

Community Schools in California: Aligning Systems to Support the Whole Child

1:00 -2:00 pm Tuesday, July 28, 2020

Moderated by Heather Hough, Executive Director, PACE

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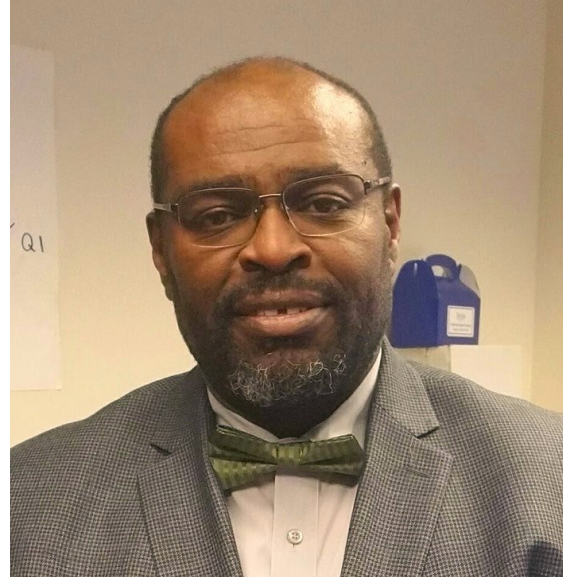


Panelists



Hayin Kimner

Education research and
policy consultant



Michael Essien

Principal,
*Dr. Martin Luther King
Middle School, SFUSD*



Anna Maier

Research Analyst and
Policy Advisor,
Learning Policy Institute



Jose Gonzalez

Director of Community
Schools Development,
*Los Angeles County Office of
Education*

Today's Agenda

- “Community Schools: A Coronavirus Recovery Strategy”
 - Presentation of findings, Hayin Kimner
 - School leader response, Michael Essien
- “Leveraging Resources Through Community Schools: The Role of Technical Assistance”
 - Presentation of findings, Anna Maier
 - County leader response, Jose Gonzalez
- Q&A

Logistical notes

- Please type your questions & comments into the Q&A box
 - You can vote on others' entries, which will determine which questions get answered first
- Slides and links to resources can be found on the PACE event page:
<https://edpolicyinca.org/events/pace-webinar-community-schools-california>
- The video recording from this webinar will be posted online early next week

Hayin Kimner, PhD

Independent education research and policy consultant

A community school is...

- A whole-child, whole-family approach to teaching and learning where schools align resources and integrate academics, health and social services, youth and community development, and community engagement.
- NOT a collection of co-located or “wrap-around “ programs and services

Calamity brings clarity

- What can we learn from the way effective schools/districts pivoted from “business as usual?”
- What is “most-essential” to good teaching and learning?
 - Centrality of family and student relationships
 - Integrated teacher and student supports
 - Collaborative leadership and practice
 - Student-centered learning

Calamity brings clarity

Centrality of family & student relationships

- Families as essential partners, not just “clients” or occasional stakeholders

Integrated teacher & student supports

- Proactive and responsive to social-emotional needs of students and staff
- A team approach to building capacity

Collaborative leadership & practice

- Relational infrastructure to mobilize a collective sense of immediate action and responsibility
- Dedicated lead to ensure alignment and coordination

Student-centered learning

- Deeper learning: personalized, student-owned, competency-based, and anytime, anywhere
- Youth voice, choice and leadership
- Enrichment and youth development partners to support teachers and classrooms so students are actively engaged and connected to a caring adult.

