

ALL SYSTEMS GO!

Community Schools + Expanded Learning

Identifying the systems that serve kids, families, and community



Different systems. Shared kids. Shared community. Shared destination.

Session Purpose

Speak directly to how Community Schools and Expanded Learning can align in service to kids and community.

Help Expanded Learning leaders see their work as part of a larger ecosystem of student and family support—and identify how Community Schools and Expanded Learning can plan, partner, and act together.

OUR STORY

OUR CONNECTION

OUR COMMITMENT

OUR STORY





JOSHUA BLECHA

COUNTY LEAD, R7 FRESNO
SYSTEM OF SUPPORT FOR EXPANDED LEARNING

Our Story

How SSEL and the R-TAC found each other



GINA AMARO-McNAMARA

DIRECTOR
CENTRAL VALLEY REGIONAL TECHNICAL ASSISTANCE CENTER

EDCODE – COMMUNITY SCHOOLS

(B) Coordinating and providing support services to pupils and families at or near community schools, including through childcare, expanded learning time before and after school, and during school intersessions.

References expanded learning (5) times in edcode



HOW DOES
THIS
RELATE TO
MY WORK?



SCAN QR CODE, AND REVIEW INFOGRAPHIC. COLOR
EACH PILLAR BELOW BASED ON THE LEVEL OF
FOCUS/IMPLEMENTATION AT YOUR SCHOOL/DISTRICT.
RED - LOW, ORANGE - AVERAGE, BLUE - EXCELLING

BONUS: LABEL THE PILLARS THAT HAVE BEEN ACKNOWLEDGED IN THE STORY SO FAR.

INTEGRATED
STUDENT
SUPPORTS

FAMILY AND
COMMUNITY
ENGAGEMENT

COLLABORATIVE
LEADERSHIP
PRACTICES FOR
EDUCATORS
ADMINISTRATORS

EXTENDED
LEARNING TIME
AND
OPPORTUNITIES



SCENE FOUR: ELMO SHINES SOME LIGHT - TABLE SHARE

EDCODE STRIKES AGAIN!

(8) (A) Beginning with the 2022-23 fiscal year, the department may allocate up to five million dollars (\$5,000,000) of moneys appropriated for purposes of this subdivision to county offices of education to provide technical assistance, evaluation, and training services to support program improvement, in coordination with activities described in Section 8483.55. County offices of education already providing technical assistance pursuant to Section 8483.55 shall be prioritized to receive these funds.

(B) Training and support shall include, but is not limited to, supporting local educational agencies with leveraging multiple funding initiatives to support expanded learning, including, but not limited to, **community schools**, school meal programs, and California state preschool programs.

region seven

"KIDS.FIRST"

EXPANDED LEARNING COLLABORATIVES

SERVING MERCED, MARIPOSA, MADERA,
FRESNO, TULARE, AND KINGS COUNTIES

KIDS.FIRST

NOVEMBER 29TH

RESOURCES:

- ELO-P INTRODUCTION
- COMMUNITY SCHOOLS
- SUPPORTING HOMELESS & FOSTER YOUTH
- SUPPORTING STUDENTS WITH DISABILITIES
- SERVING TK/K

KIDS.FIRST

MOVING FORWARD

MARCH 7TH

RESOURCES:

- ELO-P ALIGNMENT WITH ASES/21ST
- FAQ CHANGES MATRIX
- FPM PREP TOOL
- FAQs ABOUT THE FAQs
- ELO-P BEST PRACTICES
- SERVING ENGLISH LEARNERS

**CLICK TO ACCESS
RESOURCES**

R7



FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

COMMUNITY of PRACTICE for
COMMUNITY SCHOOLS NETWORK



PURPOSE

- Build partnerships, connect with community organizations, and collaborate with educational institutions to increase the success of students and families
- Provide ongoing support and professional development
- Offer technical assistance for the CCSPP grantees aligned to the Community Schools Framework

WHO SHOULD ATTEND

- Community-based organizations
- Districts that received planning/implementation grants
- District and/or Site Community School Coordinators
- District and/or Site Administrators that are supporting CCSPP grants

NETWORK DATES AND ACCESS CODES

8:30AM - 10:30AM

[Wednesday, August 30, 2023](#) | CSN83023
[Wednesday, October 4, 2023](#) | CSN10423
[Wednesday, December 6, 2023](#) | CSN12623
[Wednesday, January 31, 2024](#) | CSN13124
[Wednesday, March 13, 2024](#) | CSN31324
[Wednesday, May 8, 2024](#) | CSN5824



SCAN QR CODE TO REGISTER

QUESTIONS

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ALL SYSTEMS GO!

