inflexion

Community-Based Learning for Community Schools: From Belonging to Agency

Scan QR Code for workshop materials!

Culture & Identity: Assets that shape instruction

COMMUNITY SCHOOLS IMPLEMENTATION

Emergency Preparedness



- Identify CPR/First Aid-Certified individuals in the room
- For emergencies, dial **9-1-1** from a landline

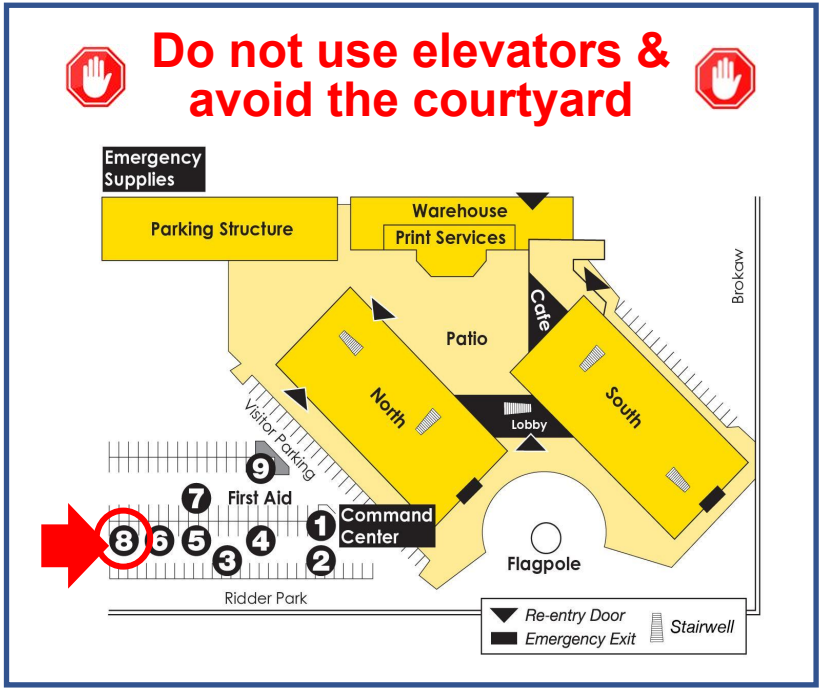


- Notify SCCOE Staff if you require assistance exiting
- A wheelchair is available (1st Floor, North Building)



- See the complete Emergency Plan on the SCCOE Website

Emergency Evacuation Site



- Presenter to point out **Assembly Area 8**, 2 stairwells/exits
- Follow staff to vacate the building
- Join your group in the parking lot at Assembly Area 8
- Do not go to your car or leave the parking lot until attendance reporting is completed

Emergency Devices

Emergency devices are located on each floor at the south end of the walkways connecting North and South buildings



Fire Extinguishers



Automated External Defibrillator (AED)



Narcan Naloxone Nasal Spray



Visitor Wi-Fi Access
connect to “**sccoe_visitor**” – no password is required



All-Gender Restroom
South Building, 2nd Floor
(around the corner from the Oak Grove Room)



Privacy Room / Nursing Mothers
North Building, 1st Floor & South Building, 2nd Floor
(across from the East Side/San Jose Room, next to the central stairwell)

Manuel Colón



Jackie Counts



Diana Fujimoto



- Welcome
- What the World Needs
- CBL as a Framework
- Understanding Cultural Wealth
- Why Language Matters
- Reflection
- Closing & Feedback



Objective

By the end of this workshop you will:

- Gain a deeper understanding of cultural wealth.
- Learn strategies to incorporate students' cultural and linguistic assets into instruction.
- Design learning experiences that affirm identity and belonging.
- Examine bias and shift towards asset-based perspectives.



We encourage you to:

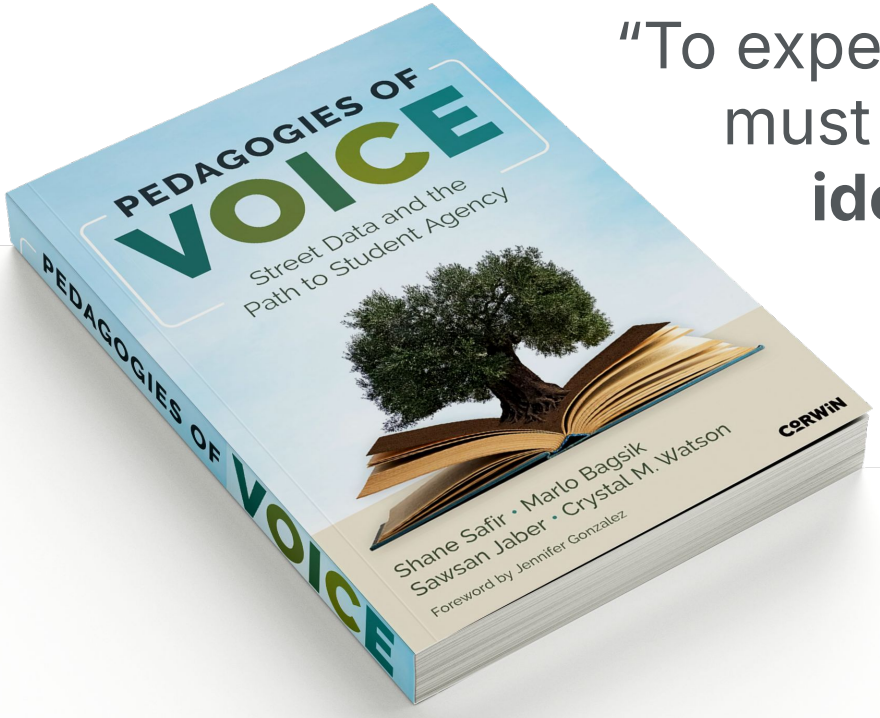
- Stay curious
- Be brave not perfect
- Push past traditional approaches
- Ask questions