Michael Essien

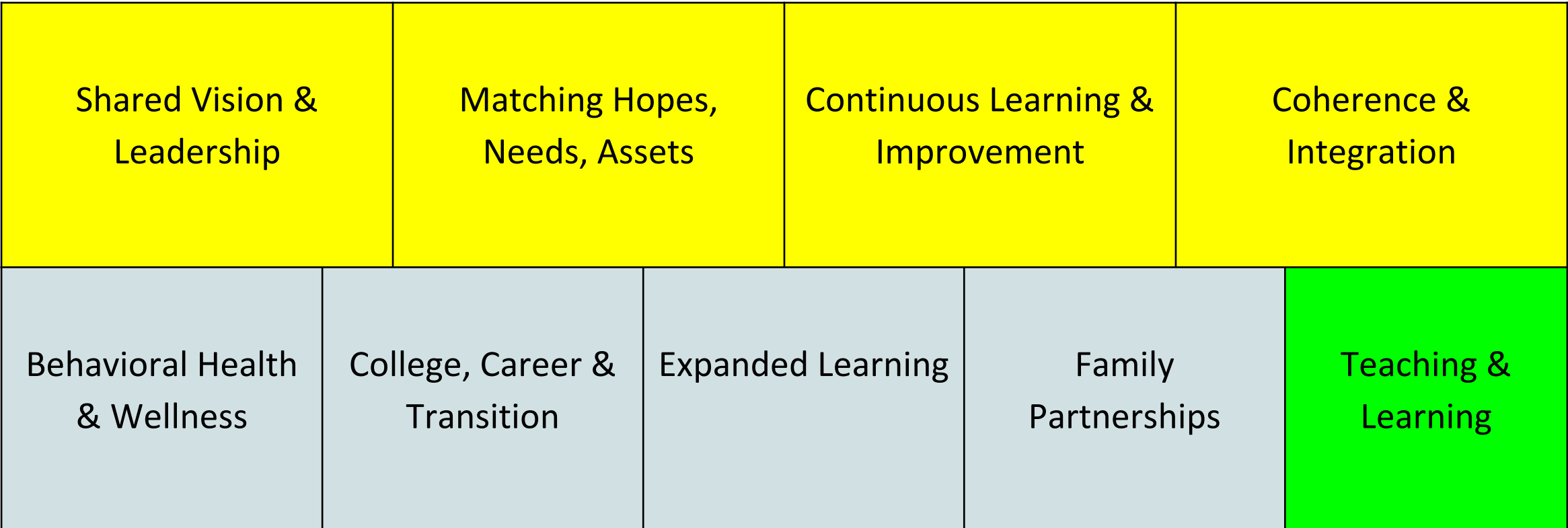
Principal of Dr. Martin Luther King Middle School
San Francisco Unified School District

PACE Webinar: Community Schools in California

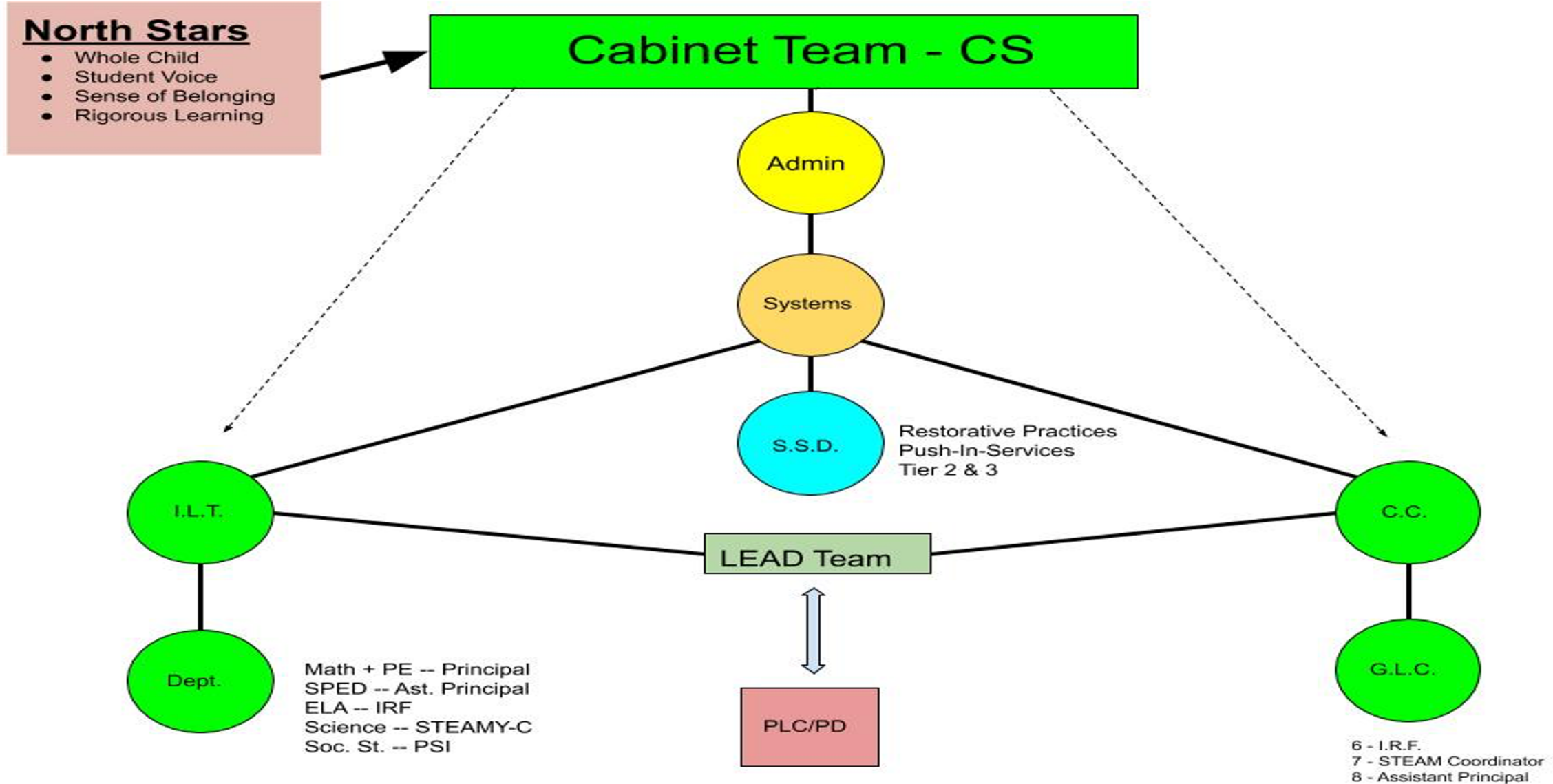
Aligning Systems to Support the Whole Child

