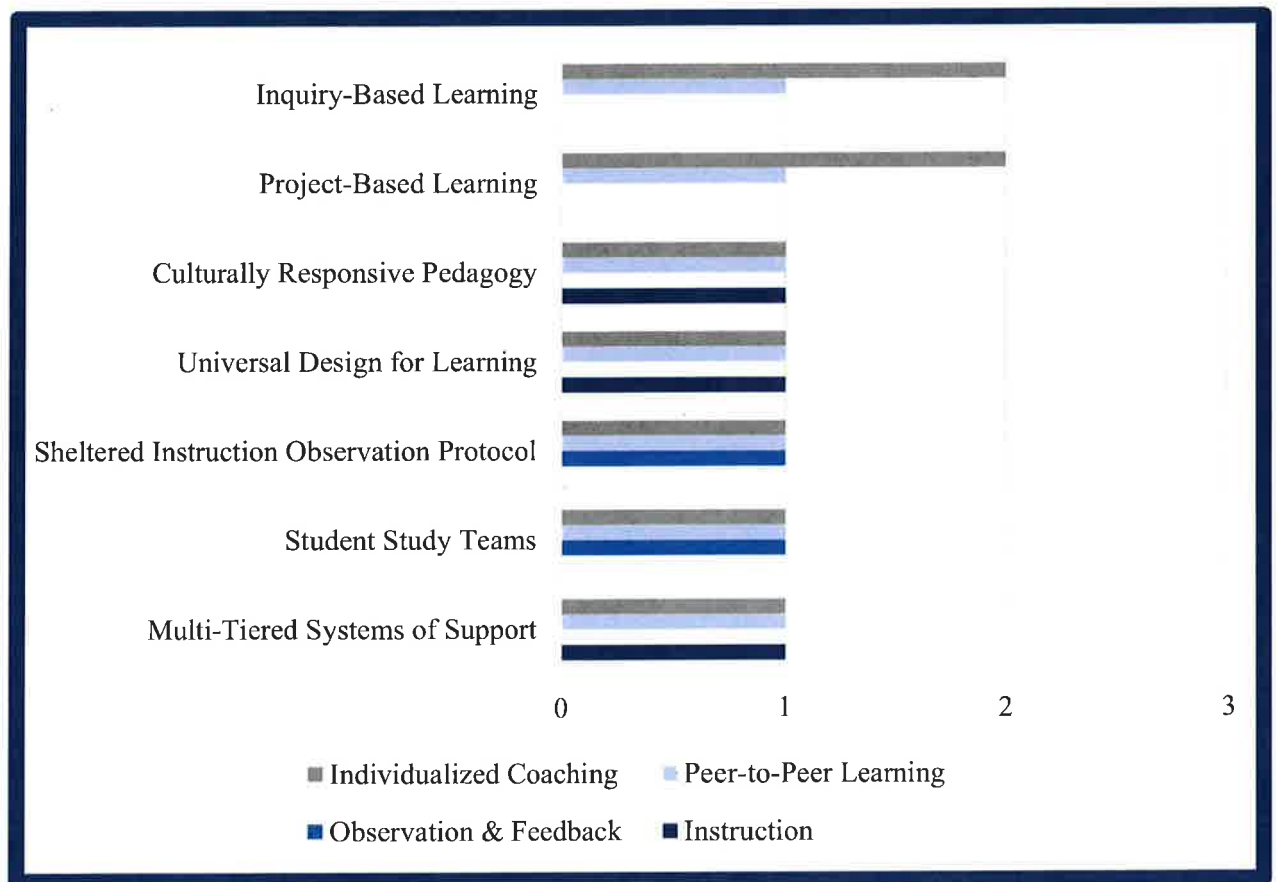
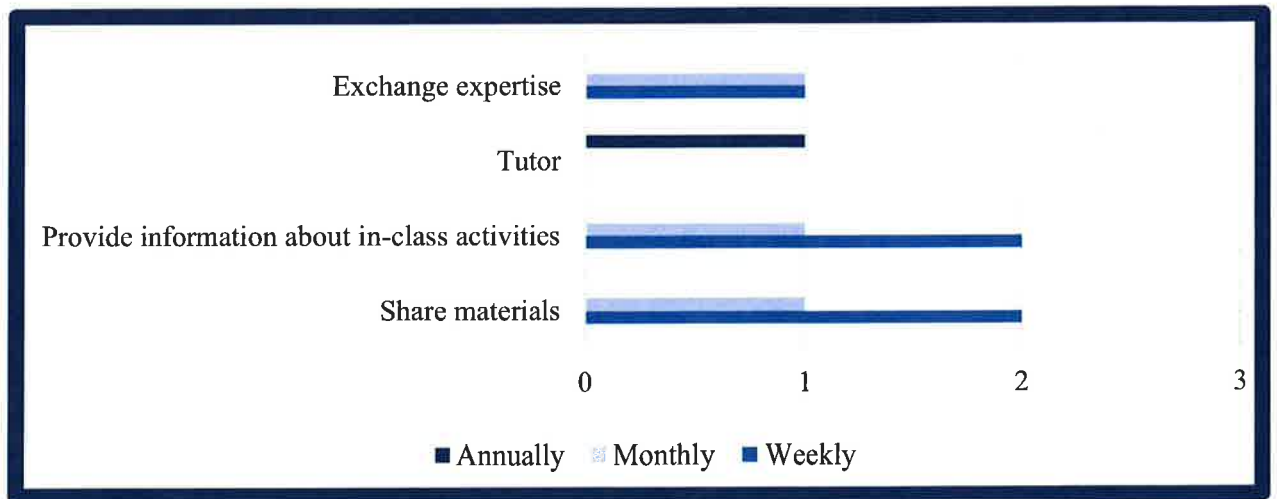


