

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

Roosevelt Elementary
Kingsburg Elementary Charter School District
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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 Roosevelt Elementary leaders and stakeholder groups. A site-level Advisory Council was formed at Roosevelt Elementary, 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 Roosevelt Elementary 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 21st 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 Roosevelt Elementary 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 Roosevelt Elementary 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 Roosevelt Elementary Administrative Team, led by the school Principal, 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.	1. Review and update Needs Assessment and Asset Mapping/Gap Analysis with the Community Schools Leadership Team, SSC, and ELAC. (annually) 2. Incorporate review and update of Implementation Plan into the LCAP planning process. (annually)	1a. Quarterly SSC and ELAC agendas and meeting minutes. 1b. Revised Needs Assessment and Asset Mapping/Gap Analysis. (annually) 2a. Revised Community School Implementation Plan. (annually) 2b. LCAP Goals, Actions, and Budgeted Expenditures show explicit alignment with the Community Schools Implementation Plan.

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)	1. Post job announcements on KECSO website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire Community Schools Director. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.
Family Liaison is hired to support at-risk students and economically disadvantaged families with accessing supports and services. (Supports LCAP Goals 1 & 2)	1. Post job announcements on KECSO website and social media accounts, EDJOIN.org, etc. (June 2023) 2. Conduct interviews and hire School Counselor. (July/August 2023)	1. Approved Job Description and outreach strategy. 2. Signed contract on file.

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.
Shawn Marshall, 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.
Ginger Summers, 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.
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

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">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)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)	<ol style="list-style-type: none">1. Data management and evaluation plan on file.2. Baseline data for CCSPP evaluation.

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

Needs Assessment & Asset Mapping

Roosevelt Elementary 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. These 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 has 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 of 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 for 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 into 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 to also 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 represent 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 is evident by 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 the 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 town hall 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 whom committed 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 needs in all four community school pillars. The planning committee will develop a multi-year plan, encompassing what could be provided immediately, over the next several months, and beyond. 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 intersessions 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 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 the 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 indicates 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 with 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 Roosevelt Elementary 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>Chronic Absenteeism</p>  <p>Very Low</p>	<p>1% chronically absent</p>	<p>Very Low: Hispanic, Socioeconomically Disadvantaged, White</p>
<p>Suspension Rate</p>  <p>Medium</p>	<p>1.4% suspended at least one day</p>	<p>Medium: Hispanic, Socioeconomically Disadvantaged, 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 Roosevelt Elementary School is mainly comprised of two groups: Hispanic/Latinx and White (see Table 2). Those two groups represent more than 92% of all students on campus.

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

	Roosevelt	District	County	State
African American	0.5%	0.2%	4.6%	5.1%
American Indian or Alaska Native		0.1%	0.6%	0.5%
Asian	2%	2.1%	9.6%	9.5%
Filipino		0.1%	0.7%	2.3%
Hispanic or Latinx	67.3%	66.3%	66.3%	55.9%
Pacific Islander			0.3%	0.4%
White	25%	26.8%	15.3%	21.1%
Two or More Races	3.6%	3.5%	2.4%	4.3%
Not Reported	1.5%	0.9%	0.3%	1%