July 28, 2020
1 - 2 PM

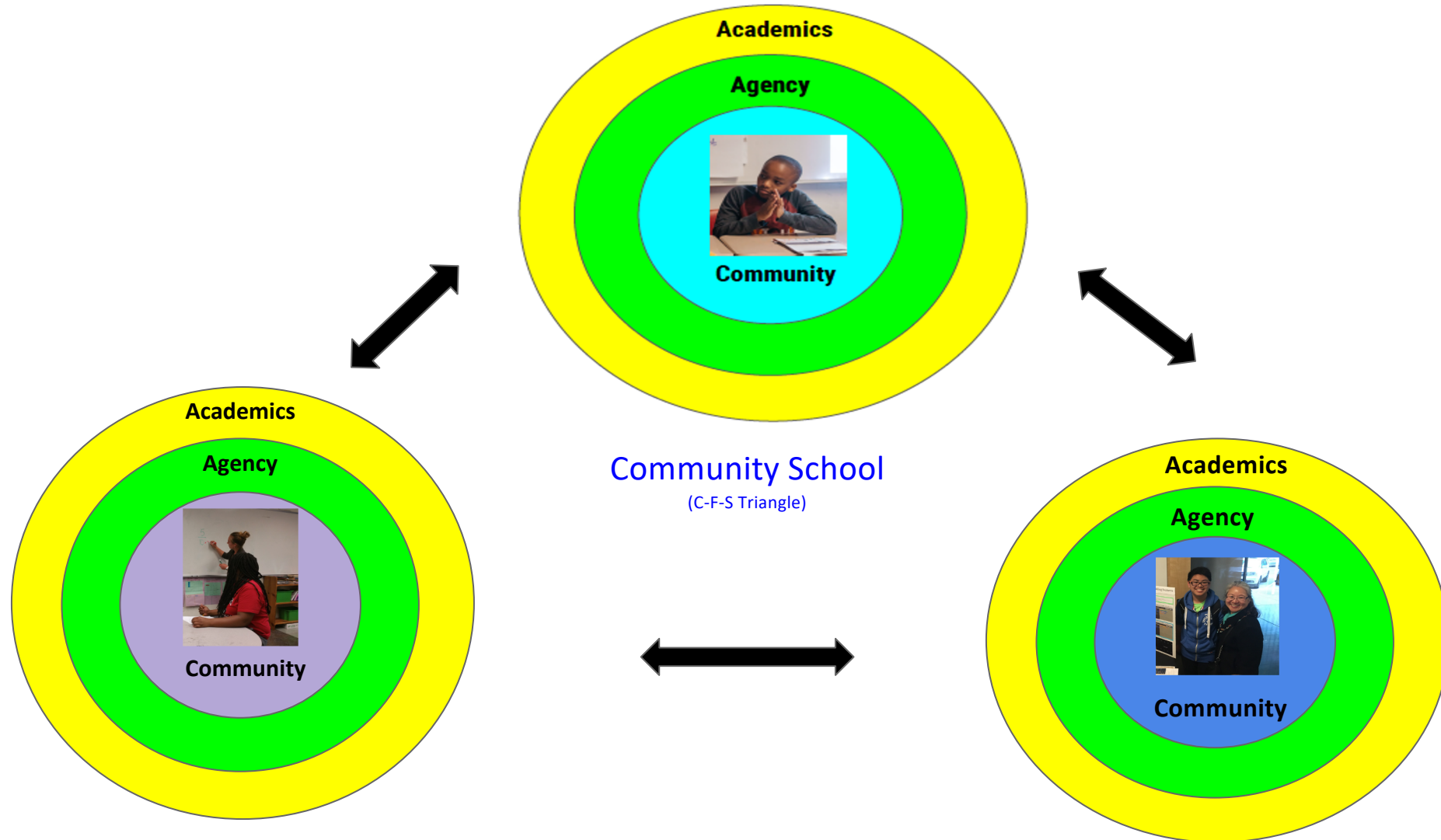




Systems & Structures



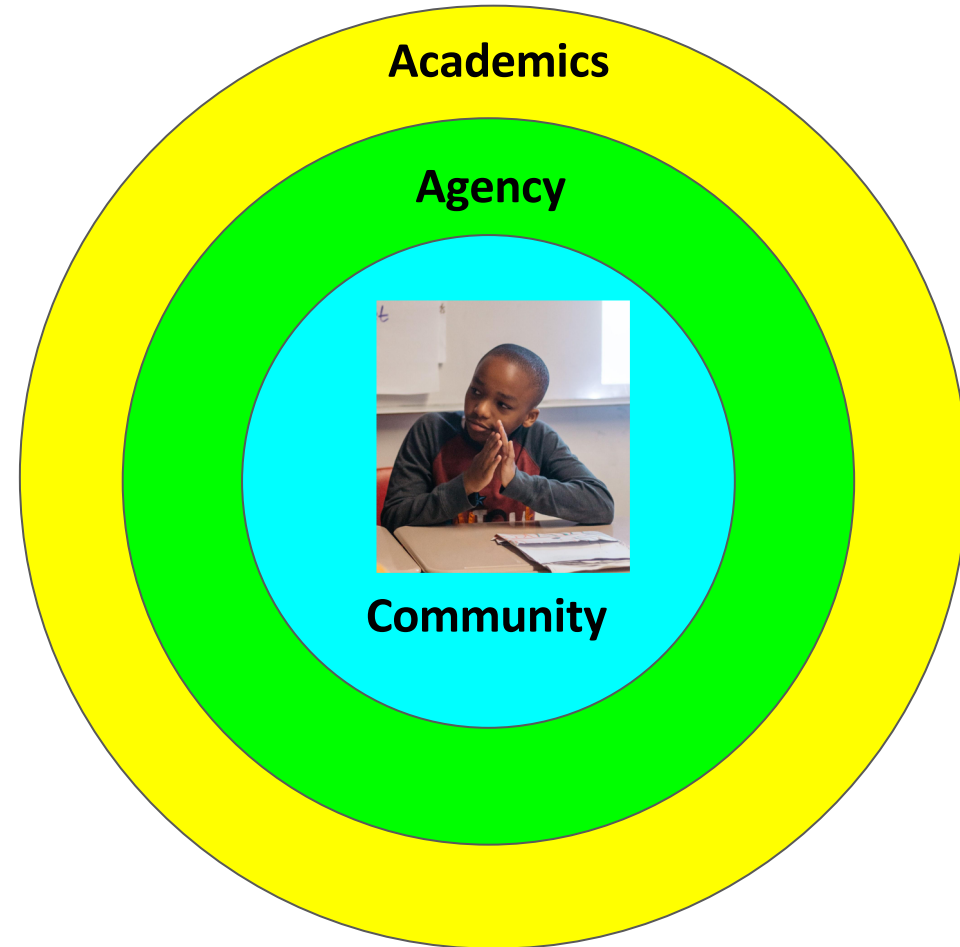
Learning Community



Whole Child

The whole child approach views the child as consisting of three components that are interconnected:

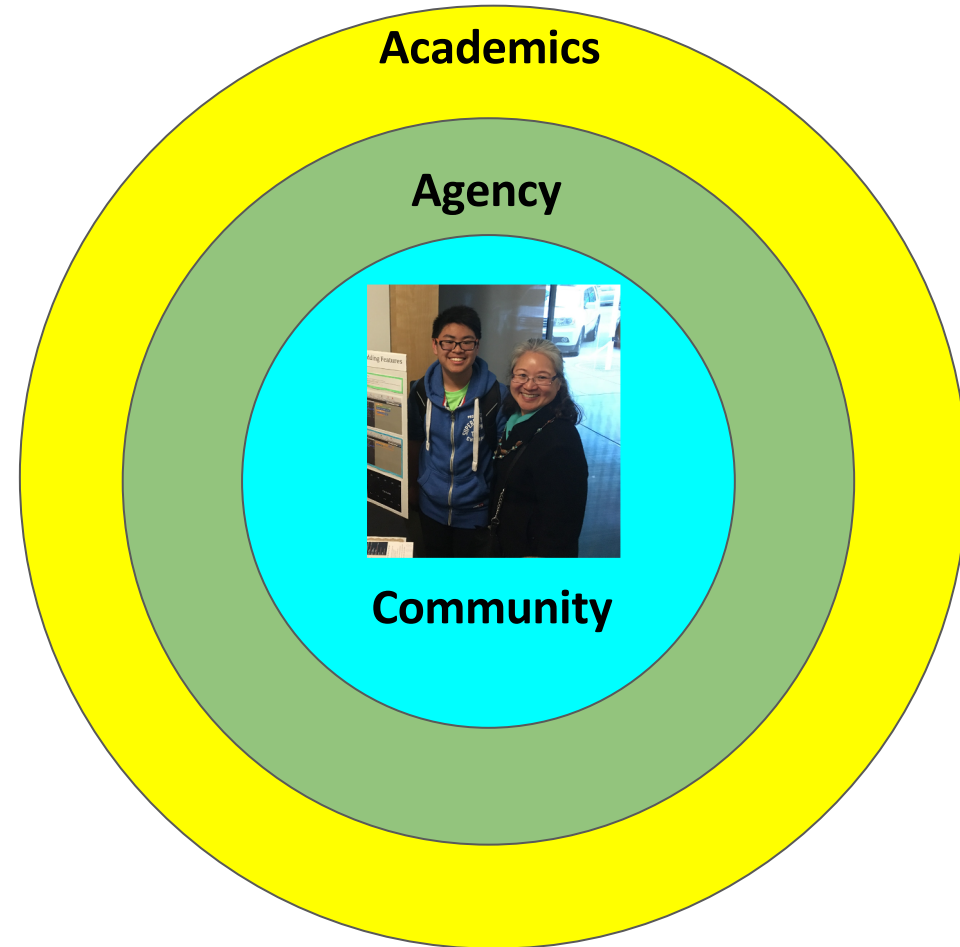
- **Community**: the experiences shaping the student's beliefs and values. It is at the core of who the child considers themselves to be.
- **Agency**: the academic and social emotional choices a child makes in a school setting.
- **Academics**: child's performance in the areas of reading, writing, mathematics, critical thinking, and relationships



Whole Family

The whole family approach views the family as consisting of three components that are interconnected:

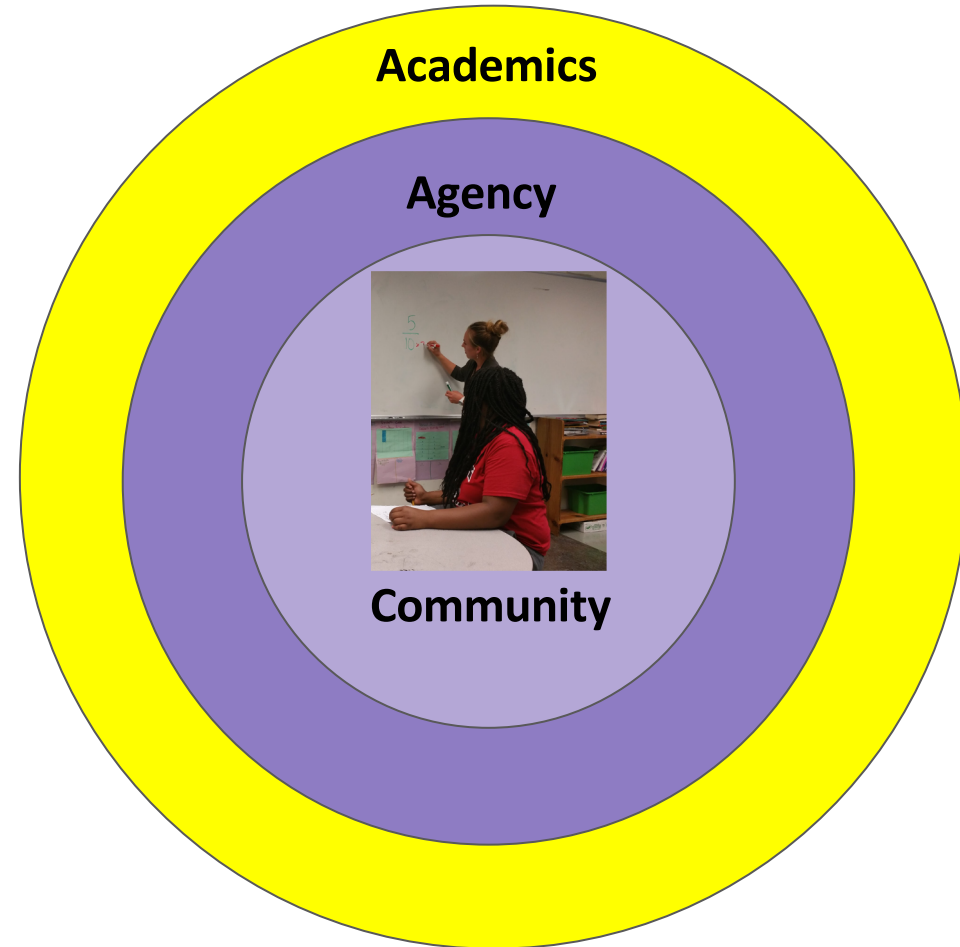
- **Community**: the experiences shaping the family's beliefs and values. It is at the core of who the family considers themselves to be.
- **Agency**: choices a family makes within the various systems of the school district.
- **Academics**: empowerment of the family to advocate for learning conditions within the school site and district that contribute to the success of their child.