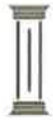
Figure 3 conveys teachers' habits of engaging with afterschool program personnel in various ways. None of the teachers indicated that their habits occurred daily. However, most other activities occurred monthly or weekly. Only tutoring occurred less frequently.

*Figure 3. Type & Frequency of Engagement with Afterschool Program*



## Teacher Listening Sessions

Questions for the listening sessions cross all four pillars of the Community Schools framework. They also aligned with intentions that resulted from the *Preliminary Data Review*. They appear in the [appendix](#). The summary of those conversations has been arranged by pillar. A pervasive theme accompanying these listening sessions centered on distinguishing the school's current administration from previous ones—specifically, by commending the current administration for improvements it has fostered.



### Integrated Student Supports

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One teacher believed that “lots [of students] need [mental] help but don’t get it.” The same teacher noted that their insurance did not cover the cost (or did not do so fully) for using digital/telehealth services the district secured, which provoked doubts about its accessibility to families with low income. Another teacher had multiple experiences with families who did not realize a need or its severity before a teacher pointed it out. They told the teacher, “I don’t how to reach them. I didn’t know they had that problem.”

Teachers recommended staffing a counselor during the afterschool program. Providing services after the school day would reduce out-of-class time. Teachers wished for a “permanent” school psychologist. They expressed profuse appreciation for the current psychologist and characterized them as distinguished above previous interns. Interns were described as “usually overwhelmed and poorly directed.” Additionally, interns did not remain at the school.

Teachers requested additional staff, dedicated to Rafer, to help families with attendance issues, assist in classrooms (in other words, aides), and supervise around the campus—for example, on the quad. They further specified a benefit of considering the specialization of new staff, suggesting they should reflect the needs of specific populations, such as special education.

Families and students need access to food and groceries. Teachers suggested establishing a food closet/pantry. A teacher noted that local farmers could be solicited to donate. One teacher acknowledged that some local organizations already operate food pantries. However, they noted, “It would be great to streamline the process.” The same teacher also suggested that the pantry should include clothing. Another teacher thought that a centralized pantry/closet for food might not be as effective as a chain of locations. Students and families might need access at various times and face travelling or transportation constraints. Teachers also noted a need for dental and vision care.



