COMMUNITY SCHOOLS COLLABORATIVE

2015-16 EVALUATION REPORT

City of San Pablo Youth Services Division

CITY OF SAN PABLO
City of New Directions

ACKNOWLEDGEMENTS

We would like to acknowledge the following people for their active contribution to the 2015-16 Community Schools Collaborative Evaluation Report.

We are grateful to the City of San Pablo Youth Services Division team for their support of this evaluation:

Bertha Romo, Youth Services Program Coordinator
Teodora Ildefonzo-Olmo, Community Services Coordinator, Community Schools Initiative
Greg Dwyer, Community Services Director

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- Bay Area Community Resources
- Bay Area Peacekeepers
- City of San Pablo Recreation Division
- City of San Pablo Police Department, Priority-Oriented Policing (P.O.P) Unit
- City of San Pablo Youth Services Division
- Familias Unidas
- YMCA of the East Bay

We also express gratitude to the West Contra Costa Unified School District and the school sites within the District:

- Bayview Elementary School
- Dover Elementary School
- Downer Elementary School
- Lake Elementary School
- Riverside Elementary School
- Helms Middle School
- Richmond High School

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EXECUTIVE SUMMARY

About the Community Schools Collaborative

In the 2015-16 program year, the City of San Pablo funded a mix of city-led and grantee-led programs to support the implementation of community schools. A community school focuses on the needs of the whole child – physical, emotional, social and academic – to create the conditions necessary for all children to learn and be successful. These programs, collectively known as the Community Schools Collaborative, were selected to fulfill one of four strategic areas: 1) Coordination of Community Schools; 2) Out-of-School Time; 3) Violence Prevention and Intervention; and 4) Youth Leadership and Development.

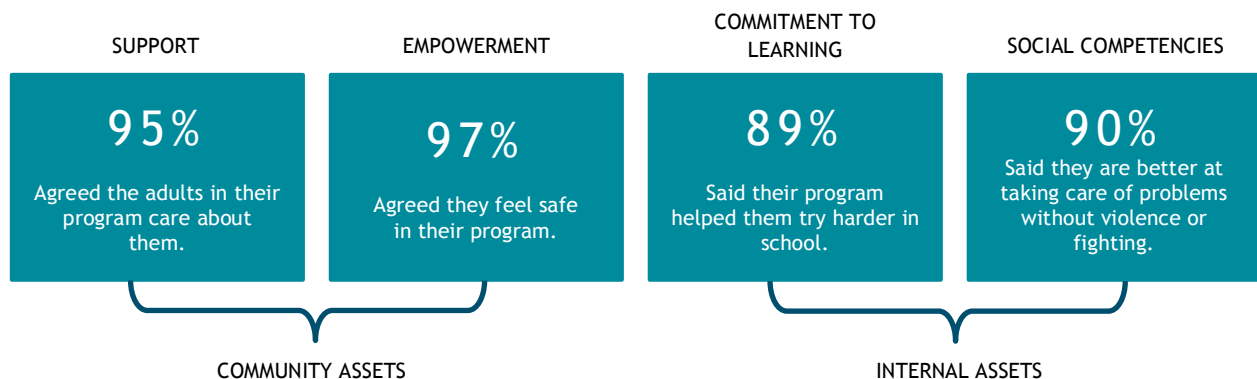| 800	12	7
Youth participated	Community-based or city-led programs provided services.	San Pablo schools received services.

About the Evaluation

San Pablo commissioned Public Profit to conduct an external evaluation of the Community Schools Collaborative. We used a mixed methods study design to explore the quality and benefits of the funded programs. Programs included in the evaluation primarily provide services directly to youth and families ("Direct Services Programs"). In addition, city funds supported community school coordinators at two schools and a case manager at one school. The evaluation adopted slightly different approaches for these two program types.

Direct Service Programs Findings

Community Schools Collaborative programs excelled at providing a safe and supportive environment for youth. Site visit scores in these domains were higher than the national average and youth survey data corroborated these findings. Programs did not perform as strongly in the Interaction and Engagement domains, however their scores tracked closely with the national average for these more challenging domains. Youth survey data indicated that youth felt supported and empowered. Youth also reported that programs helped them develop a deeper commitment to learning and stronger social competencies.

Highlights

SUPPORT	EMPOWERMENT	COMMITMENT TO LEARNING	SOCIAL COMPETENCIES
95%	**97%**	**89%**	**90%**
Agreed the adults in their program care about them.	Agreed they feel safe in their program.	Said their program helped them try harder in school.	Said they are better at taking care of problems without violence or fighting.

COMMUNITY ASSETS   INTERNAL ASSETS

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Coordination of Community Schools Findings

Though all three schools (Dover, Helms, and Lake) were in different stages of development as community schools, some common themes emerged. All three schools primarily focused on establishing or expanding a care team referral system; they all cited the care teams as a new or enhanced, yet essential, way they served students. Nearly all principals and coordinators mentioned the importance of developing trusting relationships with staff, parents, and students. All three schools made progress in building these relationships based on their respective starting points. Staff at Dover and Helms reported the beginnings of a changing mindset at their schools, which suggests they might be entering a new developmental stage as a community school. Both schools have started to shift from adding new services to focusing on the quality of existing services and narrowing in on their school's specific needs and goals.

Highlights

Dover	Helms	Lake
Dover made progress in improving communication with parents and integrating health and wellness into the school culture.	Helms firmly established the care team school-wide and began to narrow in on identifying services that align with its core vision.	Lake made progress at building relationships with parents and started to introduce the concept of a community school to staff.

On the Horizon

Moving forward, the City of San Pablo plans to continue and expand the Community Schools Collaborative. In addition to continuing the current programs and grant strategies, next year's cycle will include grants in the new strategic area of Family Engagement, a full-time community school coordinator at Lake elementary, and increased offerings of academic enrichment programs. City of San Pablo staff and the Community Schools Collaborative will continue to work in partnership to refine programs. This comprehensive continuum of high quality supports will help the children, youth and families of San Pablo thrive.

ABOUT SAN PABLO'S COMMUNITY SCHOOLS COLLABORATIVE

Background

On November 21, 2011, the City of San Pablo City Council passed a resolution to develop a San Pablo Full Service Community Schools (FSCS) initiative with the goal of eventually transforming all schools in the City into full service community schools. [1]

Over the four-year period of 2010-2014, community concerns shifted from addressing youth violence to increasing academic supports. In 2014, the City of San Pablo saw the need for greater investment in school-based services that support the whole child and develop children and youth who are college, career, and community ready. The Full Service Community Schools strategy enables schools to address the holistic needs of children, youth and families allowing the City of San Pablo to continue to work towards decreasing youth violence, while expanding services to improve academic outcomes. Realigning the efforts of the Youth Futures Task Force to support community schools presented itself as a promising direction for the Youth Services Division.