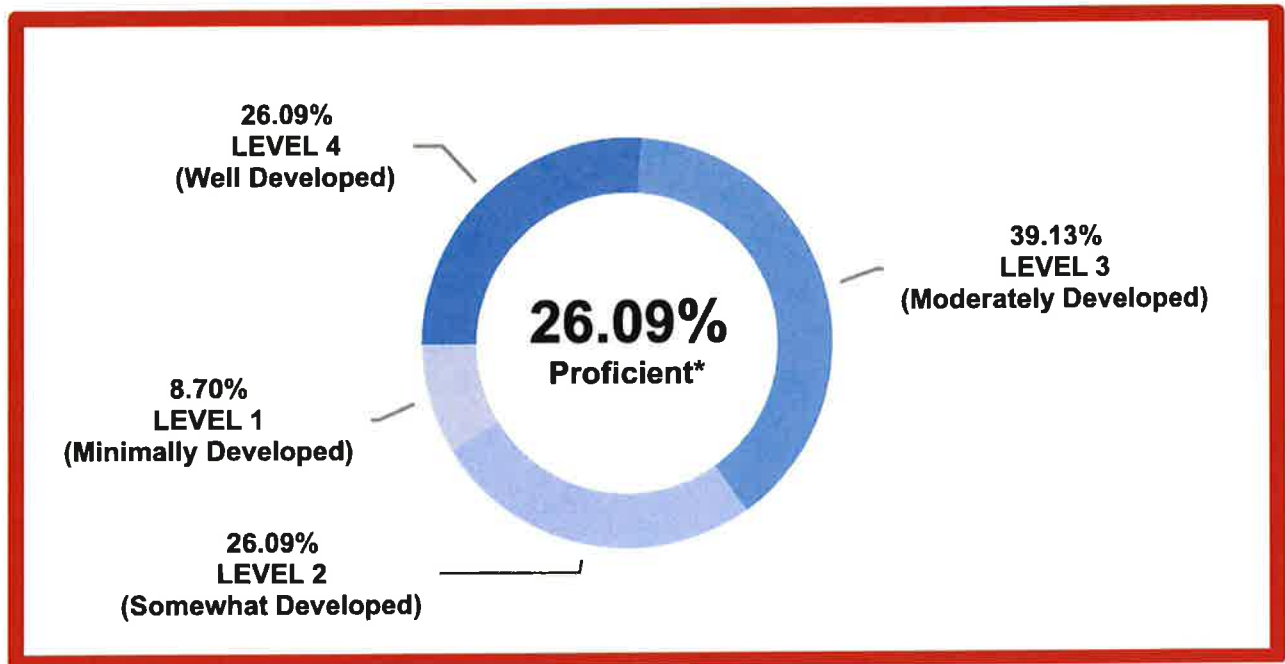
The prevalence of native languages other than English appear in Table 3. Note that all students at Roosevelt Elementary School are first graders

Table 3. Non-Native English Speakers by Grade

Language	Count
Spanish	23
Punjabi	2
Cantonese	1
Mandarin (Putonghua)	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. Roosevelt Elementary School 2021-22 ELPAC Results



The school's most recent ELPAC results surpass the district's, county's, and state's (see Table 4). No clear trends have emerged in ELPAC results over the previous four administrations (see Table 5).

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

	Roosevelt	District	County	State
Level 4: Well Developed	26.09%	18.00%	12.84%	15.57%
Level 3: Moderately Developed	39.13%	40.40%	34.47%	35.23%
Level 2: Somewhat Developed	26.09%	32.80%	34.14%	30.73%
Level 1: Minimally Developed	8.70%	8.80%	18.56%	18.47%

Table 5. Roosevelt Elementary Four-Year ELPAC Trends

	Level 4	Level 3	Level 2	Level 1
2017-18	62.16%			
2018-19	13.33%	53.33%	26.67%	6.67%
2020-21	10.34%	44.83%	37.93%	6.90%
2021-22	26.09%	39.13%	26.09%	8.70%

Reclassification rates in the district have also compared closely with county and state results (see Table 6). 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 as 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 provide insight into the coherence of in-class supports, an indirect measure of their presence and impact.



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 students encounter during the school day/year (e.g., early childhood programs, after-school programs, summer school/extended school year).