FRESNO CONVENTION CENTER
AUGUST 1 & 2, 2024



coherence across systems



KEYNOTE SPEAKER:

BRUCE D. PERRY, M.D., Ph.D.

CLICK OR SCAN FOR
REGISTRATION
& EVENT DETAILS



FOR EVENT QUESTIONS CONTACT - ALLSYSTEMSGO@FCOE.ORG

Two Systems. One Shared Mission.

Community Schools and Expanded Learning each bring distinct strengths—and they serve the same kids.

COMMUNITY SCHOOLS

**Builds the system around the child:
partnerships, integrated supports, family
engagement, collaborative leadership, and local
assets.**

EXPANDED LEARNING

**Expands where, when, and how students thrive:
relationships, enrichment, student interests,
academic support, leadership, and belonging.**

**7AM – 6PM...
How can these two systems provide a integrated experience**

ONE STUDENT AND FAMILY EXPERIENCE

The Value of Each System

**EXPANDED
LEARNING**

**COMMUNITY
SCHOOLS**

FUNDING CONTEXT

**EXPANDED
LEARNING**

QUALITY STANDARDS

Quality Standards for Expanded Learning Programs

What should the Quality Standards for expanded learning programs in California include?
The standards should be considered in the context of the five Learning in After School and Summer principles which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

1 Safe and supportive environment
The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

2 Active and engaged learning
Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

3 Skill building
The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

4 Youth voice and leadership
The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

5 Healthy choices and behaviors
The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.

6 Diversity, access and equity
The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Programmatic Quality Standards

7 Quality staff
The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

8 Clear vision, mission and purpose
The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

9 Collaborative partnerships
The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

10 Continuous quality improvement
The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

11 Program management
The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

12 Sustainability
The program builds enduring partnerships with the community and secures commitment of monetary contributions.

CA Expanded Learning Funding, 2026–27

2026–27 | ONGOING STATE & FEDERAL FUNDING

\$5.6B

Approximate total annual funding across California’s major expanded learning programs

California expanded learning funding includes state apportionments for the Expanded Learning Opportunities Program (ELO-P) and ongoing funding for After School Education and Safety (ASES) and 21st Century Community Learning Centers / ASSETs.

ELO-P



\$4.67B

ASES



\$794M

21st CCLC / ASSETs



\$134M

Together, ASES and 21st CCLC / ASSETs account for approximately \$928M in ongoing funding.

PROGRAM BREAKDOWN

Program	Annual amount	Source
ELO-P	\$4.67B**	State
ASES	\$794M	State
21st CCLC / ASSETs	\$134M	Federal
Total	\$5.6B	State + Federal

Funding type:

ELO-P = Apportionments;
ASES & 21st CCLC / ASSETs = Grants

Duration:

Ongoing

Key funding start points:

ASES 2006; 21st CCLC 1996;
ELO-P July 1, 2021

* Initiated refers to the first year funding was released. Programs were created in earlier legislation, and ASES evolved out of an earlier state-funded after school program established in 1998.

** 2026–27 ELO-P reflects SB 111 funding of \$4,672,910,000. CDE notes \$7.5M is set aside for COE technical assistance, evaluation, and training, leaving \$4,665,410,000 for eligible school districts and charter schools at Advance. AB 126 requires Rate 2 to be no less than \$1,800; preliminary Rate 2 is \$1,801.06.

Sources: California Department of Education principal apportionment, ELO-P rates, ASES program description, and 21st CCLC / ASSETs funding profile. Figures rounded.