In February 2015, the San Pablo City Council approved a resolution that redirected the Youth Futures Task Force and the Team for Youth grant program towards the implementation of full service community schools. This mix of city-led and grantee-led programs are collectively known as the Community Schools Collaborative.

What is a Community School? [1]

In a full service community school (community school) the school district, city, county, community-based organizations, businesses, families and philanthropists form a strong and transparent partnership to jointly address the identified needs of students, families and the community in a comprehensive, integrated and accountable way. They share leadership, work towards a common vision and agenda, and share responsibility for results.

A community school focuses on the needs of the whole child – physical, emotional, social and academic – to create the conditions necessary for all children to learn and be successful. While a traditional school may have community partners and programs, they often operate in silos and might not be aligned with the school's academic goals. A community school has an intentional and coordinated group of community partners and programs that strengthen families and communities so that they are better able to support student success. A community school also commits to qualified and effective teachers who provide high quality instruction, high standards and expectations for all students, and a challenging curriculum. Depending on community needs and resources, community schools provide a wide array of services and activities to improve educational outcomes for children.
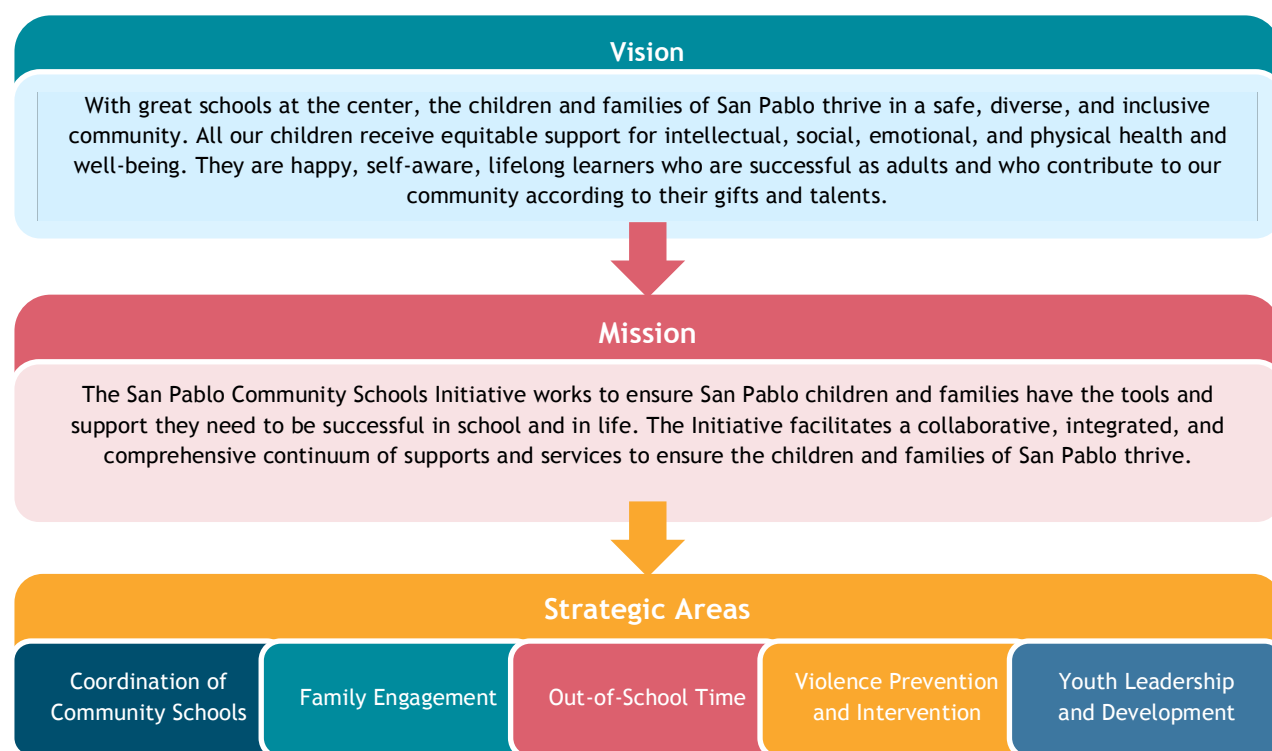
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[1] Coalition for Community Schools at the Institute for Educational Leadership (2015). Frequently Asked Questions About Community Schools. Retrieved from http://www.communityschools.org/aboutschools/faqs.aspx

Vision, Mission, and Strategic Areas

The strategies developed by the Community Schools Collaborative are part of a larger effort by the City of San Pablo to provide comprehensive youth services to the youth and families of San Pablo. Efforts are founded on a developmental asset model of youth services. The model acknowledges that all youth progress through critical developmental transitions and that optimum healthy development is best achieved by promoting assets or strengths in youth, families, communities, and schools.

Youth services in San Pablo have shifted from fixing youth's problems to promoting youth's strengths. It has also moved beyond programs to relationships. The 40 Developmental Assets defined by the Search Institute, are essential building blocks for young people's achievement, as well as avoidance of high-risk behaviors.[2] However, programs need not address all 40 assets, but a tactical combination of them is critical. San Pablo's focus is on Empowerment, Commitment to Learning, Social Competency, and Support. San Pablo wants its youth to be empowered, committed to learning, and socially competent to support their positive identity development.

FIGURE 1. COMMUNITY SCHOOLS INITIATIVE VISION, MISSION, & STRATEGIC AREAS

Vision

With great schools at the center, the children and families of San Pablo thrive in a safe, diverse, and inclusive community. All our children receive equitable support for intellectual, social, emotional, and physical health and well-being. They are happy, self-aware, lifelong learners who are successful as adults and who contribute to our community according to their gifts and talents.

Mission

The San Pablo Community Schools Initiative works to ensure San Pablo children and families have the tools and support they need to be successful in school and in life. The Initiative facilitates a collaborative, integrated, and comprehensive continuum of supports and services to ensure the children and families of San Pablo thrive.

Strategic Areas

| Coordination of Community Schools | Family Engagement | Out-of-School Time | Violence Prevention and Intervention | Youth Leadership and Development |

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[2] Search Institute's 40 Developmental Assets framework: www.search-institute.org/developmental-assets/lists

As shown in Figure 1, San Pablo has identified five key strategic foci to fulfill the Community Schools Initiative's vision and mission:

(1) Coordination of Community Schools

Community schools can improve academic performance, increase attendance, decrease suspensions, and increase family engagement.[3] Research indicates that quality matters: higher quality community school initiatives are more likely to benefit students and their families. Keys to success include a dedicated community school coordinator and flexible funding to meet emerging student, family and school needs.[4]

(2) Family Engagement[5]

Children are more likely to achieve when their families are engaged with their education. Research shows that students with involved parents, regardless of their income or background, are more likely to attend school regularly, earn higher grades and test scores, graduate high school, and exhibit better social skills. Moreover, family involvement can be increased through outreach and special programs designed to engage families.[6]

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[3] "Community Schools Research Brief"(2009). Coalition for Community Schools. Retrieved from: http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf

[4] Blank, M. J., Melaville, A., & Shah, B. P. (2003). Making the Difference: Research and Practice in Community Schools. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.