Community-Based Learning for Community Schools:
From Belonging to Agency

Workshop 1	Workshop 2	Workshop 3	Workshop 4
Belonging & Relationships	**Culture & Identity**	**Community Connections**	**Agency & Purpose**
Foundation for learning	*Assets that shape instruction*	*Real-world relevance*	*Student empowerment and leadership*
Sept. 29	**Nov. 17**	**Feb. 2**	**Mar. 4**

Awaken Identity: Community Builder



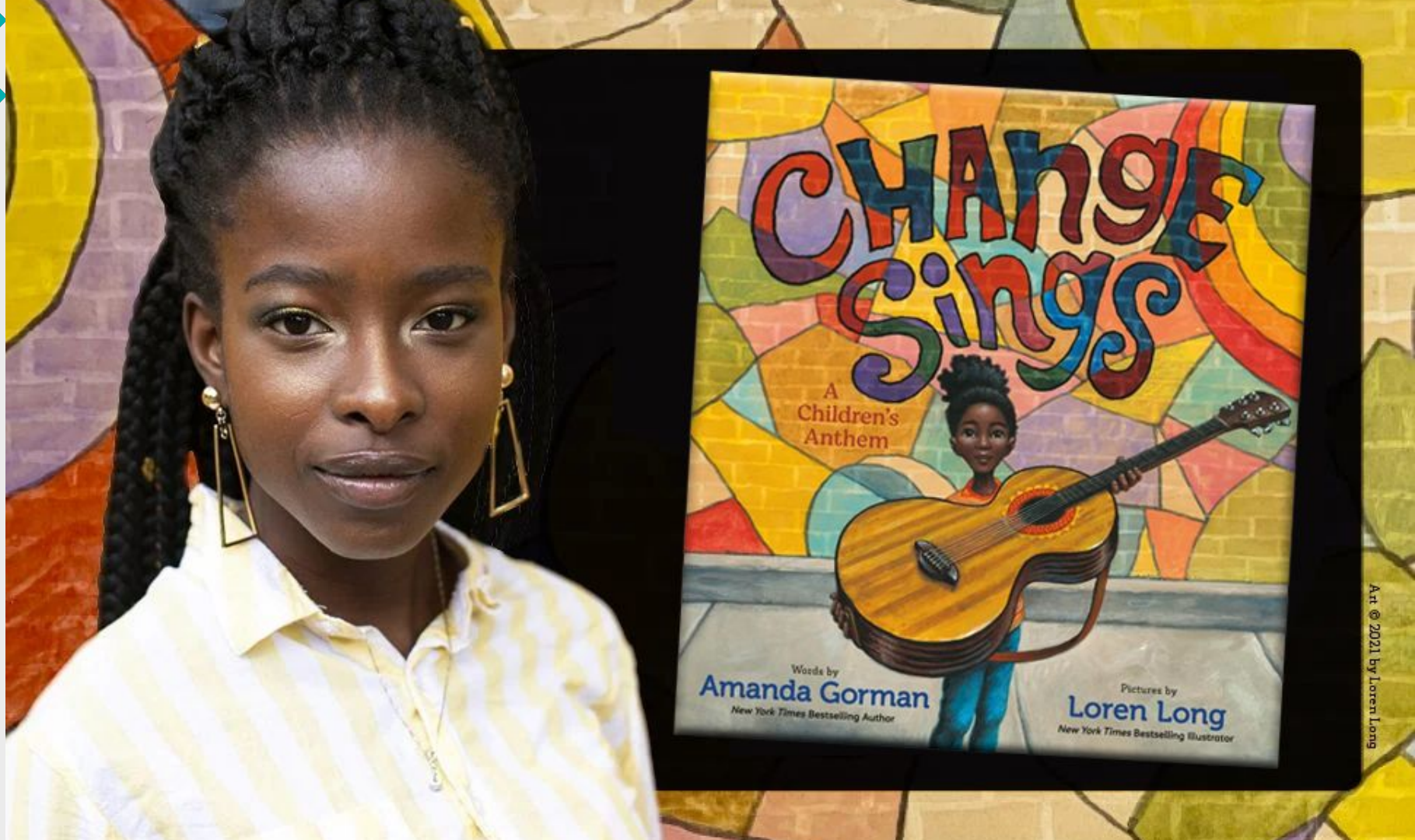
"To experience agency, a person must first feel that their core **identities** - including their ways of being, learning, presenting, and knowing in the world - are valued."

-Shane Safir, 2025

Storientation

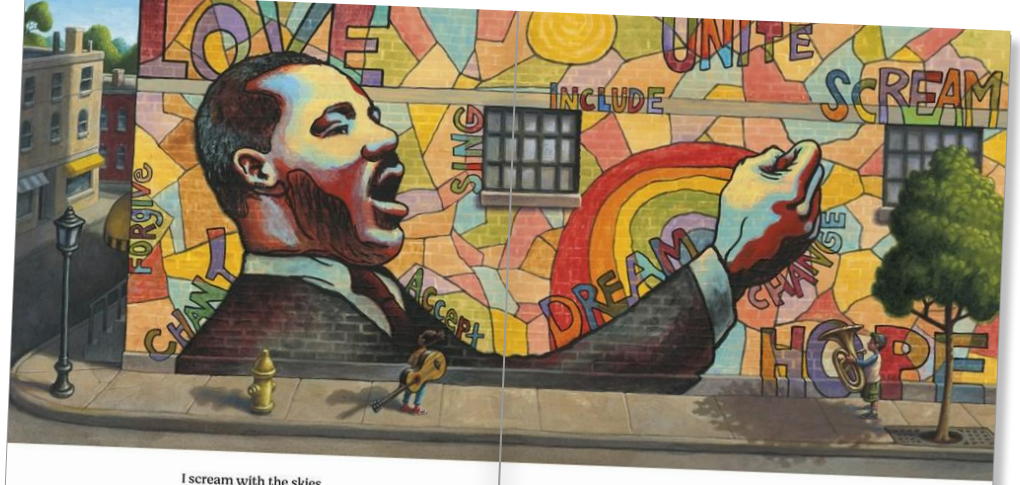
"A purposeful sharing of personal stories, connecting one's identity and vulnerability to the core content and learning. It sets a foundation for a culture of trust and transparency."