THE SYSTEM OF SUPPORT FOR EXPANDED LEARNING (SSEL)

11 service regions (CA County
Superintendents Educational Services
Association or CCSESA)

16 Regional COEs supporting expanded
learning programs in the state (7, 9, 10)

SSEL Regional Team Members:

EXLD Staff (Educational Consultant,
Fiscal Analyst)

SSEL Regional/County Leads

Contracted TA Providers (CAN,
ASAPconnect)



FUNDING CONTEXT

**COMMUNITY
SCHOOLS**

FOUR PILLARS

Use this as the core visual for the Zoom conversation.

Expanded Learning Time
Before, after, summer, enrichment, tutoring,
leadership

Integrated Supports
Attendance, mental health, basic needs, CBO
coordination

Family + Community Engagement
Events, communication, trust, voice, access

Collaborative Leadership
Shared planning, data, roles, continuous
improvement

Discussion prompt: Where are we already aligned—and where are we still operating as separate systems?

CCSPP funding model, 2021–27

2021–25 | ONE-TIME GRANT FUNDING

\$4.1 B

Initial CCSPP funding
across Cohorts 1–4

The state awarded five-year implementation grants through four competitive cohorts, capped at \$500K per site each year.



Four competitive implementation cohorts established the model. The 2026–27 budget converts it to ongoing, formula-based site funding.

2026–27 | ONGOING FUNDING

\$1B

Initial ongoing Proposition 98
General Fund appropriation

**School sites with 65% or more
unduplicated pupils are eligible
for funding.**

Pupils enrolled	Annual amount
10–24	\$75,000
25–150	\$115,000
151–400	\$190,000
401–1,000	\$230,000
1,001–2,000	\$305,000
2,000+	\$400,000

Initial opt-in deadline: Nov. 1, 2026

REGIONAL TECHNICAL

ASSISTANCE CENTERS



REGION	R-TAC	COUNTIES SERVED BY R-TAC
NORTHERN CALIFORNIA	Shasta	Butte, Del Norte, Glenn, Humboldt, Lake Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity
CAPITOL AREA	Sacramento	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba
BAY AREA	Santa Clara	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara and Sonoma
CENTRAL COAST	Monterey	Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura
CENTRAL VALLEY	Fresno	Amador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne
GREATER LOS ANGELES	Los Angeles	Los Angeles
SOUTHERN COAST	San Diego	Imperial Orange, and San Diego
SOUTHERN INLAND	San Bernardino	Inyo, Mono, Riverside, and San Bernardino

SYSTEM of SUPPORT FOR **CCSPP GRANTEES**

& COLLABORATIVE LEADERSHIP FOR TRANSFORMATION



CDE

Administers CCSPP funds and contracts for S-TAC and



S-TAC

Develops guidance and resources to support R-TACS and CCSPP grantees.



R-TACs

Collaborates with S-TAC to provide transformational assistance to county offices of education (COEs) and grantees in their region.



COEs

Collaborates with their R-TAC and S-TAC to support their districts & charter schools, and coordinate resources and services to support grantees



DISTRICT & CHARTER

Collaborates with their R-TAC and COE to support local community schools and may create a steering committee/advisory council to guide exploration and visioning activities, and to surface strategies from community schools.



COMMUNITY SCHOOL SITES

Collaborates with their R-TAC, COE and district to implement their community school plan/strategy, which includes a decision-making steering committee/advisory council to foster shared decision-making at the site level.

OUR CONNECTION



AUGUST 1 & 2, 2024

ALL SYSTEMS GO!

coherence across systems

- Dr. Bruce Perry
- CDE Representation
- 36 Education Systems Presenting
- 50 Community Partner Booths

YOU ARE THE SYSTEM.
THIS EVENT IS FOR YOU!