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

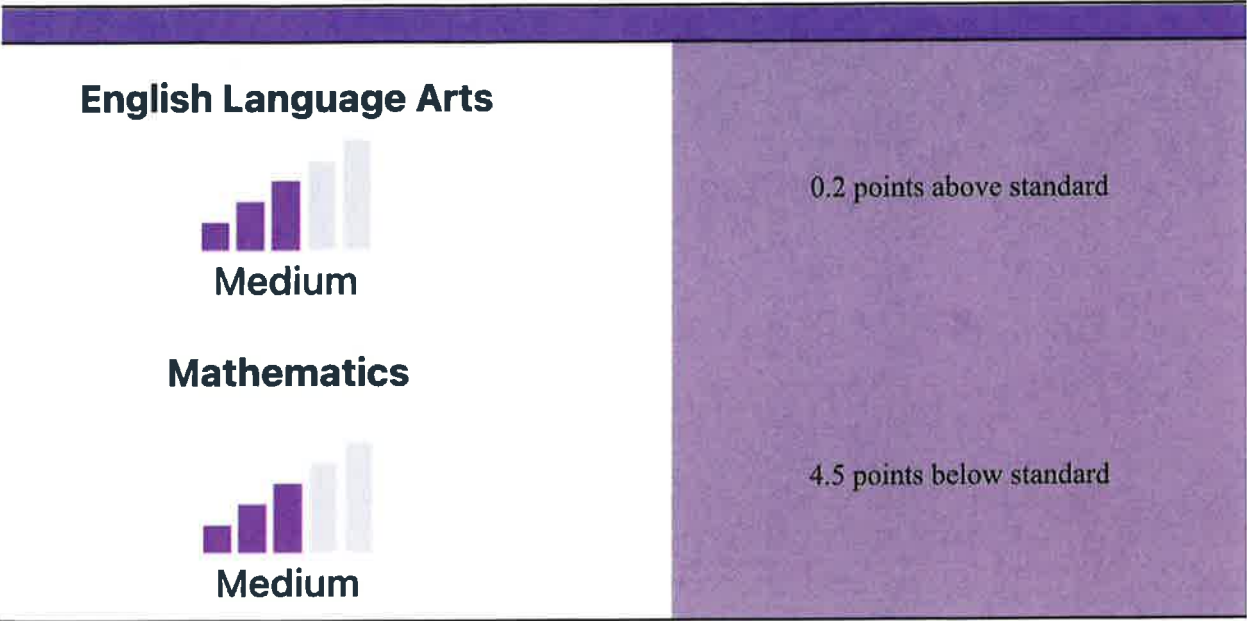
- science, technology, engineering, and mathematics (STEM),
- visual and performing arts,
- physical education and wellness,
- competitive athletics,
- college and career readiness skills, and
- 21st century learning.

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

School performance information in Table 7 stems from the California Schools Dashboard. Metrics represented pertain directly to Roosevelt Elementary School.

Table 7. School Performance Overview



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 into 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).



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).

Two points from the district's mission statement clearly connect 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 the city government to

- co-develop 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, 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. 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 8. Table 8 lists the rating for each item in the subscale as reflected in Figure 3. 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 underrepresented groups, and involving all stakeholders in collaborative activities.