-Safir, 2025


CHANGE Sings
A Children's Anthem
Words by
Amanda Gorman
New York Times Bestselling Author
Pictures by
Loren Long
New York Times Bestselling Illustrator
Art © 2021 by Loren Long

I can hear change humming
In its loudest, proudest song.

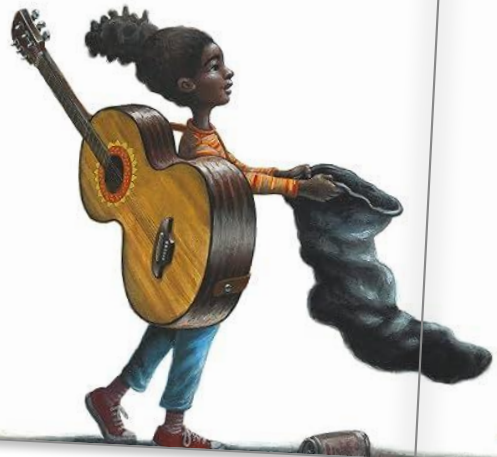
I don't fear change coming,
And so I sing along.



I scream with the skies
Of red and blue streamers.

I dream with the cries
Of tried-and-true dreamers.

I'm a chant that rises and rings.



There is hope where my change sings.



We Are What the World Needs

Inspired by Amanda Gorman's Book "Change Sings"

Directions:

First Stanza: Complete the first three sentences. Then complete at least 2-3 more of the next five sentences. You can also do all of them if you wish.

Second Stanza: Complete at least 3-4 sentences. Feel free to complete more if you wish.

First Stanza

** I am* _____

** I live on* _____

** My heritage is* _____

I can speak _____

I can hear _____

I don't fear _____

I scream _____

I dream _____

I am the change.

Second Stanza

I sing _____

I hum _____

I use my strengths of _____ to _____

I use my smarts like _____ to _____

Source: English Language Learner (ELL) and English Language Support (ELS*) team in Saanich School District 63, British Columbia. Note: ELS stands for English Language Support for Indigenous students. In the BC provincial Ministry of Education, this support falls under the umbrella of English Language Learning.

Craft a poem that "sings with ***identity*** and ***self-affirmation***"





Through Deep Listening and Mirroring
Share Affirmations:

Find someone you meet “eye to eye with” (same/similar height)

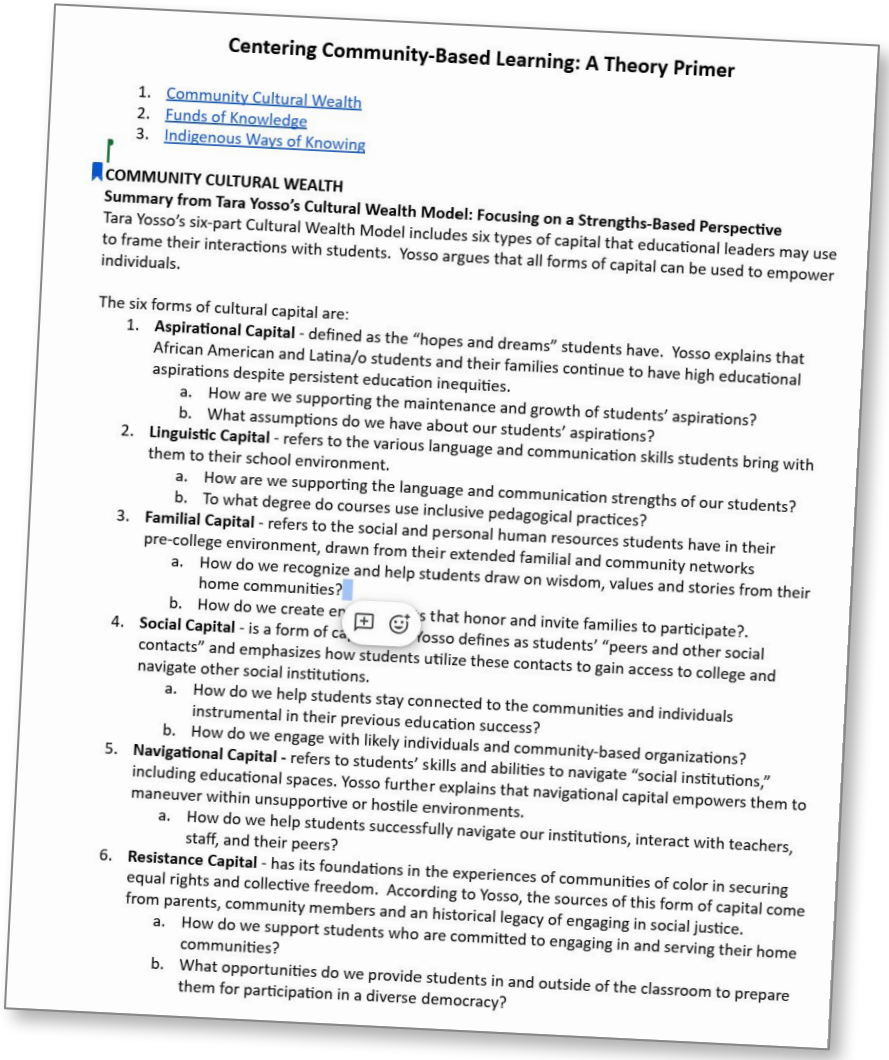
“What you shared helps me to better understand... ”

“Your perspective is so valuable to our community because ... “

“I appreciated hearing about... “

CBL Theoretical Framework Reading:

Going Deeper With Cultural Wealth and Applying it to the Classroom



Centering Community-Based Learning: A Theory Primer

1. Community Cultural Wealth
2. Funds of Knowledge
3. Indigenous Ways of Knowing

COMMUNITY CULTURAL WEALTH

Summary from Tara Yosso's Cultural Wealth Model: Focusing on a Strengths-Based Perspective

Tara Yosso's six-part Cultural Wealth Model includes six types of capital that educational leaders may use to frame their interactions with students. Yosso argues that all forms of capital can be used to empower individuals.