[5] This strategy was still in development during the 2015-2016 year and was not included in this evaluation.

[6] Henderson, A. T., & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis 2002. National Center for Family and Community Connections with Schools.

(3) Out-of-School Time

The City of San Pablo is committed to increasing access to out-of-school time (OST) programs and activities. OST incorporates before and after school, evenings, weekends, school breaks, and summer vacation. Research suggests that young people who regularly attend high quality out-of-school time programs are more likely to demonstrate positive outcomes in a variety of dimensions, including a wide range of socio-emotional and youth development skills, engagement with school, and improved academic skills and performance.[7] Some studies show that minorities and youth in low-income communities benefit even more than their more affluent peers, suggesting that after school programs are especially important for San Pablo's young people.[8] As of the 2010-2014 American Community Survey, one-fifth of San Pablo residents were below the poverty line and the majority of the population was Latino, Asian, or African American.[9]

(4) Violence Prevention and Intervention

Strategies in this area support community agencies seeking to decrease youth violence and to continue the work of the San Pablo Police Department's Community Outreach Unit and Priority Oriented Policing Unit (P.O.P. Unit) formerly known as, Youth & Education Services Unit (Y.E.S. Unit). This aligns with what research has shown to be some of the most promising types of youth violence prevention strategies: life and social skills development, community-orientated policing, bullying prevention, parenting programs, and therapeutic approaches.[10]

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[7] Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45(3-4), 294-309.
[8] Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), Handbook of research on schools, schooling, and human development (pp. 379-397). New York, NY: Routledge.
[9] 2010-2014 American Community Survey 5-Year Estimates.
[10] World Health Organization (2015). Preventing Youth Violence: An overview of the evidence.

(5) Youth Leadership and Development

Strategies in this area are designed to provide youth with the strength-based developmental assets that will help them succeed in high school, college, and the workforce. Research demonstrates that effective youth initiatives include opportunities for young people to take on leadership roles and responsibilities in their program, school, and community.[11] Age-appropriate leadership opportunities provide positive challenges, and increase self-confidence and self-efficacy, while also building critical skills such as public speaking, planning, and coordination.

Collectively, these five strategies contribute to youth's "readiness to learn." Children and youth need to feel safe, healthy, and empowered in order to be ready to learn and perform well in school. Existing community-based organizations are well positioned to support youth's readiness to learn, allowing teachers to focus more on supporting youth with academics. Community schools are an effective way to coordinate existing services and ensure that all youth have access.

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[11] Edelman, A., Gill, P., Comerford, K., Larson, M., & Hare, R. (2004). Youth Development & Youth Leadership. A Background Paper. Institute for Educational Leadership.

2015-2016 Funded Programs

In the 2015-16 program year, the City of San Pablo supported a mix of city-led and grantee-led programs in the five strategic areas (Table 1). The city invested $260,000 dollars in grant funding generated from Measure Q, a temporary increase in the City's sales tax to support public safety, job training, and youth services. Grantees contributed a total of $172,955 in match funding and West Contra Costa Unified School District contributed $60,000 for a total investment of approximately $492,955 in grantee-led programs. Additional funds from other city sources were used to cover the costs and staffing for the city-led programming in the Community Schools Collaborative (Sports Program, G.R.E.A.T., Youth Commission, and Girls Circle).[12]

TABLE 1. 2015-16 FUNDED PROGRAMS AND STRATEGIES

STRATEGY	AGENCY	PROGRAM	DESCRIPTION
Coordination of Community Schools	Bay Area Community Resources	Helms Community School Coordinator Dover Community School Coordinator Lake Case Manager	Full time community school coordinator for Helms middle school and Dover elementary school and a full time case manager for Lake elementary school. The coordinators and case manager coordinated services and developed systems of communication.
Family Engagement	This strategy was still in development during the 2015-2016 year and was not included in this evaluation.		
Out-of-School Time	Bay Area Community Resources	Expanded Learning Programs	BACR expanded their partnership with Bayview elementary school and Riverside elementary school to serve an additional 20 students per school in their expanded learning programs. The programs offered a variety of academic support and enrichment activities.
Out-of-School Time	City of San Pablo Recreation Division	Sports Program	Recreation offered after school and recess programming at San Pablo schools, including Flag Football and Soccer.
Violence Prevention and Intervention	Bay Area Peacekeepers Inc.	VPIS and Life Skills Group	BAP established a Violence Prevention and Intervention Service (VPIS), which the principal was able to activate in order to prevent student violence from occurring or escalating. In addition, BAP held a weekly life skills group.

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[12] Financial data provided by the City of San Pablo.

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STRATEGY	AGENCY	PROGRAM	DESCRIPTION
Violence Prevention and Intervention	Familias Unidas	Youth Matters	Familias Unidas offered mental health services as violence prevention and intervention strategies for uninsured young people and their families at Dover Elementary, Helms Middle, and Richmond High Schools, as well as a parenting education program at Dover.
	San Pablo Police Department	G.R.E.A.T.	The Priority Oriented Policing (P.O.P) unit facilitated the Gang Resistance Education and Training (G.R.E.A.T.) Program to San Pablo 6th graders. G.R.E.A.T. was a series of 13 lessons designed to teach life skills.
	YMCA of the East Bay	Y Team	The Y Team provided trauma-informed group and individual counseling to Richmond High School. They used the "ARC" trauma-informed model, which provides a framework emphasizing Attachment, Self-Regulation and Competency.
Youth Leadership and Development	Familias Unidas	Proyecto Bienestar	Familias Unidas provided a youth leadership development program, for recent immigrant Latino youth, at Helms and Richmond High School. The curriculum (one for young men and one for young women) addressed the challenges of acculturation into the school environment, their communities, and the overall culture.
	City of San Pablo	Girls Circle	The Girls Circle Model promoted girls' resiliency, confidence and connection by creating a safe space to address risky behaviors, build on protective factors, and improve relationships among girls. Youth Services staff and agency partners facilitated Girls Circle at Helms middle school and Richmond high school.
		Youth Commission	The San Pablo Youth Commission developed leadership and civic engagement among youth in San Pablo and hosted an annual Youth Summit to promote nutrition and physical activity.

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SPOTLIGHT STORIES

The City of San Pablo compiled the following 'Spotlight Stories' to showcase the work being done by the Community Schools Collaborative.

OUT OF SCHOOL TIME: BAYVIEW EXPANDED LEARNING PROGRAM

The expanded learning program at Bayview Elementary School offers various enrichment opportunities throughout the school year in addition to academic support. This past year, sixth grade students expressed interest in learning etiquette, and staff responded with the Etiquette Club, a fun and educational introduction to proper etiquette and behavior.