### Enriched & Expanded Learning

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Most teachers demonstrated reluctance to appraise afterschool and summer programs. They attributed their reluctance to recent changes that impacted the availability of those programs and that the district had surmounted. The pandemic and staffing changes partly drove those changes. One teacher noted that enrollment in the afterschool program jumped because of a recent hire who actively recruited. However, another teacher noted that the afterschool program lacks accountability for consistent attendance. That teacher suggested hiring more personnel to continue increasing enrollment.

Two teachers described criteria for encouraging certain students to enroll: social-emotional needs and tutoring within their own area of expertise. Regarding the latter, they recommend students attend afterschool tutoring when they knew students struggled with work in their area. The teacher suggested that the afterschool program lacks personnel to provide sufficient homework help. Others noted that attendees need consistent help across all topics—such as a teacher or tutor for each subject. Support should also be coordinated to address specific student needs.

Teachers repeatedly suggested hiring additional personnel to expand afterschool and summer programs. One teacher emphasized that such expansion could address health and fitness, noting, “There is so much to learn through movement.” That teacher recommended expanding such activities to family and community members to address “the health of the people.” Such an expansion would also entail a commitment from the school and district to protect time and space allotted to health and fitness activities rather than dividing those resources among various interests. Hiring personnel would also address teachers’ inability to take on additional responsibilities while continuing to address staffing needs in the afterschool program.

Nearly every teacher reported that they had participated in afterschool programming at some point. The most recent of these occasions spanned two weeks during the previous semester. For another, the opportunity happened in the years immediately preceding the pandemic. They suggested that limitations on resources—specifically funding to pay teachers to participate—limited their involvement. They described the attractiveness of rotating participation in afterschool programming. That approach might address financial constraints. The suggestion also demonstrated teachers’ eagerness to contribute.

Some obstacles beyond financial ones existed, however. Some had roles that prevent them from participating regularly—for example, coordinating other sorts of activities. One teacher had occasional childcare responsibilities. Another teacher suggested that some teachers might be unavailable when certain sports were active.

One teacher pointed out that students enrolled in special education programs needed modifications to their education spaces. The evidence for this need arose from disparities in academic performance. Some students with disabilities struggled to participate in the same space where others seemed to excel—for example, in completing work faster. The teacher noted that relocating students who needed more time to another space, such as the library, mitigated those concerns. Desk or room dividers might provide comparable privacy and reduce comparisons with classmates.

The special education teacher noted a need to improve social opportunities and supports for students enrolled in special education. That teacher observed reluctance in help-seeking behaviors, which they attributed to school culture. They suggested that helping behavior or resources need to be standardized.





## Family & Community Engagement

Although teachers found a variety of communication strategies helpful, each one had limitations. For example, ParentSquare had improved communication; the teacher who raised this point “wouldn’t say it’s great, though.” Personalized phone calls worked but more than one teacher admitted they avoided this approach because it consumed too much time. One teacher said they had an insufficient pool of Spanish translators to facilitate communication with families, which impacted the quality and times that could be allotted for calls and conferences. Additionally, multiple teachers indicated that communication occurred unevenly. One characterized this by saying they experienced “great communication from parents you don’t need to talk to.” That is, parents of students whose work necessitated less intervention seemed more accessible and responsive than parents of students who needed more intervention.

One teacher suggested that “we don’t do a ton of family things at our site.” Another suggested that more frequent events would establish and sustain meaningful family engagement. Teachers recommended additional or alternative engagement strategies that included

- Family activities emphasizing healthy lifestyles at least monthly, but as often as daily;
- Computer training;
- Managing social media usage and screen time;
- Activities to foster intimate and healthy caregiver-student relationships;
- Afterschool program activities that invited participation by families;
- Hosting pickleball or sporting events in campus facilities;
- Parent classes (“without calling them ‘parenting classes’”); and
- Cooking classes, with Blue Apron identified as a potential partner.