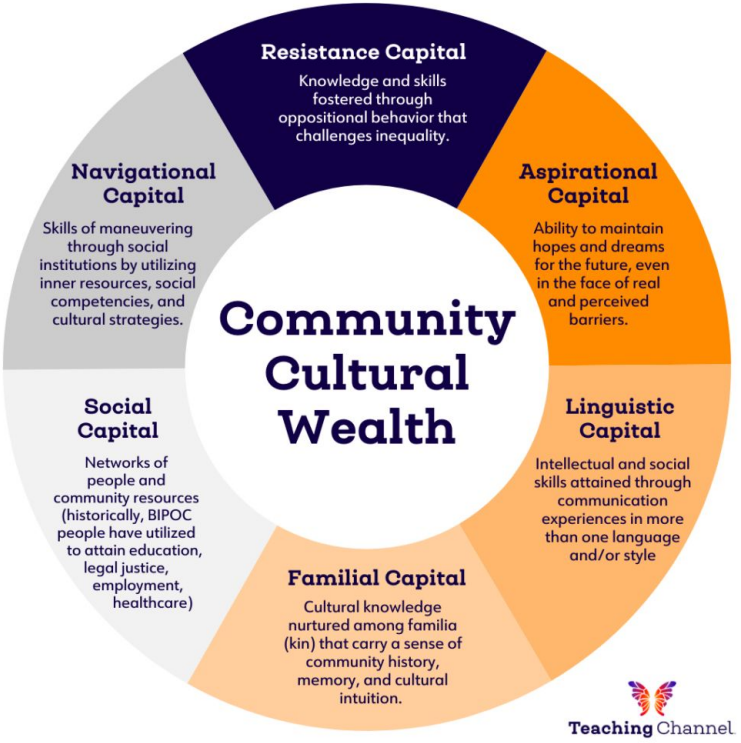
The six forms of cultural capital are:

1. **Aspirational Capital** - defined as the "hopes and dreams" students have. Yosso explains that African American and Latina/o students and their families continue to have high educational aspirations despite persistent education inequities.
   a. How are we supporting the maintenance and growth of students' aspirations?
   b. What assumptions do we have about our students' aspirations?
2. **Linguistic Capital** - refers to the various language and communication skills students bring with them to their school environment.
   a. How are we supporting the language and communication strengths of our students?
   b. To what degree do courses use inclusive pedagogical practices?
3. **Familial Capital** - refers to the social and personal human resources students have in their pre-college environment, drawn from their extended familial and community networks
   a. How do we recognize and help students draw on wisdom, values and stories from their home communities?
   b. How do we create en[illegible]s that honor and invite families to participate?.
4. **Social Capital** - is a form of ca[illegible]Yosso defines as students' "peers and other social contacts" and emphasizes how students utilize these contacts to gain access to college and navigate other social institutions.
   a. How do we help students stay connected to the communities and individuals instrumental in their previous education success?
   b. How do we engage with likely individuals and community-based organizations?
5. **Navigational Capital -** refers to students' skills and abilities to navigate "social institutions," including educational spaces. Yosso further explains that navigational capital empowers them to maneuver within unsupportive or hostile environments.
   a. How do we help students successfully navigate our institutions, interact with teachers, staff, and their peers?
6. **Resistance Capital** - has its foundations in the experiences of communities of color in securing equal rights and collective freedom. According to Yosso, the sources of this form of capital come from parents, community members and an historical legacy of engaging in social justice.
   a. How do we support students who are committed to engaging in and serving their home communities?
   b. What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?

Dr. Tara Yosso's Community Cultural Wealth Model

Highlights 6 forms of wealth/capital:

- Aspirational
- Linguistic
- Familial
- Social
- Navigational
- Resistance



Community & Cultural Wealth

Background
Tara Yosso's six-part Cultural Wealth Model includes six types of capital that educational leaders may use to frame their interactions with students. This may be particularly useful to educators committed to increase the number of students who remain in the academic pipeline.

The six forms of cultural capital are:

1. Aspirational
2. Linguistic
3. Familial
4. Social
5. Navigational
6. Resistance

Yosso argues that all forms of capital can be used to empower individuals. Yosso designed this model to **capture the talents, strengths and experiences that students of color bring with them to their college environment**.

The *Cultural Wealth Model* represents a framework to understand how students of color access and experience college (Or any K-16 educational space) from a strengths-based perspective. Below we summarize Yosso's definition of each form of capital and pose questions to consider in determining how a program, school, college, or other institution can promote each specific type of capital.

Aspirational capital **is defined by Yosso as the "hopes and dreams" students have.** She explains that African American and Latina/o students and their families continue to have high educational aspirations despite persistent education inequities. Questions to consider:

- How are we supporting the maintenance and growth of students' aspirations?
- What assumptions do we have about our students' aspirations?

Linguistic capital **refers to the various language and communication skills students bring with them to their college environment.** Yosso further defines this form of capital by discussing the role of storytelling, particularly for students of color. She argues that because storytelling is a part of students' lives before they arrive on college campuses, they bring with them "skills [that] may include memorization, attention to detail, dramatic pauses, comedic timing, facial affect, vocal tone, volume, rhythm and rhyme." (p. 79). These are all skills that instructors and student affairs staff can use as a solid foundation for academic success. Questions to consider:

- How are we supporting the language and communication strengths of our students?
- To what degree do courses utilize inclusive pedagogical practices?

Familial capital **refers to the social and personal human resources students have in their pre-college environment, drawn from their extended familial and community networks.** Yosso explains that students' pre-college experiences within a communal environment come with knowledge that campuses can help students leverage in to positive experiences in college. Consider:

- How do we recognize and help students draw on wisdom, values and stories from their home communities?

