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
North Stars
- Whole Child
- Student Voice
- Sense of Belonging
- Rigorous Learning

Cabinet Team - CS

Admin

Systems

S.S.D.
- Restorative Practices
- Push-In-Services
- Tier 2 & 3

I.L.T.
- Math + PE → Principal
- SPED → Ast. Principal
- ELA → IRF
- Science → STEAMY-C
- Soc. St. → PSI

LEAD Team

C.C.

G.L.C.
- 6 - I.R.F.
- 7 - STEAM Coordinator
- 8 - Assistant Principal

PLC/PD
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.
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.
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.
De-escalation Training

Restorative Practices

Pax Good Behavior Game

Student Voice & Choice

Arts Integration

Project Based Learning

Maslow

Bloom

M

M

M

B
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Anna Maier, M.P.P.
Research Analyst and Policy Advisor
Learning Policy Institute
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
New research on the role of counties as technical assistance providers

Leveraging Resources Through Community Schools: The Role of Technical Assistance

Anna Maier, Sarah Klevan, and Naomi Ostrowsk

Abstract
Community schools are a evidence-based strategy to address a whole-child approach to education by offering integrated academic and social support through the presence of community organizations, expanded and enriched learning time, family involvement, engagement, and collaboration led by a school principal. This brief showcases how two American counties—Los Angeles and Alameda—have leveraged technical assistance to support community school initiatives. Evidence from these two counties indicates that: (1) community efforts 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 technical assistance framework; and (3) a Child-Themed District of Support (CTDS) and a Community of Practice Team (CPT) can help partners coordinate, align, and improve their resources efficiently at school sites.

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. 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 skyrocket and many parents, especially those from lower-income communities, report concerns that their children will fall behind academically as a result of school closures. 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. 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.
LA County

Community Schools
- Coordinator
- Family outreach worker

County Offices Leading/Funding the Pilot

Los Angeles County Office of Education

Nonprofit Partners Supporting the Pilot

County Offices Supporting the Pilot

Public Health

DEPARTMENT OF PUBLIC SOCIAL SERVICES

Department of Parks & Recreation
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
LA County

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Discussion