In the five-week program, students learned the twenty-five basic rules of etiquette, table-setting, dinner manners, classroom manners, and job interview skills. Staff designed creative simulation activities to support active engagement, skill building, and real-world application. The activities prepared students for their culminating event; a tea party, where they demonstrated their understanding by properly setting the tables and sharing a meal together.

Moreover, students were challenged to teach their families and peers the skills they gained. At the end of the program, parents expressed how excited they were to have their children come home and teach them lessons from class and how much they appreciated that their children had the opportunity to be part of the Etiquette Club.

A fourteen year old student at Helms Middle School, who was involved in multiple fights with peers was referred to the Familias Unidas Youth Matters program in January 2016. The student began receiving weekly mental health services, where the therapist learned that the student had experienced a severe trauma in her country of origin, and a great deal of traumatic events immigrating as an unaccompanied minor. During the duration of treatment, from January to May 2016 the student learned to manage her anger, and there was a 100% reduction in fights.

VIOLENCE PREVENTION & INTERVENTION: FAMILIAS UNIDAS YOUTH MATTERS

COORDINATION OF COMMUNITY SCHOOLS: DOVER ELEMENTARY SCHOOL

Community Schools contribute to the overall health and development of the community. At Dover Elementary School, the community school coordinator leveraged partnerships to secure additional resources for students. In collaboration with the school community outreach worker and Playworks coach, the coordinator applied for and received a $4,700 grant for new sports equipment, resulting in new sets for every classroom and increased opportunities for physical activity.
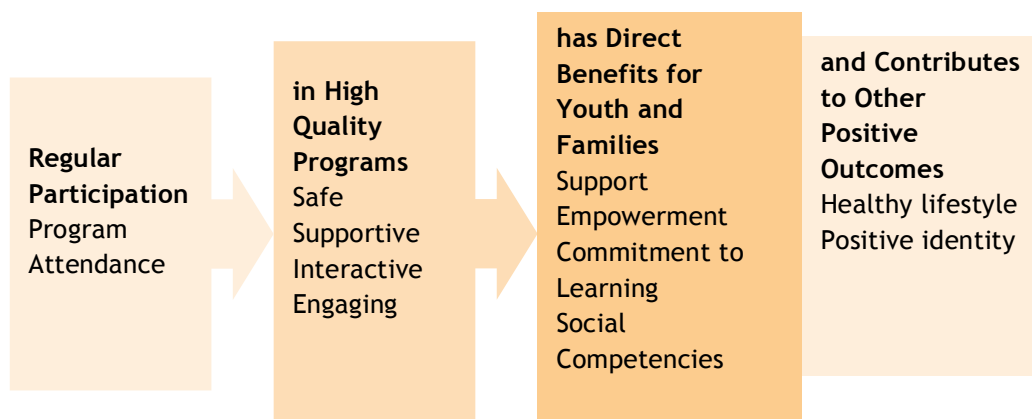
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EVALUATION FRAMEWORK

Programs included in the evaluation primarily provide services directly to youth and families ("Direct Services Programs"). In addition, city and school district funds supported community school coordinators at two schools and a case manager at one school. The evaluation adopted slightly different approaches for these two program types.

Direct Services Programs

Research into the impact of youth development programs shows that regular participation in high quality programs benefits participating youth and their families. These benefits include outcomes for youth that are a direct result of the youth development program itself: perceived external assets for community support and youth empowerment, a deeper commitment to learning, and stronger social competencies.[13] These strengthened assets, in turn, contribute to other positive outcomes for youth, including a healthy lifestyle and positive identity. The figure below provides a visual model of the ways in which the Community Schools Collaborative contributes to positive outcomes for young people. This Theory of Action informs the evaluation design and the organization of this report.

FIGURE 2. THEORY OF ACTION FOR CITY OF SAN PABLO COMMUNITY SCHOOLS COLLABORATIVE

Regular Participation
Program Attendance

in High Quality Programs
Safe
Supportive
Interactive
Engaging

has Direct Benefits for Youth and Families
Support
Empowerment
Commitment to Learning
Social Competencies

and Contributes to Other Positive Outcomes
Healthy lifestyle
Positive identity

Coordination of Community Schools

The City of San Pablo designated grant funds to support community school coordinators at Helms middle and Dover elementary and the case manager at Lake elementary. Since the community school coordinator position is relatively new at the schools, and their specific mix of services is deeply dependent on the context of their host schools, Public Profit used a process evaluation approach in 2015-16, documenting each coordinator's ability to establish systems and coordinate services.

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[13] The City of San Pablo identified four areas from the Search Institute's 40 Developmental Assets framework: www.search-institute.org/developmental-assets/lists

This open-ended approach is appropriate given the nascent stage of the program and flexible nature of community school coordination. We tracked community schools' progress toward establishing strong relationships with school and community partners, the development of communication systems and protocols, and progress in supporting family involvement and health and wellness services.

Evaluation Questions and Data Sources

Data collection and reporting was guided by a set of five evaluation questions, derived from the Theory of Action for direct services programs (Figure 2 on previous page) and the process evaluation approach for the coordination of community schools described above.

1. To what extent do San Pablo's Community Schools Collaborative programs recruit and retain youth?
   a. *To what extent are programs serving the targeted number of youth and families?*
   b. *What is the pattern of participant attendance? Do youth attend frequently and regularly?*

2. To what extent are Community Schools Collaborative programs providing a high quality experience for participants? Are the programs safe, supportive, interactive and engaging?

3. To what extent are Community Schools Collaborative programs benefitting youth?
   a. *To what extent do participants perceive stronger community assets of Empowerment and Support?*
   b. *To what extent do participants report stronger internal assets of Social Competencies and Commitment to Learning?*

4. To what extent have Community Schools Coordination projects made progress toward their system design and service coordination goals?
   a. *To what extent have community school coordinators established robust systems of communication with their host school?*
   b. *In what ways have community school coordinators supported greater service coordination?*

5. To what extent have Community Schools Coordination projects enhanced the quality and availability of Family Engagement and Wellness programs at their host schools?

Public Profit conducted a mixed methods study design that combined program attendance, observations from site visits, stakeholder interviews, and youth surveys to explore the evaluation questions as outlined in Table 2.