Read the overview:

- Circle key vocabulary
- Underline important details



- Group 1: Aspirational Capital
- Group 2: Linguistic Capital
- Group 3: Familial Capital
- Group 4: Social Capital
- Group 5: Navigational Capital
- Group 6: Resistance Capital


TIME
FOR A
BREAK

Docent Led
Gallery Walk Part 1



- **As a group, create a poster that includes the following:**
  - Name of the wealth / capital
  - Key ideas about the concept
  - Visual
  - Examples of what it looks like in the classroom

- Put your poster next to one of the **NUMBERS** around the room

Name of Cultural Wealth	**Key Ideas**
Visual	**Classroom Examples**

Docent Led
Gallery Walk Part 2

- # off 1-6 at your table
- Start at the poster of your number
- When you get to your group's poster - YOU are the docent
    - 3 minutes to share the information on your poster
- Ask questions/add comments
- Wait for directions to rotate to the next poster



Grounding in our Cultural Wealth



Seeds and Roots

- To reflect on our personal and cultural sources of strength
- To identify what we want to grow as leaders in our communities
- To build community through shared stories

Seeds and Roots
My Story

Seeds & Roots Reflection Worksheet

Part 1: Roots - My Cultural Wealth

Reflect on the sources of strength, wisdom, and cultural wealth that have shaped who you are. Refer to Angela Lock's Cultural Wealth Wheel for guidance.

List or describe at least one example for each of the following:

1. **Aspirational Wealth** – Hopes and dreams you or your family have held:
2. **Linguistic Wealth** – Languages or ways of communicating th
3. **Familial Wealth** – Traditions, people, or stories from your fam
4. **Social Wealth** – Supportive relationships or networks in your
5. **Navigational Wealth** – Skills for moving through institutions o
6. **Resistant Wealth** – Ways you've stood up against injustice o

Part 2: Seeds - What I Am Cultivating

Now, reflect on what you want to grow in your role (as student, educator, community partner) this year.

- What values do you want to nurture?
- What practices or approaches are you trying to grow?
- How will your roots support the seeds you're planting?
- What support do you need to help your seeds grow?

Our roots nourish our growth. Let's lead with both our histories and our hopes.



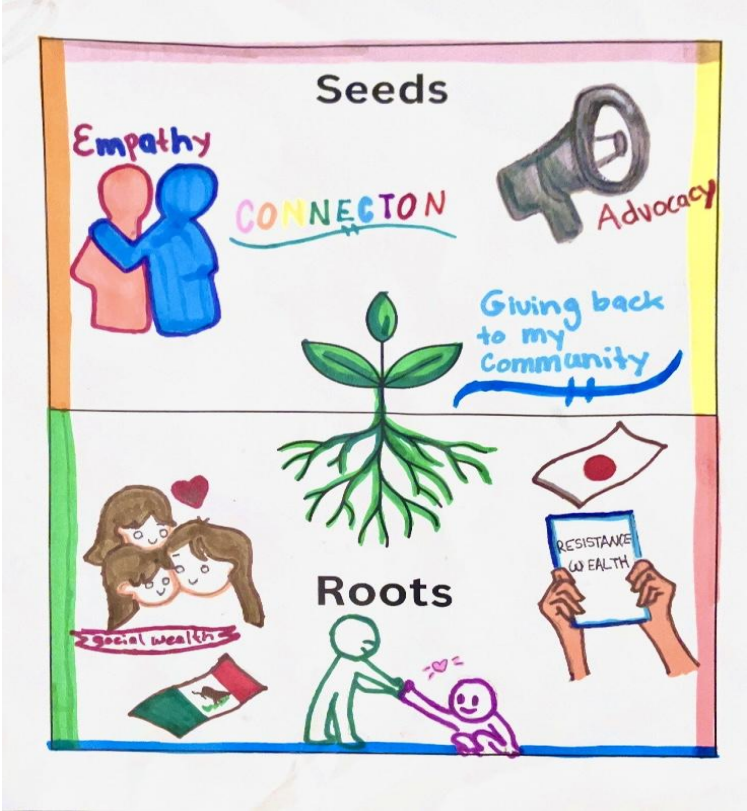
Drawing Your Seeds and Roots

Top half = Seeds:

- What do you want to grow as a student/ leader?
- What values, practices, or visions are you cultivating this year?

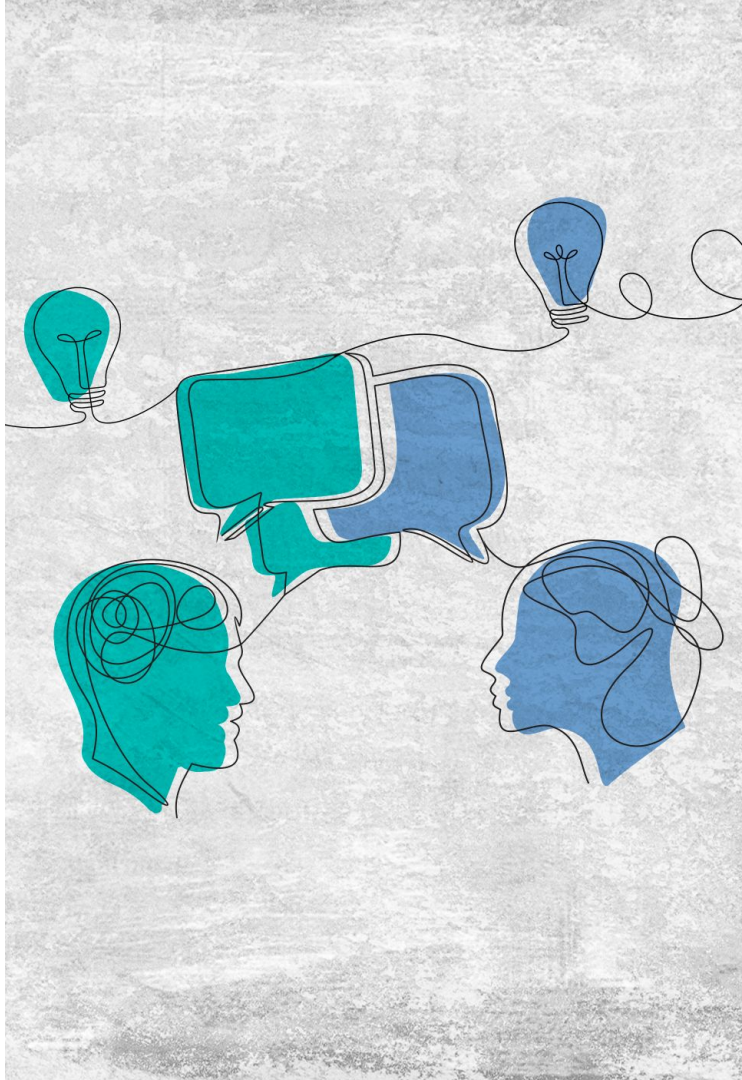
Bottom half = Roots:

- Reflect on which of the cultural wealth areas you draw strength from.
- Write or draw words, memories, people, traditions, or moments that shaped you.