EDUCATION SYSTEMS

CLOVIS VETERANS MEMORIAL DISTRICT
AUGUST 8, 2025

ALL SYSTEMS GO! x COPE

A COHERENCE & POVERTY REALITY EXPERIENCE



COMMUNITY SYSTEMS

EDUCATION SYSTEMS

OPENING:
COST OF POVERTY EXPERIENCE

CAPACITY BUILDING:
FOUR RELEVANT WORKSHOPS

CLICK OR SCAN FOR
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& EVENT DETAILS



FOR EVENT QUESTIONS CONTACT - JBLECHA@FCOE.ORG

ASC

coherence across

EDUCATION SYSTEMS

ASTRONAUT LICENSE

ALL SYSTEMS GO!



COMMUNITY SYSTEMS

EDUCATION SYSTEMS

POLICYMAKERS

REG Expanded Learning Program

From Alignment to Coherence

The goal is not more meetings—it is a better experience for students and families.

ALIGNMENT

Having a general awareness of other systems. Know where the work intersects.

COORDINATION

Communicate and determine clear roles and timing.

COHERENCE

Create one connected integrated experience, not fragmentation.

What changes when Community Schools and Expanded Learning stop coexisting and start designing together?



Mentimeter



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Bridging Expanded Learning & Community School



Key Practices That Are Happening

- Share data and needs: Identify which students struggle with math, literacy, or behavior. Then shape ELP enrichment to address those specific needs alongside regular day interventions
- **West Fresno** shift from “just counting after-school attendance” to intentionally selecting which kids need targeted academic or enrichment support.



Bridging Expanded Learning & Community Schools | Early Matters Fresno



EMF NIC Theory of Improvement Action Period Routines

Aim: 95% EMF Kinder & 1st grade students will reach end-of-year benchmark goals in each of the Five Focus Skills by May 18, 2027 according to local literacy measures.