TABLE 2. EVALUATION QUESTIONS AND DATA SOURCES

QUESTION	INDICATORS / DOMAINS		DATA SOURCES
To what extent do Community Schools Collaborative programs recruit and retain youth?	Program Enrollment	Enrollment	• Program Attendance (San Pablo records)
To what extent are Community Schools Collaborative programs providing a high quality experience for participants?	Program Quality	Safe Environment	• Site Visits to select grantees and select Community Schools Collaborative programs
		Supportive Environment	
		Interaction	
		Engagement	• Youth Surveys
To what extent are Community Schools Collaborative programs benefitting youth?	External Assets	Support	• Youth Surveys
		Empowerment	
	Internal Assets	Social Competencies	
		Commitment to Learning	
To what extent have Community Schools Coordination projects made progress toward their system design and service coordination goals?	Service Coordination	Communication	• Stakeholder Interviews
		Service integration	
To what extent have Community Schools Coordination projects enhanced the quality and availability of Family Engagement and Wellness programs at their host schools?	Youth and Family Supports	Family Engagement	
		Health and Wellness	

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Evaluation Timeline

The evaluation took place during the 2015-16 program cycle, which began with programs being selected in April, 2015. The following figure showcases programmatic milestones and evaluation milestones to give an overall sense of the project and context (Figure 3).

FIGURE 3. PROJECT MILESTONE TIMELINE
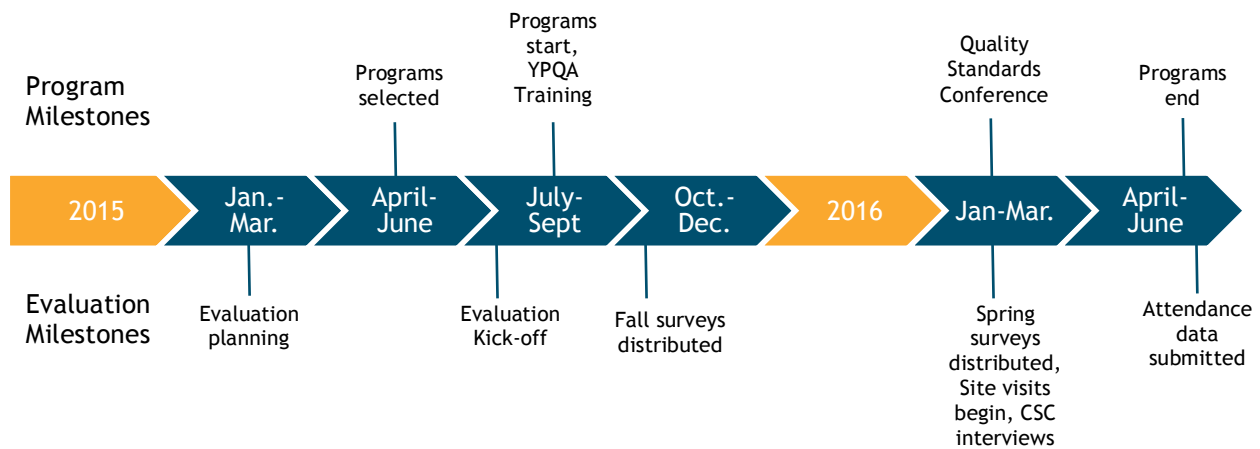
Data Limitations

Because the number of participants in some of the programs is relatively small by design, the findings presented here might not be representative of or generalizable to the programs overall. We were unable to conduct site visits at all programs due to the confidential nature of therapy and mental health services. We relied on estimates for some of the attendance data since a formal attendance tracking system was not yet in place.

DIRECT SERVICE PROGRAMS

Youth Served

Enrollment records indicate that programs directly served 800 youth in 2015-16 (Table 3 on page 21). All San Pablo schools were served by at least two different programs.

Several programs, such as Youth Matters and Y Team, were small by design as they provided intensive counseling services in a one-on-one or small group setting. Some programs indirectly served more youth than just those listed in their official enrollment records. For instance, the 20 young people on the Youth Commission hosted a Youth Summit that served 110 San Pablo middle school youth. This Youth Summit, which focused on health and wellness, was a collaboration between the Youth Commission and other Community Schools Collaborative programs such as Bay Area Community Resources, YMCA of the East Bay, and San Pablo Staff.

TABLE 3.ENROLLMENT IN COMMUNITY SCHOOLS COLLABORATIVE PROGAMS

PROGRAM	SITE	TOTAL YOUTH SERVED
Girls Circle	Helms Middle	33
	Richmond High	6
G.R.E.A.T.	Bayview Elementary	90
	Dover Elementary	120
	Downer Elementary	90
	Lake Elementary	60
	Riverside Elementary	60
Expanded Learning Programs	Bayview Elementary	20
	Riverside Elementary	20
Recreation Division	Bayview Elementary	25
	Dover Elementary	24
	Downer Elementary	18
	Lake Elementary	21
	Riverside Elementary	27
Proyecto Bienestar	Helms Middle	41
VPIs and Life Skills	Helms Middle	50
Youth Commission	San Pablo City Hall	20
Youth Matters	Dover Elementary	1
	Lake Elementary	8
	Helms Middle	26
	Richmond High	11
Y Team	Richmond High	31
TOTAL YOUTH SERVED IN COMMUNITY SCHOOLS COLLABORATIVE PROGRAMS		**802**

Source: City of San Pablo Attendance Records, August 2015 to June 2016. Youth who attended multiple programs were counted under each program.

Youth participated in a variety of program offerings at different grade levels. Youth's self-reports indicate that the majority of participants in the Community Schools Collaborative programs were at elementary school programs (Figure 4), largely driven by participants of the G.R.E.A.T. program, which serves 6th graders exclusively at five elementary schools (Figure 5). Of the elementary school participants, more than half (57%) were male, whereas middle school and high school programs primarily serve females.

FIGURE 4. THE MAJORITY OF PROGRAMS SERVE ELEMENTARY-AGED MALE YOUTH
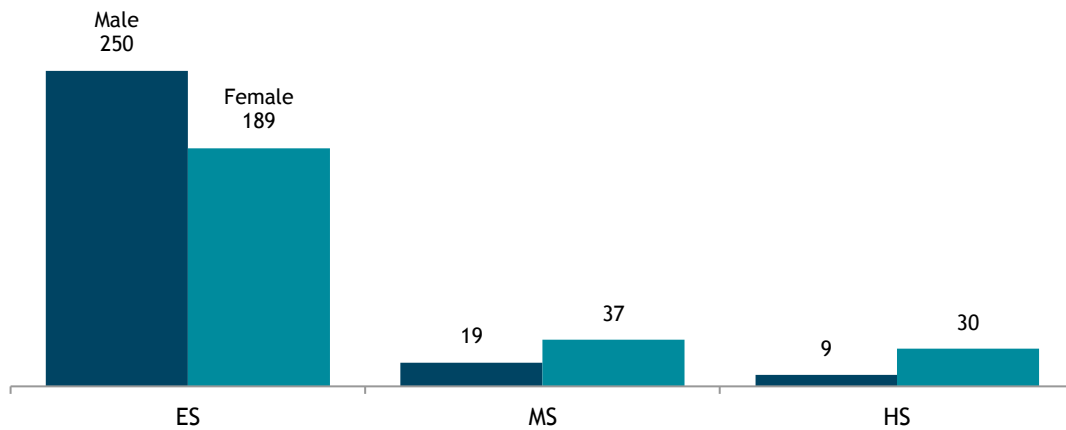
Source: Youth surveys, spring 2016 (N=570)