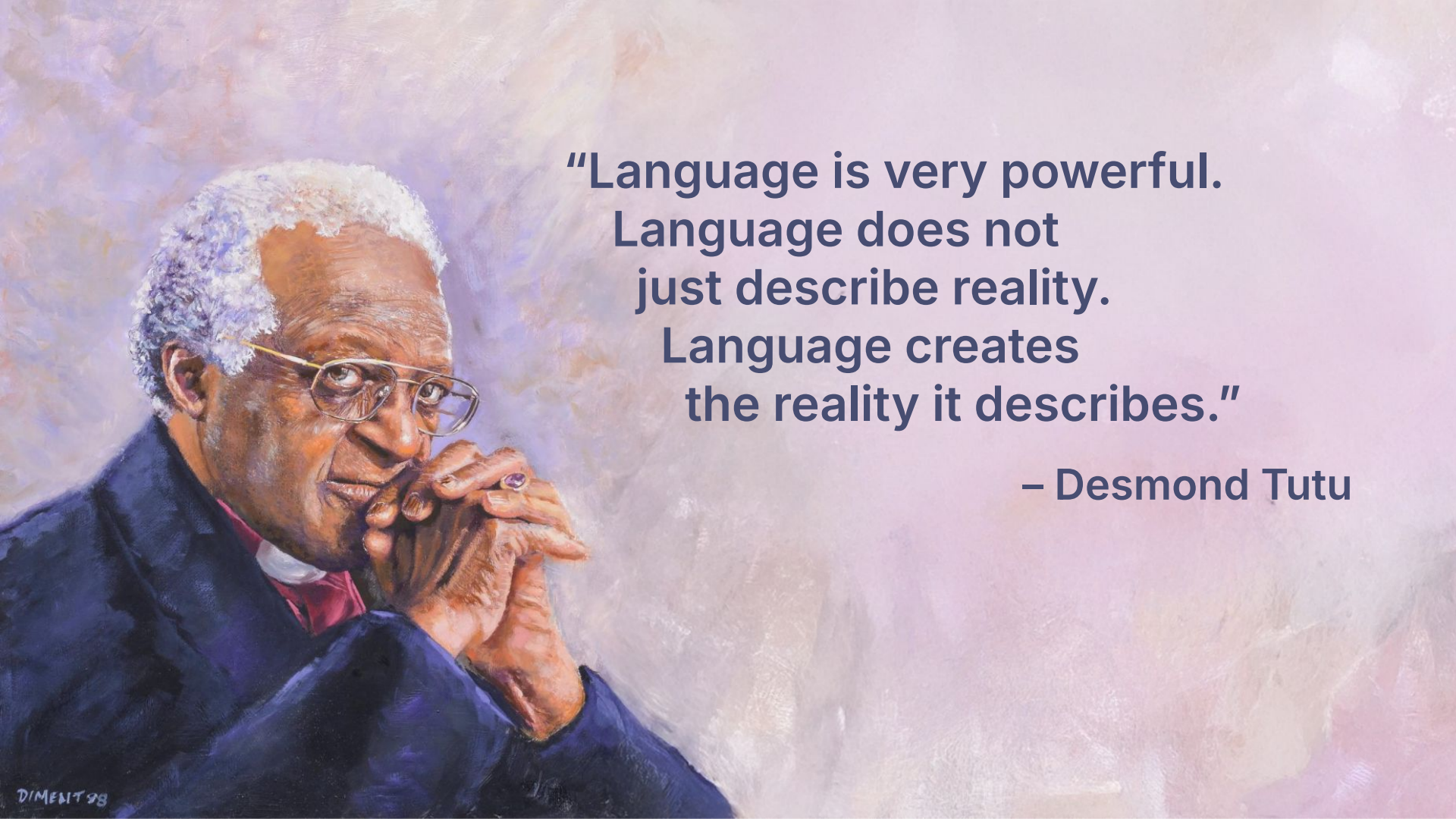
Group Debrief

- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?




TIME FOR
LUNCH


Reset. Recharge. Refocus.


“Language is very powerful.
Language does not
just describe reality.
Language creates
the reality it describes.”
– Desmond Tutu

Why Language Matters?

Throughout the history of public education in the United States, our system was developed and continues to be based on a deficit-based view of students, families, and communities, which then contributes to a “deficit” or reactive system.

Source: Integrated Comprehensive Systems for Equity

Why Language Matters?

Deficit-based language and thinking operates on the premise of identifying shortcomings and deficiencies within individuals or communities. It perpetuates a narrative of inadequacy, blaming individuals for their circumstances rather than examining systemic inequities. This language can range from labeling to overt stereotyping, and its impact extends far beyond mere words.

Source: Integrated Comprehensive Systems for Equity

The language we use to refer to how we educate students can perpetuate a deficit perspective

Deficit Language

- tracking
- clustering
- minority
- pull-out
- push-in
- Illegals
- refugee kids
- inclusion kids
- subgroups
- the bilinguals
- the monolinguals
- the at-risk kids
- inclusion program
- the transition kids
- ability-grouping
- the intervention kids
- the extension kids
- inclusion classroom

Source: Integrated Comprehensive Systems for Equity



How does our current structure for educating students in our school reinforce deficit thinking about students even though we think we are helping?

Source: Integrated Comprehensive Systems for Equity



LET'S AMPLIFY!

What is an asset- and strengths-based approach?