Administrator As the Educational Leader	Classroom Teacher Classroom Environment	Ed Corps Literacy Mentor Kindergarten Auxiliary Support	ELP Site Lead Expanded Learning Environment	CS Lead Parent & Community Partners
Coaching Cycles: Participate in learning sessions to understand <i>Look Fors</i> with K & 1st Classroom Teacher 2-3x year Classroom Visits: Conduct K & 1st classroom literacy visit using <i>Look Fors Tool</i> & provide feedback Sept-June Quick Visit: 1x week 10 mins Literacy Walk: 2-4x a year with EMF Literacy Coach Attend PLC: Attend data-driven K & 1 PLC using literacy <i>PLC Protocol</i> 1x month Sept.- June - Communicate EMF cohort wellness support needs to <i>Care Coordination Huddle</i> team Attend Care Coordination Huddle: Participate in the Huddle using the <i>Care Coordination Protocol</i> and <i>Real Time Tracker</i> 1x month Sept.-June Data Reporting: Ensure EMF NIC data is collected and submitted to the <i>Data Tracker</i> by determined EMF dates: 5x a year for Five Focus Skills 1x month for behavior & attendance Rounding: Hold 2-3 Rounding interviews per month with K & 1st grade teachers, tutors, intervention specialists, ELP team and bring notes to monthly EMF NIC Leadership Check-in meeting using the <i>Rounding Tool</i> & <i>Status Report</i> Sept.-June Support Literacy Campaign: Ensure integration of literacy messaging and practice into existing family engagement events, activities or meetings led by CS Lead. Align the campaign with designated learning targets. Cultivate a literacy-important culture. Establish Expanded Learning Throughline: Develop a process to support targeted literacy learning using <i>Data Grouping Form</i> with ELP Site Lead	Coaching Cycles: Engage in 2-3 research-based cycles of learning that include: training, coaching, lesson modeling and design, and peer observations. Cycles will be based upon a set of five focus areas to build students' strength in foundational skills. Training and real-time coaching include: learning, doing, co-design, debrief, observation, peer study observation. <i>Coaching Cycle Schedule</i> per site. Whole Class Literacy Instruction: Occurs daily to introduce, review, and/or spiral the literacy learning cycle focus Targeted Small Group Literacy Instruction: Use data to design small groups and define the targeted instructional area(s) of focus using Five Focus Skills <i>Data Grouping Form</i>. Assess Student Progress & Maintain Data Tracker: - Complete specified diagnostic assessments 5x throughout the school year according to <i>EMF Assessment Schedule</i> - Participate in ongoing formative assessment collection Participate in Literacy PLC: Engage in data-driven PLC using the <i>EMF PLC Protocol</i> 1x a month Sept.-June to: - Inform whole group and targeted small group literacy instruction using the <i>Data Grouping Form</i>. - Provide Data Grouping Form reports to ROP students & ELP site lead via a local Google Drive after diagnostic. Daily At-Home Literacy Development: Support guardians in building at-home reading habits by reading to or with your student every night for a minimum of 15 minutes.	EC Lit Mentor Training: Attend 4 Ed Corps sessions, 1 Showcase, 1-2 EMF sessions, and assemble <i>Ed Corps Literacy Kit</i>. Meet and Greet: EC Lit Mentor and K site teacher will meet prior to Nov. start date to discuss student level data and targeted supports based on <i>Data Grouping Form</i> and <i>Meet & Greet Discussion Guide</i> Weekly Lesson Plan: Use student <i>Data Grouping Form</i> to design weekly <i>15 Minute Lesson Plan</i> to target the instructional skills of focus- Nov.-June Targeted One-on-One Instruction: Conduct one-on-one targeted instructional sessions with students 2x a week during classroom time using <i>Literacy Kit</i>. Assess Student Progress & Maintain Data Tracker: - Assess & track student skill progress. - Maintain student level <i>Progress Monitoring Log</i> 1x week. Participate in ROP Ed Corps PLC: Engage in data-driven ROP PLC to understand targeted group progress and inform one-on-one strategic/intensive instructional support 1x month using the <i>Ed Corps PLC Protocol</i> starting in Nov.-June. PLC Data Reporting Huddle: ECLM student will schedule a check-in with the K site teacher after each EMF diagnostic to review the <i>Data Grouping Form</i> & discuss on-going diagnostic results and student progress trends, targets, and planning 4x year following K teacher PLC Nov.-June Community Literacy Project: Co-plan a spring family literacy learning series or engagement event with CS Lead that helps families feel confident to be active partners in the educational process. ROP Teacher: Supports all activities above including: Schedule all Ed Corps PLCs for the year, Facilitate PLCs, Ensure Lesson Plans, Data Tracker upkeep, PLC Teacher Feedback Loops occur 1x month Oct.-June	Power Up! Site Lead & Tutor Training: Attend 1 EMF breakout session to learn purpose, expectations, EMF cycle routines: - ELP Site Lead: <i>Learn Playbook</i> - Tutors: <i>Learn EMF Literacy Kit & Routines</i> Establish an Emotionally Welcoming & Safe Culture: Use a <i>Culture Builder Activity</i> with the team & students 1x a week EMF Literacy Routines Daily: Ensure tutors implement one or more of the following routines for 15 minutes each day using the <i>15 Minute Learning Routine</i> and <i>EMF Literacy Kit</i> <i>Alphabet Arc</i> <i>Phoneme Grapheme Mapping</i> <i>Dictation</i> <i>Oral Language Routines for Poems & Chants (Little Voices)</i> Hold Daily Huddle: Conduct a daily team huddle to connect, set literacy focus, and launch action using the <i>Daily Team Huddle</i> protocol 1x a day for 7 mins. Sept.-June Coaching Cycles: Schedule and conduct monthly coaching cycles of learning with tutoring team using the <i>ELP Coaching Protocol</i> & <i>Debrief Conversation Guide</i> 1x a month- Sept. - June: - Pre-meeting - Set the focus - Observation - Notice, Impact, Next time... - Debrief - Went well, Challenges, Support Build Capacity K & 1st Tutor Team: Coordinate EMF tutor trainings with site administrator & Lit Coach to occur 2-3x year Attend Care Coordination: Provide key K & 1st student information and communicate supportive action plan to tutors Extra Mile Challenge: - Establish standing with site administrator using <i>5P Checklist</i> Targeted One-on-One Skill Building: Based on the <i>Data Grouping Form</i>, tutors conduct a targeted <i>15 Minute Learning Routine</i> sessions per student 3-5x a week	Promote Literacy Campaign: Cultivate a literacy-important culture. Integrate literacy messaging and practices into existing family engagement events, activities or meetings. Align to literacy targets. Hold Family Literacy Events: Plan family literacy learning series or engagement events that helps families feel confident to be active partners in the educational process 2x year: Fall and Co-plan Spring with EC Lit Mentor Establish Site Care Coordination Team: Work with site administrator to ensure there is designated site team to hold huddles and conduct follow-up. Attend Site Care Coordination Huddle: Participate in and come prepared to the Care Coordination Huddle using the <i>Care Coordination Protocol</i> led by site team & log on <i>Care Coordination Tracker</i> 1x month Site Care Coordination Follow-up: Following the Huddle, ensure the site team implements action plan and develops ongoing communication with K & 1st families to understand assets and needs while connecting families to resources. Rounding: Hold 2-3 Rounding interviews per month with K & 1st grade families, and bring notes to monthly EMF NIC Leadership Check-in meeting using the <i>Rounding Tool</i> starting Sept.-June Site Care Coordination Team: Will facilitate all aspects of the huddle including case management, next steps- supports for students/families, and active communication loops with admin, teacher and families