FIGURE 5. THE OVERWHELMING MAJORITY OF YOUTH SERVED ARE IN GRADE 6
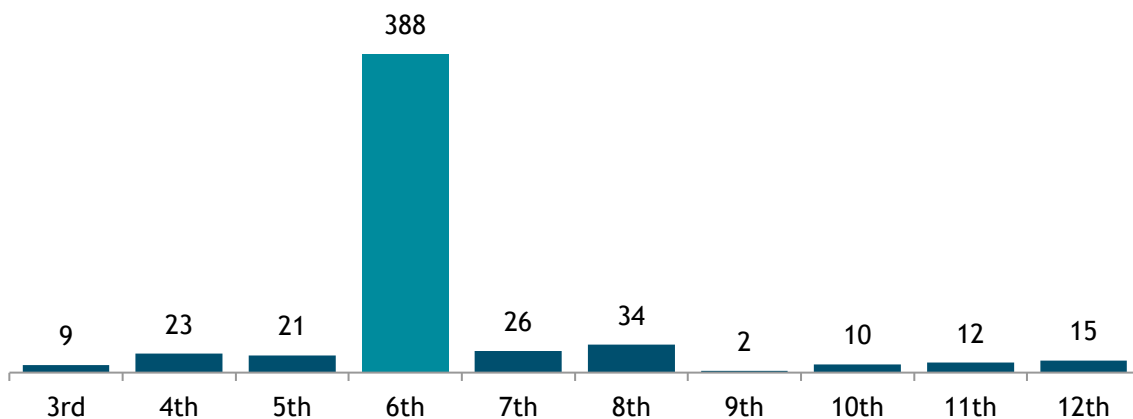
Source: Youth surveys, spring 2016 (N=570)

Youth's self-reports indicate that about half of participants identify as Hispanic/Latino (50%), a smaller proportion of students compared to San Pablo schools as a whole (80% Hispanic/Latino). San Pablo's Community Schools Collaborative programs serve students of other racial and ethnic backgrounds in comparable proportions to San Pablo schools as a whole (Table 4). Program participants self-reported their race/ethnicity and had slightly different categories than the information collected by the California Department of Education at the school level, which may account for the 30% point difference between Hispanic/Latinos served; 14% of participants identified as multi-ethnic, 8% identified as a category other than those listed, and 11% preferred not to disclose their racial/ethnic background.

TABLE 4. THE MAJORITY OF YOUTH SERVED IDENTIFY AS LATINO

RACE/ETHNICITY CATEGORY	COMMUNITY SCHOOLS COLLABORATIVE PROGRAMS (N=570)	SAN PABLO SCHOOLS[14] (N=5,288)
Hispanic/Latino	50%	80%
Multi-ethnic	14%	0%
Prefer not to say	11%	N/A
African American	9%	9%
Other	8%	N/A
Asian/Pacific Islander	7%	7%
White	2%	2%
Native American	1%	0%

Sources: Youth surveys, spring 2016 (N=570); CDE's Dataquest, accessed August 2016.

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[14] Schools included in this analysis are the schools where Community Schools Collaborative programs take place: Bayview, Dover, Downer, Lake, Riverside Elementary Schools, Helms Middle School, and Richmond High School.

Point-of-Service Quality

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point-of-service quality is strongly related to positive outcomes for youth.

Visits were conducted at select sites using the Youth Program Quality Assessment (YPQA). The School-Age Program Quality Assessment, a version of the YPQA that has been adapted for younger youth, was used to assess the West Contra Costa Unified Expanded Learning Program (ELP) sites. The evaluation included at least one site visit at each agency offering group activities. Grantee managers selected the specific sites.

The Program Quality Assessment (PQA) is a research-based point-of-service quality observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

PQA Domains

The PQA includes four domains:

1. **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Peer Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Youth Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive Environment before working to establish high quality Peer Interaction, and Youth Engagement. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

The figure that follows characterizes the relationship between the PQA quality domains (Figure 6). Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Peer Interaction or Youth Engagement.

FIGURE 6. PROGRAM QUALITY ASSESSMENT DOMAINS
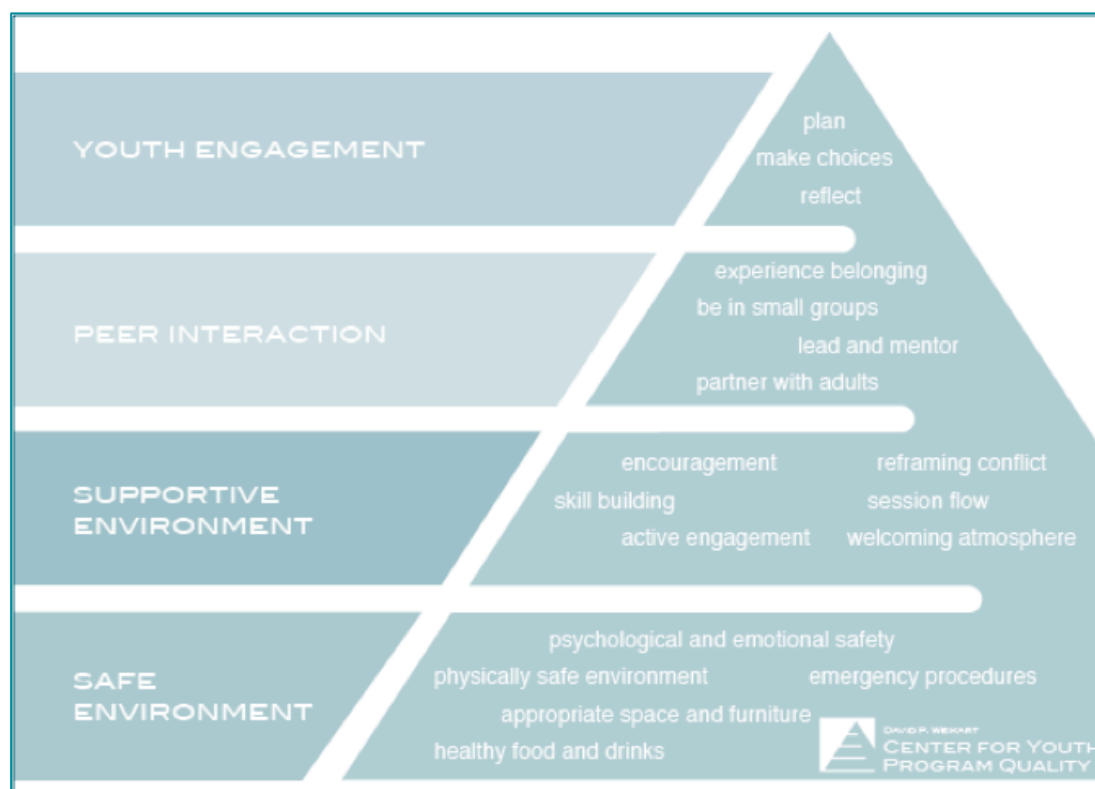
Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2007.