Teachers recognized that facility limitations might impede the ability to host sporting events. They also noted occasions when students intentionally interfered with school-to-home communication. Such situations arose particularly when the school planned to issue information about students’ grades to their families. Students also seemed to share incorrect information—alleging things occurred. For example, teachers sometimes faced accusations from parents about what they as educators had done or said. Or students claimed that they submitted work online which did not appear in the submission areas. At least one of the suggested activities—computer training—intended to build shared understanding between educators and families to avoid disagreements or misunderstandings.

Families who knew about resources and activities often pursued the information in a proactive manner, according to teachers. One teacher acknowledged, “We—all of us in the district—are not very good liaisons getting out to the community” to tell them about resources. Another suggested that most families likely do not search for district resources. Several teachers attached this thought specifically to the school and district websites. However, they acknowledged that their thoughts did not account for the district’s recent redesign of the websites. Despite families’ interest in phone calls, teachers thought that many recipients blocked automated calls—a “deliberate disconnect on parents’ side”—in response to excessive calls. According to teachers, even attempts to condense calls did not alleviate families’ experiences of getting too many.

Teachers suggested building a better information board on campus, particularly one with a dynamic digital display to broadcast relevant community information. Social media also presented a way of enhancing the dissemination of information. Teachers recommended a school Instagram account which students could manage. This last point, about student involvement, involved additional reflection and recognition of potential problems. Teachers noted that a Community School Coordinator or other mediator might oversee the use of the account to ensure appropriate use.



## Collaborative Leadership & Practices

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Several teachers participated on committees—related to restorative discipline or districtwide interests. However, none participated on the site leadership committee. However, they each wanted to collaborate with the committee—as much as monthly—to identify and plan activities. They acknowledged that time was an impactful resource, though, which factored among the explanations for why this collaboration did not already occur. Those teachers who knew members of the site leadership team felt the team represented all aspects of the school campus.

Teacher responses suggested that collective data analysis and shared decision making based on data did not occur. Uniformly, they felt data and decisions others made based on such data were handed down. Those who taught outside of English language arts and mathematics believed data related to their areas did not matter to others. One teacher noted that such an approach led to stagnate outcomes: “We’re still fighting the same battles and hearing the same things without real change or trying new ideas.” For example, the LCAP development process felt like a 15-minute obligation to identify and adopt decisions, which they characterized as a box-checking activity rather than deep exploration.

Teachers wanted to participate more authentically in data review and decision-making processes. “There are people at this campus who would like to take ownership of the process,” one teacher asserted. Another noted, “I would like to see us meet state standards.” They suggested making processes “more viable and important.” They also called for those administering the process to demonstrate that “input provided is really taken in and given consideration.” One suggestion to imbue more meaning into the process entailed inviting department heads to present their outcomes and plans to the governing board.

## Parent Input

During the parent focus group at Rafer, a parent characterized the school climate as ideal for supporting social-emotional development. She described it as “safe” and felt her daughter was loved even in moments that required school discipline. School personnel facilitated a process of “coming clean” or admitting the mistake. Although the student faced consequences for their behavior, no stigma or long-lasting detriment resulted. The parent characterized the disposition of school personnel as one of unconditional regard toward the child.

The school helped a parent with their child’s mental health crisis by directing them to resources for help. The parent expressed gratitude effusively during the focus group. The work of engaging with those resources proved cumbersome—often entailing prolonged waits, necessitating appointments with multiple service providers, dropping or pursuing some providers because of insurance constraints, and requiring considerable travel. The parent recognized that she had the privilege of a more familiar relationship with school personnel whereas other families may not have such a privilege and, thus, lack an important resource. She recommended that the district hire a specific person whom families could contact for immediate guidance. The person could serve as a case manager or social worker to families who needed assistance.