Figure 3. California School Dashboard Rating Scale



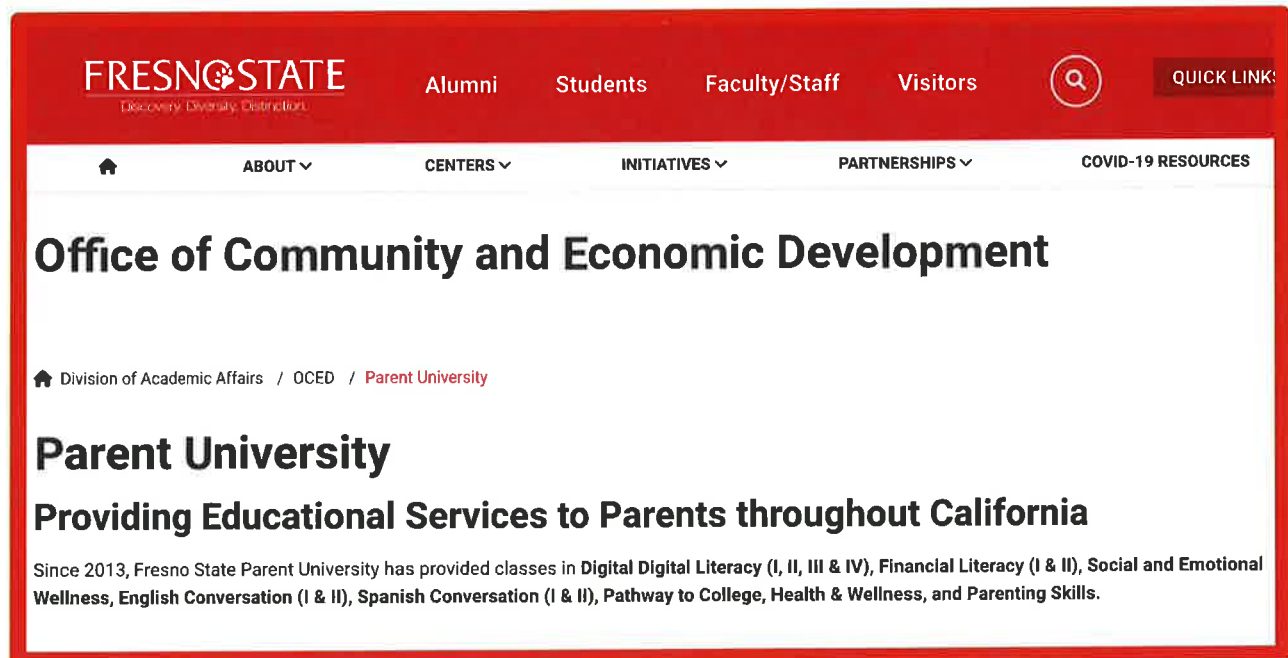
Table 8. Parent Engagement Ratings

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.	Full Implementation
Creating welcoming environments for all families in the community.	Full Implementation
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	Full Implementation
Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	Full Implementation
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	Full Implementation
Providing families with information and resources to support student learning and development in the home.	Full Implementation
Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	Full Implementation
Supporting families to understand and exercise their legal rights and advocate for their own students and all students.	Full Implementation
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	Full Implementation
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	Full Implementation
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.	Full Implementation
Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	Full Implementation

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 as it provides an opening to engage in co-learning and cross-dialogue, both of which epitomize the 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 4). 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 with this pillar.

Figure 4. 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 asking 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.

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).

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 interest 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 with this pillar.

Opportunities for stakeholders to participate in school-specific leadership is indicated particularly through School Plans for Student Achievement. School Site Councils 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.

The 2022-23 LCAP notes that the recent six years have attended to early literacy and reading instruction. Goal 2 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 9 demonstrates ratings for the implementation of academic standards reported through the California School Dashboard. The rating scale appears in Figure 5. Table 9 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 5. California School Dashboard Rating Scale



Table 9. Ratings of Academic Standards Implementation

Implementation of Academic Standards (2021)	Implementation Stage
Professional Development	
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	
Instructional Materials	
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	
Policy and Program Support	
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	
Implementation of Standards	
Career Technical Education	
Health Education Content Standards	
Physical Education Model Content Standards	
Visual and Performing Arts	
World Language	
Engagement of School Leadership	
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	