PQA Scoring

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program;
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities; and
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

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PQA Scores

Overall scores for San Pablo Community Schools Collaborative programs that received site visits ranged from 3.3 to 4.1, with the average score of all programs at 3.8. Sites generally received higher scores in the safety and support domains and scores tapered off in the interaction and engagement domains. Sites provided a physical environment that was safe and free of health hazards, in addition to promoting psychological and emotional safety. Staff also led sessions that were planned, presented, and paced for youth and they provided a welcoming atmosphere for their program participants. An area for improvement within the supportive environment domain would be for staff to seize opportunities to support youth with encouragement more often. Sites worked well to ensure that youth had opportunities to develop a sense of belonging, and in the future, staff can provide more opportunities for youth to act as group facilitators and mentors in order for youth to practice their leadership skills. Youth had opportunities to make choices, however they would benefit greatly from giving youth more opportunities to make plans and reflect on the day's activities.

TABLE 5. AVERAGE PQA SCORES BY STRATEGY AND SITE

STRATEGY	PROGRAM	SAFETY	SUPPORT	INTERACTION	ENGAGEMENT	OVERALL
Out-of-School Time	ELP @ Bayview*	4.8	4.6	4.1	2.8	4.1
	ELP @ Riverside*	4.9	3.6	3.5	2.5	3.6
	Sports Program @ Downer	4.6	4.1	3.1	1.3	3.3
Violence Prevention and Intervention	Bay Area Peacekeepers @ Helms	4.3	4.1	3.5	2.7	3.6
	G.R.E.A.T. @ Dover	4.8	4.4	2.7	1.5	3.4
	Y Team @ Richmond High	4.5	4.6	3.2	3.3	3.9
Youth Leadership and Development	Proyecto Bienestar @ Helms(Male)	4.7	4.9	3.3	3.5	4.1
	Proyecto Bienestar @ Helms(Female)	4.7	5.0	3.1	3.5	4.1
	Girls Circle @ Helms	4.8	4.6	3.0	2.8	3.8
SAN PABLO PROGRAMS		4.7	4.4	3.3	2.7	3.8

Sources: Public Profit site visits, conducted February-April 2016. *Site visit scores for these programs were obtained from the 2015-16 West Contra Costa Unified School District Expanded Learning Programs Evaluation Report.

FIGURE 7. SAN PABLO PQA AVERAGES ARE COMPARABLE TO NATIONAL AVERAGES
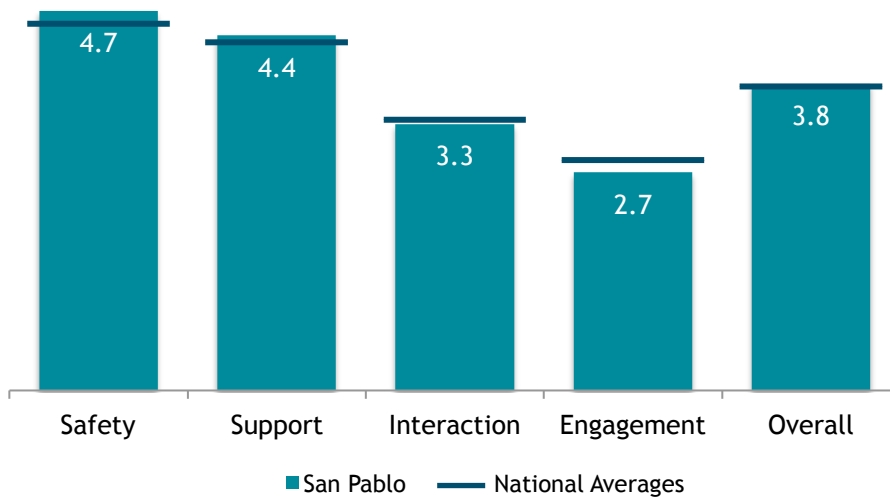
Sources: Public Profit site visits, conducted February-April 2016. *Site visit scores for expanded learning programs at Downer and Riverside elementary were obtained from the 2015-16 West Contra Costa Unified School District Expanded Learning Programs Evaluation Report; Weikart Center for Youth Program Quality, 2016 YPQA National Sample averages.

San Pablo Community Schools Collaborative programs track closely with national averages obtained from the Weikart Center for Youth Program Quality, indicating that the quality of programs in San Pablo are similar to those across the nation. San Pablo is slightly higher than the national average in the domain of safety and slightly lower than the national average in terms of engagement. This is particularly impressive since this was the first year San Pablo participated in the Program Quality Assessment process.

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Program Outcomes

High quality youth programs are those that are safe, supportive, interactive, and engaging.[15] They also help youth develop self-efficacy, pro-social connections, and academic skills; youths' satisfaction with and reports of positive experiences in their programs are an indicator of program quality. High quality programs matter because quality is the hinge between youths' participation and their positive outcomes.[16]
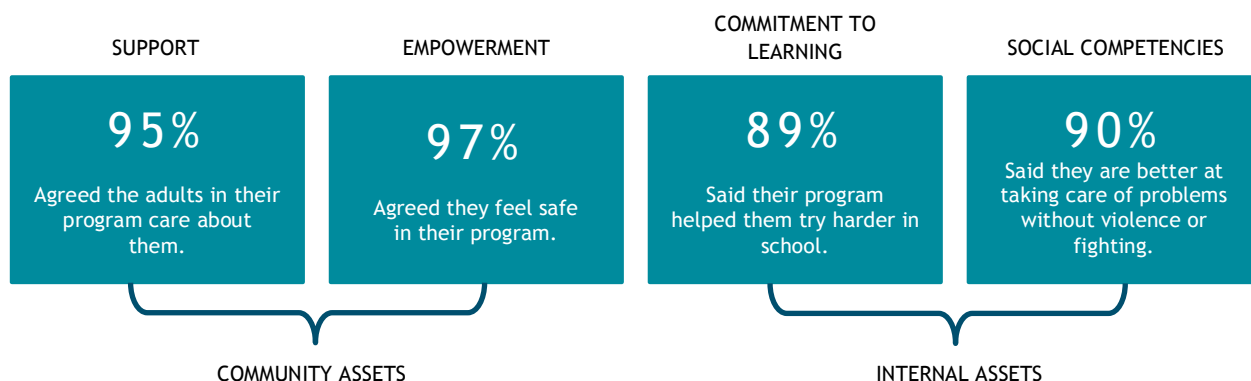
Youth Services programs in San Pablo are rooted in positive youth development, a set of programmatic practices based on an asset-based view of children and youth. The city prioritizes four developmental assets: Support, Empowerment, Commitment to Learning, and Social Competencies.[17]

Though the specific focus of each grant strategy varies, Community Schools Collaborative programs are asked to help participants build a common set of personal and social competencies:

- Active engagement and motivation to succeed
- A healthy lifestyle
- Positive identity
- Physical and emotional safety
- Commitment to helping others in the community
- Ability to navigate negative peer pressure and dangerous situations
- Positive and caring relationships with adults

See Appendix A: Programmatic Outcome Goals, for a list of the unique programmatic outcome goals associated with each programs by funding strategy.