Using asset-based language is one of the first steps in interrupting the pattern of marginalization an inequities within a school system. Asset-based language focuses on what the student/family/community can do and what skills, gifts, and knowledge they have.

Source: Integrated Comprehensive Systems for Equity

What is an asset- and strengths-based approach?

An asset- or strengths-based approach recognizes and builds on the funds of knowledge that families from diverse backgrounds bring to student learning.

School practitioners who hold an asset-based view believe that it is the school's responsibility to create a welcoming, inclusive, respectful, and supportive atmosphere and to reduce barriers to engagement. They reject deficit narratives in which certain families are construed as disengaged because of a perceived lack of care or capacity.

Source: Integrated Comprehensive Systems for Equity

Four Cornerstone Commitments

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.

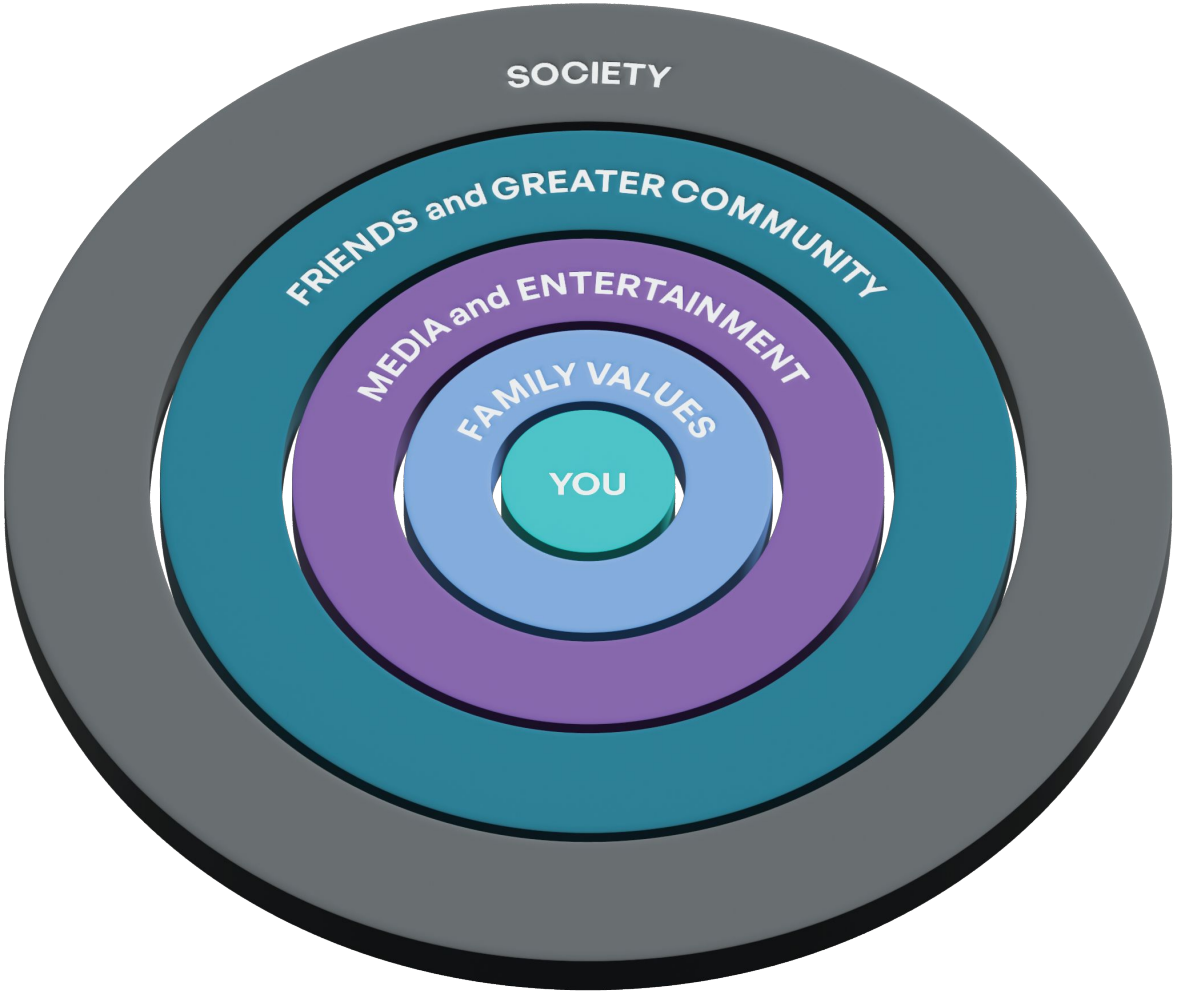
Racially-Just and Restorative School Climates: Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.

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.

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.

“Implicit bias refers to the attitudes, beliefs, or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases often appear in the forms of microaggressions and stereotypes. No one is immune from it.”

– Brenda Álvarez, NEA Today


SOCIETY
FRIENDS and GREATER COMMUNITY
MEDIA and ENTERTAINMENT
FAMILY VALUES
YOU



Consider a time when your implicit bias surfaced.

Consider your school systems.

Where is implicit bias baked into decision making?

The manifestations of our implicit bias shows up in the classroom and the greater school community and are embedded in the systems and structures of the schools in the following ways:

- Teacher expectations and instruction
- Under and over identification of disability
- Policy for discipline and behavior
- Classroom placement



How can data be used to uncover implicit bias?

Once it has been uncovered, what steps can you take to address it?

Step In The Circle If...

In this engaging community builder we will share prompts that range from fun personal question to ones about academic readiness, awareness, and aspirations.

Step into the circle if a statement resonates!



Step into the circle if...
you grew up in a multilingual household.

Step into the circle if...
you are the first in your family to graduate from college.

Step into the circle if…
you translated or interpreted for your family growing up.