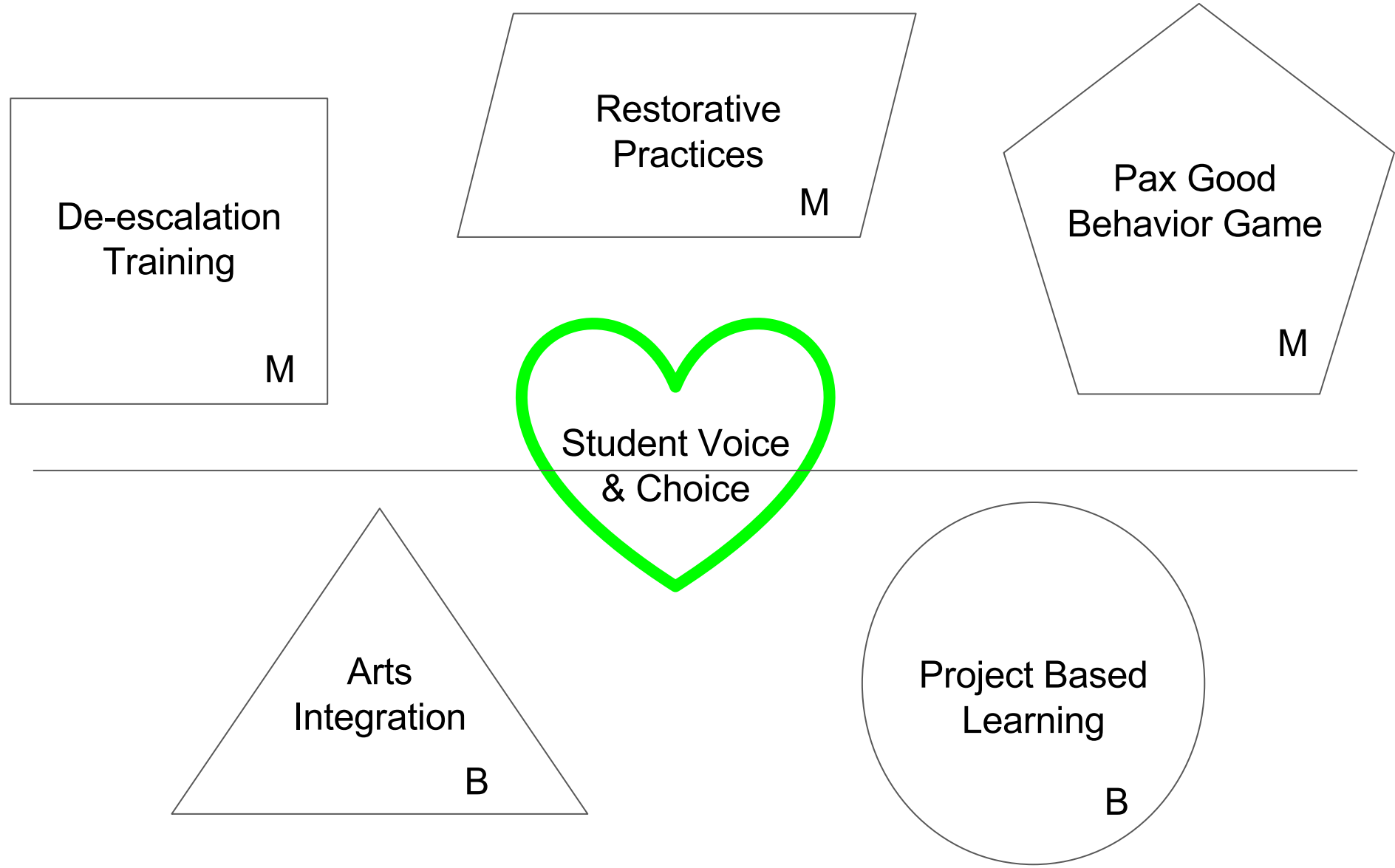
Whole Staff

The whole staff approach views the staff member as consisting of three components that are interconnected:

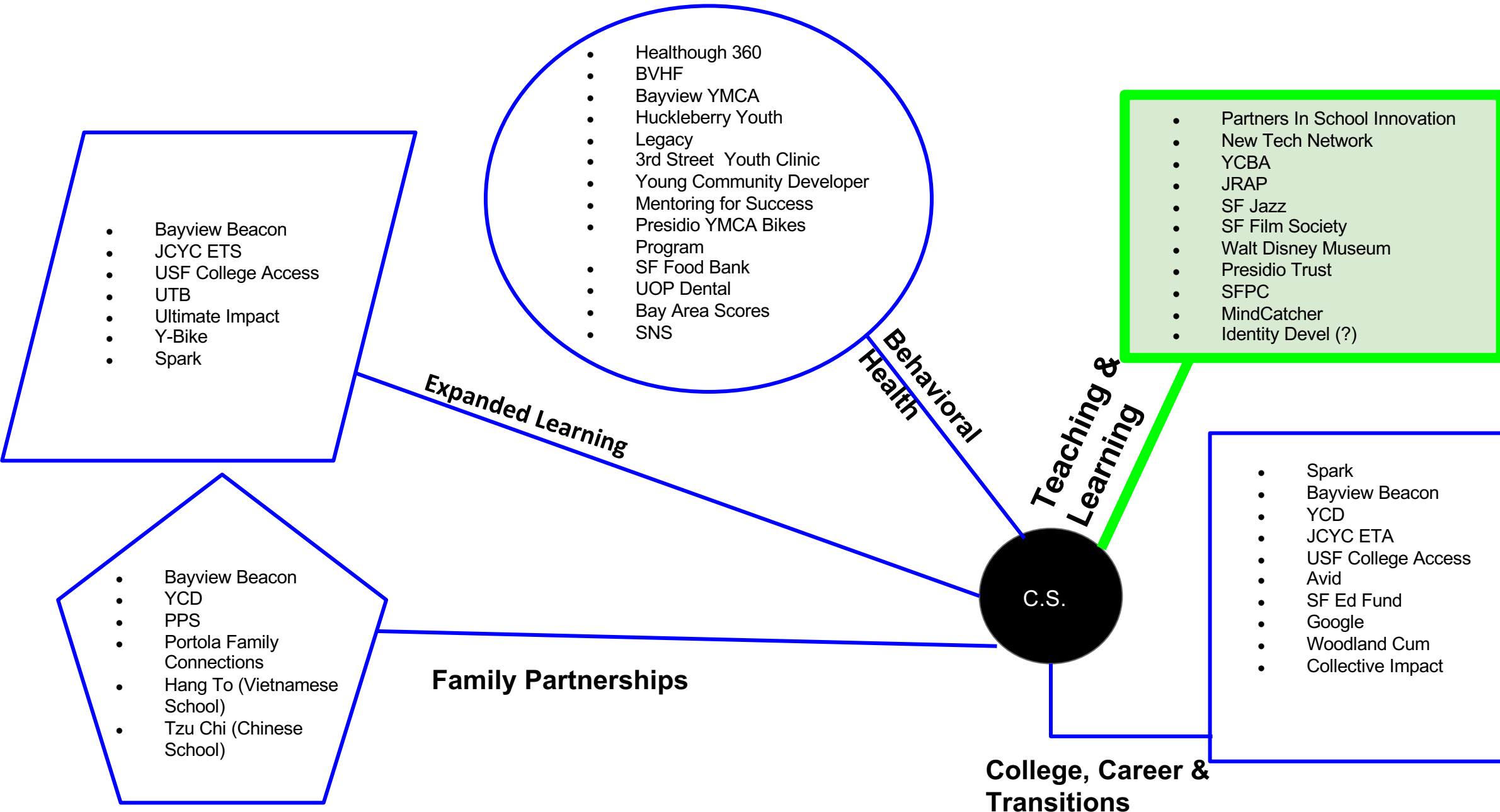
- **Community**: the experiences shaping the staff member's beliefs and values. It is at the core of who the staff member considers themselves to be.
- **Agency**: choices a staff member makes as an educator in a school setting.
- **Academics**: empowerment of staff members, alongside families and colleagues at the school site and district, to advocate for learning conditions that support the child.