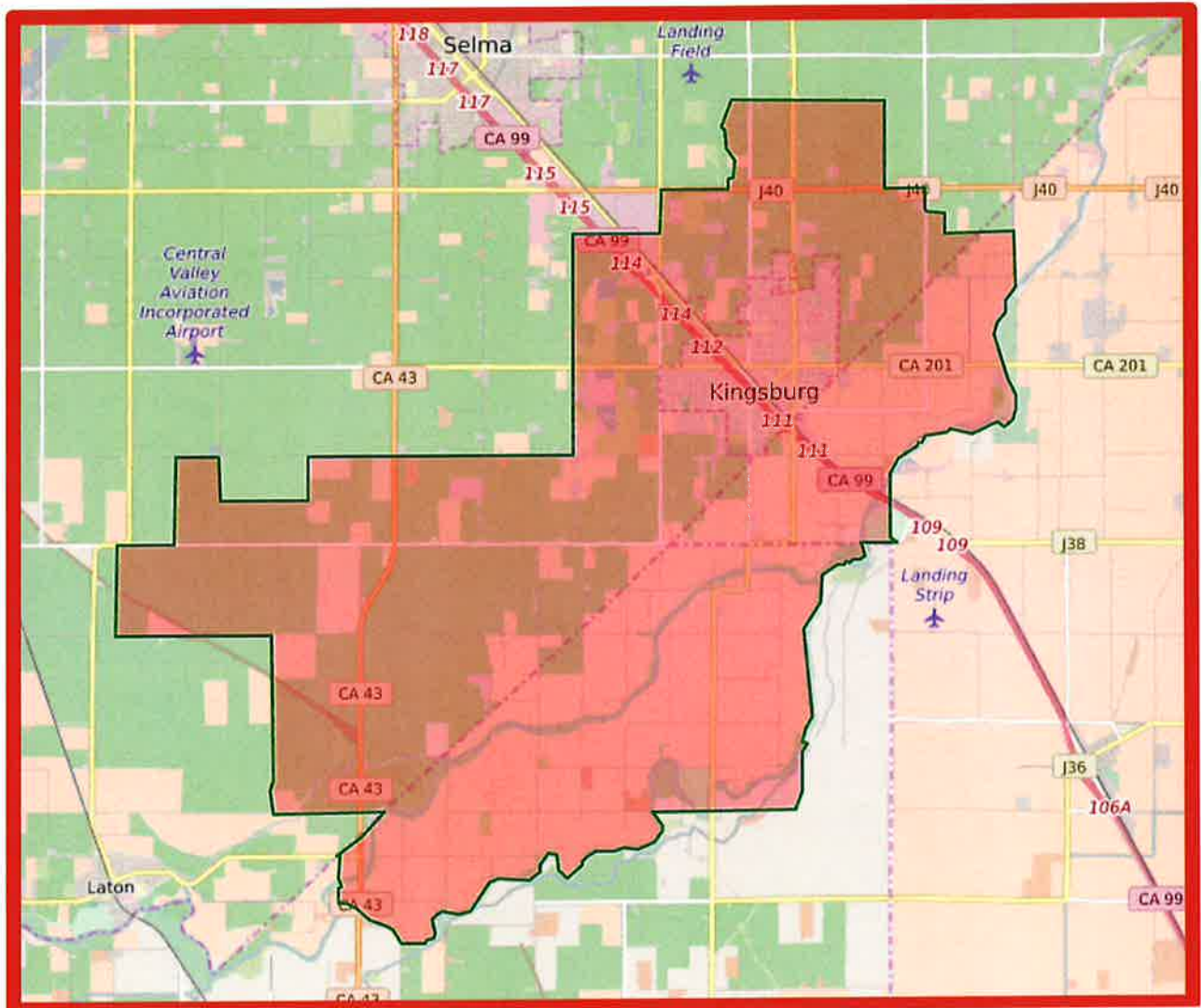
Recommendations

- 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 for 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 6. Potential and current community partners appear in this section.

Figure 6. 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

Roosevelt Elementary CCSPS Advisory Council	
Name	Title
Shawn Marshall	Principal
Michelle Pauls	Academic Coach
Ginger Summers	Counselor
Kim Martinez	Teacher
Dana Abdo	Teacher
Ulysses Jimenez	Parent
Dallas Montion	Parent – SSC Representative

Kingsburg Elementary Charter School District CCSPS Leadership Team	
Name	Title
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



ROOSEVELT SCHOOL

Community School Meeting Minutes/Notes

Date | time February 1, 2023/2:00 pm | *Meeting called to order by* Principal, Shawn Marshall

In Attendance

Shawn Marshall	Roosevelt	Principal
Michelle Pauls	Roosevelt/Washington	Academic Coach
Kim Martinez	Roosevelt	Teacher
Dana Abdo	Roosevelt	Teacher
Susan Robinson	Roosevelt	Teacher
Mollie Taylor	Roosevelt	Teacher
Alice Garza	Roosevelt	Teacher
Brenda Brandon	Roosevelt	Teacher
Jennifer Shamp	Roosevelt	Teacher
Amanda Campbell-Escoto	Roosevelt	Teacher
Lesli Garst	Roosevelt	Teacher

Approval of Minutes

NA

District Community Schools Implementation Grant Presented

The meeting was called to order by Principal Shawn Marshall at 2:00 pm. Mr. Marshall 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 additional mental health services and supports. The staff specifically requested more support services for student and staff mental health needs, a school/community liaison at each site, return of the district "special friends" program, additional support for students with severe behavioral/academic needs, reading buddies to build confidence in students and increase reading, and the return of vision and dental screening for all students.

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

Meeting Adjourned

The meeting was adjourned at 2:45 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.

Meeting Adjourned

The meeting was adjourned at 2:20 pm.

KECSD Staff - Community School Survey Responses

February 2023

Comments:

Where can I look to see research on other community schools?

Community schools could benefit KESD. I believe we need to meet our students and their families at their level. It is learning to understand the needs of the community we serve without jeopardizing our beliefs and traditions that we have upheld as a district.

Our behavior and mental health wing would be greatly strengthened by a permanent psychologist.

The intern we have right now is irreplaceable. She has great impact on our students above and beyond the scope of her responsibilities. We should use some of the funding to try to keep her as a permanent member of the staff.