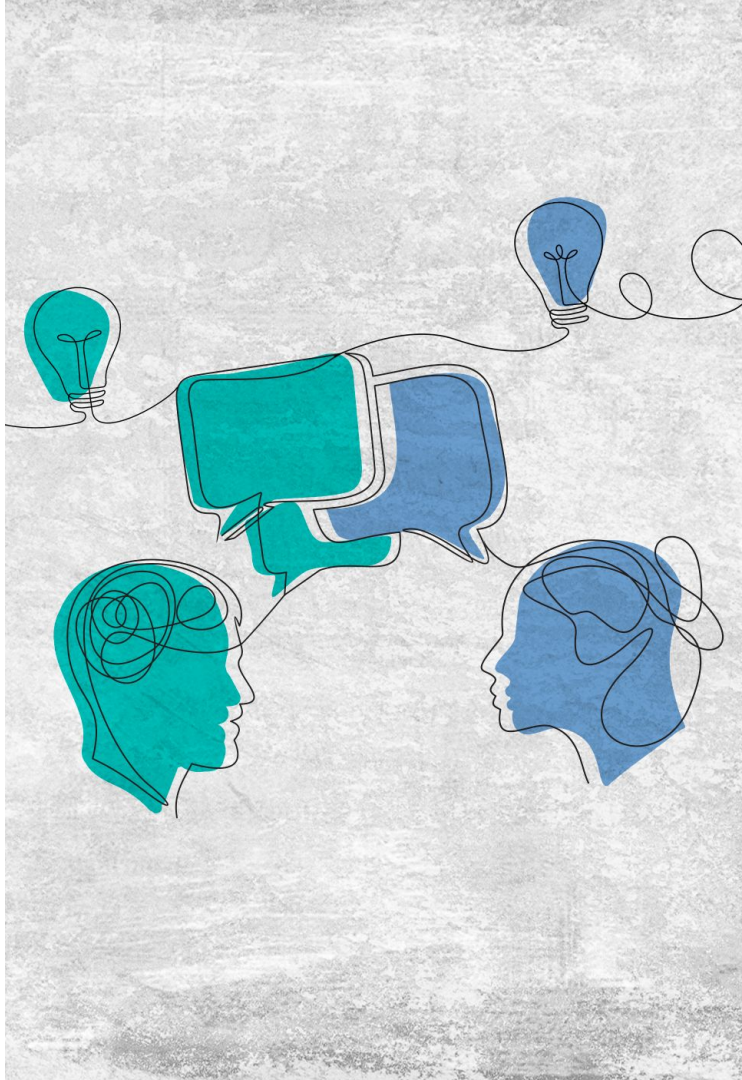
Step into the circle if...
your identity has ever been misunderstood or misrepresented.

Step into the circle if...
you hold an identity that helps you become more resilient.

Step into the circle if...
you hold an identity that people often assume about you.

Group Debrief

- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?



"While aligning governmental and community resources is central to the community schools' approach, elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life, are key to the foundation of the program."

2023-24 California Community Schools Partnership Program: Implementation Grant Request for Applications



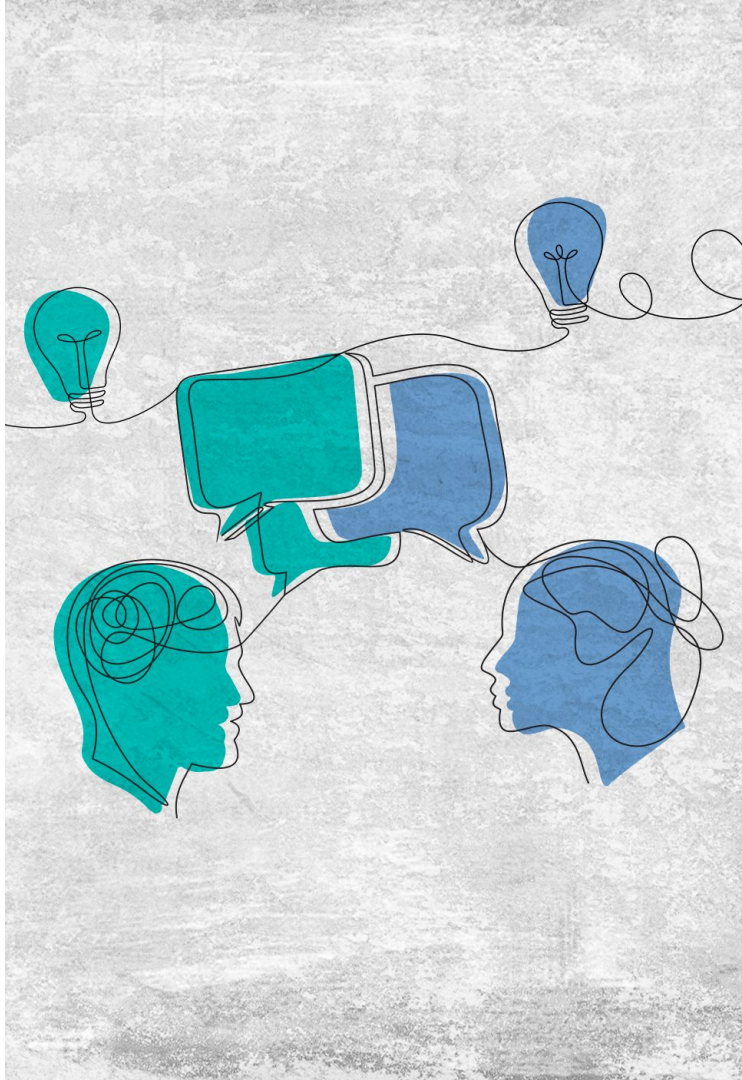
Ultimately, it doesn't matter how great an educational idea or intervention is on paper...

What really matters is how it manifests itself in the day-to-day lived reality of schools.

-Sir Kevan Collins

Pair and Share

- What resonated with you that will lead you to take immediate action?
- What is challenging your thinking that will lead you to do some additional learning?
- What can serve as inspiration for your work that will motivate you to share with someone else?



We want your feedback!



10 quick questions or fewer, we value your time but we want to hear your feedback so we can keep improving our logistics and content.

inflexion

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From Belonging to Agency



Thank you for joining us today. For more information, go to

www.inflexion.org

Scan here for resources related to this presentation