During the focus group, a parent suggested the school or district take up any of the following approaches to support students socially:

- Launching a pen pals program to facilitate exchanges between younger and older students;
- Establishing a student mentor program, especially for new junior high or soon-to-be high school students;
- Providing transitional support as students move toward new age-/grade-designated campuses;
- Taking students for a guided tour/walk around their soon-to-be campus
- Acquainting new students with a person at and familiar with their new campus; and
- Representing more “brown faces, brown teachers around campuses.”

A parent who participated in the focus group described several things the school/district might do to help her and other parents. The parent recognized that their child needed opportunities to explore—which implicates teaching they need as a parent and resources the school/district makes available. As a parent, they needed to understand the importance of individual development trajectories and how to set healthy parameters around exploration. The school/district needed to know and respond to student interests with appropriate resources.

In some cases, the above points about parent learning and school resources apply directly to the conversation about mental health and social-emotional supports. For example, parents need education about mental health warning signs or navigating healthcare. Specific topics mentioned included suicide warning signs and prescription abuse reduction. This recommendation accompanied an acknowledgement that the district provides parent education already—as well as an explanation that “sometimes parents are preoccupied with other topics. . . . As parents, we get bombarded with issues.” A parent explained a decision-making process they used when deciding to attend events, which consisted of two questions: Are topics relevant? Can children attend with parents?

A parent noted that *machismo* or a self-sufficiency pervaded the local community. Making resources more accessible—especially by integrating them into schools—might mitigate detriment in cases when families avoid seeking help because they fear others’ appraisals for doing so. Providing services within the school campus would increase family access while helping them evade observation while doing so.



## Appendix

	Parent Questions	Teacher Questions
<b>Integrated Student Supports</b>	<p>Do you think your child(ren) are growing socially, emotionally because of work the school is doing?</p> <ul style="list-style-type: none"> <li>Follow up: Can you describe that growth?</li> <li>Follow up: Can you describe what you expect and contrast it with what you see in your child(ren)?</li> </ul> <p>Do you see ways that schools can support families or students specifically with difficult emotions, bad habits, or unhelpful thinking patterns?</p> <p>How likely are you to ask schools for help for yourself or a family member with difficult emotions, bad habits, or unhelpful ways of thinking?</p> <ul style="list-style-type: none"> <li>Follow up: Are you more likely to ask someone else? Someone not associated with a school?</li> </ul>	<p>How often do students and families access social-emotional and mental health resources offered through the school/district?</p> <ul style="list-style-type: none"> <li>Follow up: Do you think the district/school needs more or other kinds of resources?</li> <li>Follow up: Do you think most students and families know about the resources? Do they know what they are for? How to access them?</li> </ul>
<b>Enriched &amp; Expanded Learning</b>	<p>Do you know much about afterschool and summer school programs?</p> <ul style="list-style-type: none"> <li>Follow up 1: How do you find out about these programs?</li> <li>Follow up 2: Do you encounter families that do not know?</li> <li>Follow up 3: Do you have ideas about what families need to know or have so they can send their children to afterschool and summer programs?</li> </ul> <p>Do you think afterschool and summer school programs help your child in their academics? Do you think it helps them in ways beyond their academics?</p> <p>Who helps your child(ren) at school when they have difficult academic work?</p>	<p>How often do you encourage students to participate in expanded learning opportunities?</p> <ul style="list-style-type: none"> <li>Follow up: What criteria do you consider when encouraging them or when you decide to encourage them a little more than you might otherwise?</li> <li>Follow up: What incentives might get you more often involved?</li> <li>Follow up: What obligations or obstacles might interfere with you participating?</li> </ul>
<b>Family &amp; Community Engagement</b>	<p>Do you use school or the district websites to get information? How do you prefer to receive information from the school?</p> <ul style="list-style-type: none"> <li>Clarification: Do you receive and prefer any of the following methods: phone calls, text messages, direct teacher comments, district newsletters, brochures, signs on campus, etc.?</li> <li>Follow up: Do you ever find that you have to get certain information in manner that you dread or dislike? Like asking a certain person? Or going in person to pick up a form?</li> </ul>	<p>What successful strategies do you, your school, or the district use to entice families to engage in activities or conversations about their child(ren)?</p> <p>What do you think you, your school, or the district needs to know or do more of or differently to better engage families?</p>

### Parent Questions

### Teacher Questions

Are you, as a family member or caregiver, interested in taking classes through the school?