EXAMPLES OF FRAGMENTATION

Examples

**BONUS ENRICHMENT,
FOLKLORICO**

WHEN SYSTEMS DON'T WORK TOGETHER

Good intentions can still create a fragmented experience.

DIFFERENT
SYSTEMS.
A BRIGHTER
TOMORROW
TOGETHER.

COMMUNICATION & COORDINATION



Conflicting messages

families hear different expectations, priorities, or next steps from different people.



Unclear ownership

everyone is involved, but no one knows who is leading or who is responsible for the next move.



Gaps in support

each system assumes another system is handling something, and important needs can be missed.



Delayed action

handoffs, referrals, and decisions take longer because systems are not communicating with one another.

FAMILY EXPERIENCE



Repeated storytelling

students and families have to explain the same circumstances over and over to different people.



Loss of trust and engagement

families may stop answering calls, attending meetings, or accepting support because the process feels burdensome or disconnected. Maya's scenario demonstrates this directly when Elena stops returning most calls.



Student and family voice gets lost

the adults' systems and procedures can become the focus instead of what the student and family actually want or need.



Inequitable access

families with more time, knowledge, transportation, or capacity are better able to navigate fragmented systems than families already under significant stress.

SYSTEM ACTIONS



Information silos

one system may act without knowing what another system already knows or is already doing.



Competing priorities

each system responds to the issue it sees rather than agreeing on what matters most to the student and family.



The wrong intervention at the wrong time

a service may be appropriate in isolation but poorly timed given the family's more immediate needs.



Over-intervention

too many systems become active simply because they can help, rather than because they need to.

OUTCOMES & IMPACT



Missed opportunities for shared solutions

needs that could be addressed through one coordinated conversation or plan become separate processes.



Staff inefficiency

multiple people spend time making separate contacts, gathering the same information, and solving connected problems independently.



Escalation instead of prevention

attendance, academics, behavior, wellbeing, or family engagement can worsen while systems work in parallel rather than together.



Missed or competing responsibilities

important system-specific responsibilities can be overlooked when roles are unclear. In Maya's case, the situation already involves missed IEP supports, attendance concerns, transportation barriers, and outdated student information.

OUR COMMITMENT



COMMITMENT

Close with a concrete next step.

WHAT'S YOUR COMMITMENT

I will strengthen my relationship with _____ so that _____.

**Our systems do not have to become one system.
They need to work together as one experience for students, families, and
community.**

ALL SYSTEMS GO!



Disclaimer Language to Include on FCSS Training Slides/Materials

"The Office of the Fresno County Superintendent of Schools is committed to supporting districts, educational agencies, and/or charter schools with information and best practice recommendations based upon current guidance and professional standards, but the information shared should not be considered legal advice. Final decisions regarding implementation and any questions regarding legal compliance remain the responsibility of each district, agency, or charter school and should be made in consultation with the district's, agency's, or charter school's own legal counsel and administrative team."