From a SPED perspective, I would like some kind of whole-student approach to be geared toward my students' future. I believe here at Rafer ALL students are taken care of social emotionally! We have a great counseling team on campus. At this age, the lack of motivation is equally important. I think a student success/technical job fair could help with this motivation. Students need something to strive/plan for. My SPED students have a very small perspective on jobs for them. I like discussing their future to motivate them to do good and make good choices academically as well as behaviorally.

Just a little comment. I am a first-year teacher, but I see the need!

I am excited to see what we can do to help our students. Many students just need someone to read with them. I am shocked with how many kids don't have someone to read to because of language or because their lives are so busy. I was wondering if we could have people just read with our needy readers at recess. I have found that reading with these kids makes a big difference in their confidence.

Additional liaisons (bilingual) to help families. Additional BSA help at each site to help assist with behavioral issues. Additional RTI/RSP teachers.

Community Schools sounds very promising. I am interested in learning more about what it could do for our schools.

1. We need an SDC class here at Roosevelt. It's my understanding that we're the only site that doesn't have one. Not sure why that would be? We have so many children that need a place to be when they're not able to be in their homeroom.

2. More staff to deal with our students that have severe emotional, social, and behavior issues.

3. I'd love to see vision, hearing, and dental screening return.

The area that I am seeing a huge need for is students that are in need of emotional and social support. I am seeing a huge increase in students having behavioral needs, knowing how to interact

of the playground/play with others, and how to control their emotions. Students are coming to see already very emotional. We need a place/classroom where they can go before entering in the general education classroom.

There are so many barriers for these children. We really need to meet their needs.

Such as: Social/Emotional - (This district had a program called Special Friends for those students who are struggling with divorce and other areas.

We need to bring back: Dental/Hearing/Vision for ALL students. These could be effecting their learning.

Counselor - We don't have enough for the vast number of students who need it.

We don't have enough information given on student from the previous grade and we have to start all over again. The process is too long to get them help.

Need an alternative setting between County to General Education for severe/behavior disabilities.

This could help the student adjust to get ready for General Ed. The other students suffer when there is too much interruption in the class.

These are some of my concerns and thoughts. I hope this helps.

This is an exciting opportunity for all our students.

Alternate classroom- Many students are entering Roosevelt School with many emotional and behavioral issues. They need to learn how to be a student. Many have tried to run out of the classroom, tipped over desks, thrown objects, yelled out in class, etc . . . This creates a safety issue for all students and the teacher. It makes it extremely difficult for their classmates to learn the expectations and rules. It interferes with the entire classes learning. Many are coming to first grade without any support. It leaves the teachers in a scramble to try to figure out what to do.

We need to keep a Behavioral Aide full time at each school.

We also discussed a Visual, Hearing and Dental Screening for all students.

Having a "Trisha or Mary" at every school site. Many students are frequently tardy or absent.

Special Day Class for first grade students.

One thing I was thinking of today is something that my church in Fresno is a part of. Every Neighborhood Partnership has a "Literacy Mentor" program, and a group of retired folks at my church go to Ayer School weekly to help first graders with their reading. I can see something like this going so well in a place like Kingsburg with how many churches (and retired teachers) we have. I

don't know if Every Neighborhood Partnership works with schools outside of Fresno, but it would be something to look into since they provide the training and the materials for the volunteers.

I enjoyed the presentation. I hope we get this grant! I believe bridging the gap between home and school is very important. If we can do this, we will see student achievement increase.

I feel there is a huge need for support regarding tier 2 intervention and mental health. We have one person on campus that is designated for intervention. However, they are overloaded with the needs from one grade level that they haven't been able to service the rest of the school.

Thoughts on student supports and expanded learning- non-academic: Nutrition, fitness, overall healthy lifestyle- physical and mental, and setting goals in this area would be on the top of my list of supports for students in a community school. Integration of health services- dental, medical, etc....
Academic - Integration of the public library and their programs for students and the community.

I love the idea of community schools and re-imagining education.

I believe we need more support for lower struggling students with trained professionals. This needs to be an organized strategy to support learning including parent involvement for these students.

I'm very excited that this grant can help bring important resources to our students and their families.

Isn't this leaning toward socialism? It seems as though the public school system already provides too much support and parents have become dependent on the schools to do their job. This concerns me that we would be falling into "parenting" the kids even more. BUT... I can also see that more funding is always nice for the district. Maybe if there were more funds for all the mental health supports needed, classroom teachers and admin. could focus more on the job at hand which is primarily academic learning.