Maslow Bloom



Partnerships



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Anna Maier, M.P.P.

Research Analyst and Policy Advisor
Learning Policy Institute

Leveraging Resources Through Community Schools:

The Role of Technical Assistance



- Anna Maier

- July 28, 2020



Community Schools as an Effective School Improvement Strategy:

A Review of the Evidence

Anna Maier, Julia Daniel, Jeannie Oakes, and Livia Lam



DECEMBER 2017

Implementation matters...

What role can technical assistance play?



Technical Assistance

- Professional development and coaching
- Strategic planning support
- Partnership development
 - Direct staffing
 - Service provision at school sites
 - Funding



Leveraging Resources Through Community Schools: The Role of Technical Assistance

Anna Maier, Sarah Klevan, and Naomi Ondrasek

Abstract

Community schools are an evidence-based strategy to advance a “whole child” approach to education by offering integrated student supports (e.g., health care or housing assistance), expanded and enriched learning time, family and community engagement, and collaborative leadership and practices. This brief examines how local government and nonprofit agencies in two California counties—Los Angeles and Alameda—have provided technical assistance to support community school initiatives.

Evidence from these two counties indicates that (1) county offices are well-positioned to form cross-sector partnerships that efficiently integrate a comprehensive suite of services in local schools; (2) cross-sector partnerships are strengthened by a shared vision and clear agreements among partners; and (3) a Multi-Tiered System of Support (MTSS) and a Coordination of Services Team (COST) can help partners coordinate, deploy, and target their resources efficiently at school sites.

Acknowledgments

The authors thank the practitioners from the Alameda County Health Care Services Association, Alameda County Office of Education, Los Angeles County Department of Mental Health, Los Angeles County Office of Education, Los Angeles Unified School District, New York State Community School Technical Assistance Centers, Oakland Unified School District, and Seneca Family of Agencies for their thoughtful contributions to this brief. We thank the staff members at LPI who worked on this document, including Linda Darling-Hammond, Caitlin Scott, Erin Chase, and Aaron Reeves. This brief benefited from the insights and expertise of two external reviewers: Deanna Niebuhr, California Policy and Program Director at the Opportunity Institute; and Karen Hunter Quartz, Director of the UCLA Center for Community Schooling.

Introduction

Research grounded in the science of learning and development tells us that in order to achieve more equitable educational outcomes, schools should attend to students’ academic, social, and emotional growth as well as to their healthy physical development and mental wellness.¹ Community schools are designed to bring together a comprehensive range of services and resources at the school site in response to these “whole child” needs. By coordinating academic, mental health, physical wellness, and social-emotional supports, community schools contribute to a whole child approach to education. This brief presents examples from California that show how technical assistance from county agencies and nonprofits can bolster the capacity of community school initiatives to design schools that can effectively respond to students and families.

The community schools strategy is more relevant than ever during the time of COVID-19, as unemployment rates skyrocket² and many parents, especially those from lower-income communities, report concerns that their children will fall behind academically as a result of school closures.³ Community schools—which are growing in popularity across California, with initiatives present or emerging in Los Angeles, Oakland, and many other districts—are especially well-positioned to meet the myriad needs of students and families during this crisis.⁴ By providing a well-coordinated and comprehensive set of supports, even in a distance learning environment, community schools can help respond to the digital divide and address essential supports such as food delivery and health care.⁵

New research on the role of counties as technical assistance providers

LA County

County Offices Leading/Funding the Pilot



**Los Angeles County
Office of Education**



Community Schools

- Coordinator
- Family outreach worker

Nonprofit Partners Supporting the Pilot

County Offices Supporting the Pilot



Alameda County



Center for Healthy Schools and Communities supports school-based health centers, district health and wellness leads/strategic planning, and COST.



Unconditional Education includes students with disabilities, provides site staff, and involves principals in school redesign.

Lessons Learned

- **Cross-sector partnerships** at the county level can bring comprehensive resources to schools.
- Cross-sector partnerships are strengthened by a **shared vision and clear agreements** among partners.
- A **Multi-Tiered System of Support (MTSS)** and **Coordination of Services Team (COST)** can help to coordinate, deploy, and target resources at schools

Jose Gonzalez

Director of Community Schools Development
Los Angeles County Office of Education

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Discussion