- Follow up: What sorts of topics are most important/interesting?
- Follow up: If you already participate(d) in classes, how useful were they?

How useful, informative, or effective is the site leadership team?

Follow up: Do you or have you ever been a part of the site leadership team?

Follow up: Does the site leadership team represent all the stakeholders of this school?

Follow up: Can you describe a time the team shared information about goals or data analysis that impacted how you engage with students and families?

### Collaborative Leadership & Practices

Which of the following approaches do you use/participate in? How often do you use them? If you would like more training/support to use the approach, indicate how you would like to be supported. Only mark those you use and/or want support for.

	Multi-Tiered Systems of Support	Student Study Team	Sheltered Instruction Observation Protocol	Universal Design for Learning	Culturally Responsive Pedagogy	Project Based Learning	Inquiry Based Learning	Other:
Frequency of Use								
Daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monthly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Preference								
Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observation & Feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer-to-Peer Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individualized Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you collaborate with expanded learning staff—specifically about work related to both the classroom and their program?

	Frequency				I would like additional information or opportunities to engage in this.
Share materials (for example, worksheets, textbooks)	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/>
Provide information about in-class activities (for example, descriptions of assignments, lesson plans)	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/>
Tutor	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/>
Exchange expertise (for example, strategize how to support certain students, compare teaching approaches)	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/>
Other: _____	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly	<input type="checkbox"/> Monthly	<input type="checkbox"/> Annually	<input type="checkbox"/>



## Community Schools Asset and Needs Assessment Worksheet/Minutes and Notes

### Sub Advisory Committee Meeting - KECSD PD Building - March 8, 2023 @ 3:00

Review of: District mission/vision; LCAP; Facility Plans; Parent Engagement policies; other local documents

1	<b>Asset</b> <i>What's working? Are there bright spots?</i>	<b>Need</b> <i>Is there a gap/inequity?</i>
<b>Integrated Student Supports</b>	1. District School-Community Liaisons 2. BSA's 3. All for Youth 4. Positivity Project	1. Need more space for counseling centers There is no extra room at some sites. 2. We need more BSA's - The turnover in BSA's is also a concern. Can we add more time to their schedules because of our need and it could also serve as an incentive to stay in our district. 3. More mental health support. 4. School-community liaison at each site. 5. Someone to oversee all before and after school programs. 6. Trauma Informed Practice dedicated on-going professional development at each site.
<b>Family &amp; Community Engagement</b>	1. Communication between school and families is good. 2. Parents are informed in English and Spanish. 3. Bilingual Children's Night	1. Bring back Special Friends. 2. Work with service groups or community to provide reading buddies to students during class and/or breaks. 3. Translate documents in other languages, in addition to Spanish. (Chinese, Punjabi, etc.) 4. More EL Family Events 5. Afterschool Sports Programs that include all who are interested in participating.



		6. "Care Closet" at all school sites to readily provide small food items, school supplies or clothing to kids in need.
<b>Collaborative Leadership &amp; Practices for Educators &amp; Administrators</b>		1. Trauma Informed Practices for Staff development. On-going and continuous training in the area of trauma informed practices.
<b>Extended Learning Time &amp; Opportunities</b>	1. Afterschool Programs - Teaching Fellows	1. Need more staff/student to help Teaching Fellows. There are too many students per staff member. 2. Need more space for teaching fellows so they can have smaller groups versus everyone in the cafeteria or mpr. 3. Chromebooks for afterschool program use. 4. Art and music for afterschool program. 5. BSA's available for afterschool, too, or other mental health services available after hours.

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DIGITAL LITERACY I

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DIGITAL LITERACY II

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PATHWAY TO COLLEGE

DIGITAL LITERACY III

PARENTING SKILLS

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