As a teacher I agree it would be amazing for all kids to be able to come to school, clean, healthy, happy, and with a full belly. To me this seems a little like socialism. If all these things (food, health care, jobs, childcare before and after school, etc) what are parents actually being held accountable for? It seems we are trying to make raising kids something parents aren't having to put forth much effort into. Maybe I am miss understanding something or not fully understanding. I had meetings at the time this was presented at our school, so I just watched the video and these are my thoughts on that.

Counselor at every school site

Full time BSAs

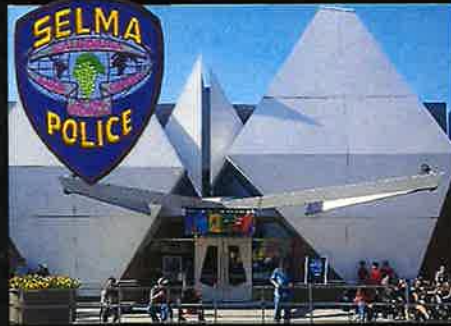
2 BSAs at every school site (1 BSA full time groups & 1 BSA classroom support push ins)

SRO (We need help with parking/traffic and safety)

Counseling space: Counseling center/parenting classes. We do not have enough funding to fix up a room the way we would like to run effective small groups and parenting classes.

One problem we are having is that our major behavior students are currently on every line of support that we have to offer and are STILL having major issues in and out of the classroom.

Liaison at every school site to work directly with families and help get the out of school support. We feel like the biggest disconnect with these students is the bridge from home to school since they are receiving so many supports at school already.



Help for the Hurting

This booklet was prepared by the Kingsburg Police Department Chaplaincy. It is intended for free distribution to the citizens of surrounding communities. Information for the material of this book was obtained from Critical Incident Stress Management (CISM): Grief Following Trauma by the International Critical Stress Foundation. Inc. The information in this booklet was deemed reliable at the time of printing. Suggestions or corrections should be submitted to the following address:

If you need assistance with anything in this booklet, please contact us:

Kingsburg Police Chaplaincy

1300 California Street
Kingsburg, CA, 93631
(559) 897-4418

<https://www.cityofkingsburg-ca.gov/>

Kingsburg Police Chaplaincy

1300 California Street
Kingsburg, CA 93631
(559) 897-4418
First Printing – 2021

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PLAN FOR YOUR SAFETY

If you feel you're in danger:

- Move away from the kitchen, bathroom, or any location where there are dangerous or sharp objects.
- Determine the easiest escape route; select a door or window to exit through quickly and safely.
- Find a neighbor, friend, or family member you can trust to help you and your children or call 9-1-1.

If you decide to leave your partner:

- Every situation is different. Leaving your partner may be risky for you and your children.
- Decide now where you will go and how you will get there.
- Hide away some money. Even if you only save a little bit every week, it will help to have some money of your own.
- Make copies of keys and important papers, and leave them with a trusted friend, neighbor, or church.
- Stow away important items, including copies of birth certificates, legal papers, prescription medications, baby formula, and special toys for children.
- Let your child's teacher and principal know enough about the situation to respond appropriately in a crisis.

Ways to be safe on your own:

- Have the locks changed on your doors.
- Learn about your legal rights. If you have legal papers to protect you, ALWAYS keep them with you.
- Tell neighbors, friends, landlords, and/or co-workers that your partner no longer lives with you. If your former partner is dangerous, tell them to call 9-1-1 if they see your former partner come around.
- Keep a safety plan for coming and going and share it with the people you trust. Teach your children about the safety plan.

For help with referrals, creating a personalized safety plan,

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Kingsburg Lion's Club
March 2, 2023
Kings River Golf and Country Club
7:00 pm

Input/Notes from Meeting

The Lion's Club would like to see the district collaborate more with the different farming communities in Kingsburg. They recommended contacting the Ag Board in regards to "Farm to Table" or more ag related educational programs. They also expressed interest in a Farmer's Market type of event at all school sites, utilizing the produce from local farmers.

The Lion's Club members also expressed the possibility of collaborating with the two new big health facilities in town, United Health Foundation and Adventist Health.