



COMMUNITY SCHOOL CHRONICLES

Bay Area Community Resources: Partnering with 20 WCCUSD Community Schools. This issue highlights how student and family engagement is informing SPSA development and shaping priorities for the 2026–27 school year.



Spotlight:

Needs and asset work at San Pablo schools revealed that African American families, in particular, wanted more programming that celebrates their culture and promotes a sense of true belonging. In response, the Community School Coordinators at the 6 San Pablo schools and Richmond High, along with numerous parent volunteers and key community partners, organized a joy-filled Black History Month celebration at Downer Elementary School. There were student performances, an art gallery, raffle prizes, community resources, and a delicious shared dinner.

Enabling Conditions for effective implementation of the Community School strategy...

- **Shared vision**
Everyone involved understands the community school strategy and works to implement it with fidelity
- **Actionable data**
The community has access to data that is regularly monitored to assess progress
- **Trusting relationships**
A culture of trust grows through consistent communication and shared accountability.
- **Inclusive decision-making**
Not to us, but with us. Students, parents, teachers, staff, and community members all have a seat at the table.

Deeper Engagement and Community-Driven Decision-Making

On-going needs and assets assessment drives the Community School strategy to ensure that school initiatives respond to insights and input from students and families. This assessment process leads to unique site plans and programming so that, "If you've seen one community school, you've seen one community school."

There are 2 stages to this work:

1. As the school year begins, sites engage a majority of interest holders (80% of students, staff, and families) in the Hopes and Dreams survey. The data is used to better understand the community and to make revisions to site goals and planning as needed.
2. Deeper engagement occurs throughout the year, and especially in the spring, focusing on those furthest from achievement to better understand root causes and barriers to their progress. Through interviews, focus groups, and surveys, coordinators have been collecting insights that will directly inform SPSA planning and site-level priorities...

Lincoln Elementary engaged diverse groups of students, families, and staff through interviews and focus groups. Key assets that emerged include strong relationships and a welcoming climate. Opportunities for growth include strengthening communication, expanding enrichment and academic supports, and improving consistency in behavioral and social-emotional supports. These findings will help to guide their plans for next year.

Through Needs and Assets engagement, **Coronado** families identified concerns with inequity and the experience of the school food pantry. In response, the site partnered with families and district staff to redesign the system. The updated model centers dignity and choice, with student leaders supporting inventory and distribution. As a result, the number of families served increased from 17 to an average of 50–60, demonstrating how community voice led to improved access and more equitable systems.



Coordinators from Richmond and Greenwood High Schools will be presenting a workshop: "Building High-Impact Partnerships in Wellness Centers" at the CA School-Based Health Alliance conference in April!



Collaborating with Expanded Learning for Collective Impact

At BACR sites, Community School Coordinators and Expanded Learning coordinators are jointly using quantitative and qualitative data to identify shared priorities aligned to their SPSA goals. This collaboration strengthens coherence between Community School Implementation and Expanded Learning quality standards, aligning efforts around climate and belonging, integrated student supports, youth voice, and family engagement.

By establishing shared goals and coordinated strategies, our sites are better positioned to improve student attendance and engagement, expand youth leadership opportunities, strengthen relationships across school communities, and align expanded learning practices with schoolwide systems such as MTSS and PBIS. We will continuously monitor these efforts through Community School Leadership teams to assess progress, refine strategies, and ensure alignment with the intended outcomes at each site.

Student Leadership...

Across BACR sites, student leadership is elevated as a core component of the Community School strategy: students actively inform decisions, shape school culture, and contribute to site-based systems of support.

At **Obama**, student leaders play an active role in strengthening the school's PBIS framework. They conduct interviews to gather student voice and better understand peer experiences, helping inform schoolwide decisions and supports. They also lead PBIS assemblies by creating and performing skits that model expectations in engaging and relatable ways, and manage the Tiger Store to reinforce positive behavior systems and accountability. Through these leadership opportunities, students serve as partners in shaping a positive and inclusive school culture.

Sixth-grade student leaders at **Dover** are developing and facilitating peer sessions on respect and inclusion, promoting empathy and accountability among younger students. Students also contributed to Community School Team efforts by supporting the planning of the Black History Month celebration, ensuring student perspectives were reflected in schoolwide events. Additionally, Dover students represented their peers at the Visión y Compromiso conference, sharing perspectives on community issues and demonstrating the impact of youth voice beyond the school site.

Coordinators from Riverside, Obama, and DeJean will be presenting a workshop: "Students at the Heart of Decision-making in Community Schools" at the National Community Schools Conference in May!

MICHELLE OBAMA SCHOOL

MARCH MADNESS

IT'S GAME TIME

STARTING POINT

90%

AVERAGE DAILY ATTENDANCE

VS

END GOAL

95%

AVERAGE DAILY ATTENDANCE

March is Attendance Awareness Month and we need every student in the game!

JOIN OUR TEAM!

HELP US SCORE BY:

- MAKING SURE YOUR STUDENT ARRIVES ON TIME EVERYDAY
- REACHING OUT IF YOUR FAMILY NEEDS SUPPORT OR WILL BE ABSENT

Students who attend school daily & on time will receive a special treat during our Friday Friday

LET'S MAKE MARCH A BUZZER BEATER!

FORD ELEMENTARY SCHOOL

Student Culture Crew

Be apart of building a Positive, Inclusive, and Student-Led School Culture!

What We Do: Our culture crew work together to shape our school experience and make sure students' voices guide our community. We partner with Student Council and other student teams to bring ideas to life.

Who We Want: We want a team that represents our whole school community. ALL voices are welcome!

Our Goals: Come organize lunch and after-school events, build public speaking skills, promote inclusivity, create a positive school culture, support wellness and peer to peer connections, lead student-run activities and workshops, and participate in community service projects

Help lead events, shape our culture, and make our school a place where everyone feels seen, heard, and supported.

Interested in joining the Culture Crew?
Sign up today in room 120 or see Mr. Briggs

Student leaders at **Ford** are leading a student-driven anti-bullying campaign, educating peers and promoting a safe, inclusive school community. Through posters, discussions, and schoolwide messaging, they are raising awareness and equipping students with strategies to respond to bullying responsibly. This work centers student voice and helps build a culture of accountability, empathy, and shared responsibility across the school.

The Community School strategy is working! Check out the Learning Policy Institute's investigation on the effectiveness of the state's grant program (CCSPP) [here](#).