Highlights

SUPPORT	EMPOWERMENT	COMMITMENT TO LEARNING	SOCIAL COMPETENCIES
95% Agreed the adults in their program care about them.	**97%** Agreed they feel safe in their program.	**89%** Said their program helped them try harder in school.	**90%** Said they are better at taking care of problems without violence or fighting.

COMMUNITY ASSETS   INTERNAL ASSETS

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[15] Birmingham, Jennifer, et al. (November 2005) Shared Features of High-Performing After-School Programs: A Follow-Up to the TASC Evaluation. Policy Studies Associates. Retrieved from http://www.sedl.org/pubs/fam107/fam107.pdf.

[16] *Ibid*

[17] Drawn from the Search Institute's list of 40 Developmental Assets: www.search-institute.org/developmental-assets/lists

Support – Community Asset

Research on youth development suggests that extracurricular and community-based activities provide a valuable context for youth to develop positive relationships with their peers and adults.[18] These relationships can provide a foundation that can encourage youth to pursue positive social connections with others outside of the program. Additionally, opportunities to develop relationships with caring adults can buffer youth from the negative impact of risk factors (e.g., poverty, living in violent neighborhoods).[19]

Youth survey responses clearly indicate they feel supported by program staff (Table 6). More than 9 in 10 youth report the adults in the program care about them.[20] Overall 89% of youth report they can go to an adult in the program for advice if they have a serious problem. All respondents (100%) in the Youth Leadership and Development programs agreed with this last statement suggesting that these programs might provide environments particularly well suited for building trust. These findings align with the Program Quality Assessment scores discussed in the previous section, which showed that San Pablo programs were observed to be particularly strong at creating supportive environments (See page 24).

TABLE 6. SAN PABLO YOUTH ARE SUPPORTED ACROSS PROGRAMS

SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
In this program, the adults care about me.	98%	96%	95%	94%	100%	96%	100%	95%
In this program, I can go to an adult for advice if I have a serious problem.	92%	96%	95%	86%	100%	100%	100%	89%
This Program has helped me to communicate better with my family.*	--	96%	91%	--	--	--	--	--
Because of this program I am better at asking my parents for advice.*	--	77%	82%	--	--	--	--	--

Source: Youth Surveys (N=570), fall 2015 and spring 2016. Percentages reported correspond to the proportion of positive responses for each survey item.
"--" indicates the question was not asked.
"*" indicates the question was asked for grades 7-12 only.

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[18] Dworkin, J. B., Larson, R., & Hansen, D. 2003. "Adolescents' accounts of growth experiences in youth activities" in Journal of Youth and Adolescence 32(1), 17-26.
[19] Masten, A. S., & Coatsworth, J. D. 1998. The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53, 205–220.
[20] The Expanded Learning Programs at Bayview and Riverside were given a slightly different survey that asked similar questions. More than 9 in 10 youth at these programs agreed there was an adult who cares about them in the program. For more details see Appendix C: Detailed Youth Survey Results.

Middle and high school youth in the Y Team program and the Youth Matters program were asked additional survey questions related to how the program has contributed to creating a supportive family environment by helping youth communicate positively with their families. More than 9 in 10 youth agreed the program helps them communicate better with their family. Slightly fewer youth (Y Team – 77%, Youth Matters - 82%) agreed that because of the program they are better at asking their parents for advice.

Empowerment – Community Asset

San Pablo programs strive to empower youth by helping them feel safe, valued by the community, and able to serve as a resource for others. The foundation of a successful youth program is an environment in which all students are physically and emotionally safe. Students' lower order needs (e.g., safety and well-being) are essential to address before students can feel empowered to help each other and feel connected to their communities.

Youth survey responses suggest programs provide a foundation for youth to feel empowered (Table 7). Nearly all youth (97%) reported they feel safe in their programs.[21] This aligns with the Program Quality Assessment scores from the previous section, which showed that San Pablo programs were above the national average in creating safe environments (See page 24).

Youth in the Youth Leadership and Development Programs and the G.R.E.A.T. program were asked additional questions related to their community and service to others. More than eight out of 10 youth said the program has helped them spend more time helping others in their community. All youth who completed a survey (100%) reported that the program has helped them feel better about themselves because they help others.

TABLE 7. SAN PABLO YOUTH FEEL SAFE IN THEIR PROGRAMS

SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
In this program, I feel safe.	98%	96%	95%	96%	100%	100%	100%	97%
This program has helped me to spend more time volunteering or helping others in my community.	--	--	--	85%	100%	84%	89%	--
This program has helped me to feel a stronger connection to my community.	--	--	--	--	100%	80%	78%	--
This program has helped me to feel better about myself because I help others.	--	--	--	--	100%	100%	100%	--

Source: Youth Surveys (N=570), fall 2015 and spring 2016. Percentages reported correspond to the proportion of positive responses for each survey item.
"--" indicates the question was not asked.
"*" indicates the question was asked for grades 7-12 only.

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[21] The Expanded Learning Programs at Bayview and Riverside were given a slightly different survey that asked similar questions. Most youth, yet slightly fewer, indicated they felt safe in the program (Bayview - 93%, Riverside – 86%). For more details see Appendix C: Detailed Youth Survey Results.

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Commitment to Learning – Internal Asset

San Pablo's Community Schools Collaborative programs are committed to supporting students academically by strengthening young people's academic behaviors, including achievement motivation, school engagement, school bonding, and reading for pleasure. When youth consistently engage in academic behaviors and develop related non-cognitive skills, they are more likely to improve their academic performance.[22]

Youth survey responses show that overall programs are successful in helping youth develop their commitment to learning (Table 8), with a strong majority of youth saying their program has helped them to try harder in school (89%). Similarly, 83% of youth report that their program has helped them to participate more in class activities and 8 out of 10 youth say their program has helped them to care about their school.[23] Relatively fewer youth (67%) reported that the program helped them become more interested in going to school, driven by lower positive responses from participants in the G.R.E.A.T. program.

TABLE 8. SAN PABLO YOUTH DEMONSTRATE A COMMITMENT TO LEARNING

SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
This program has helped me to try harder in school.	89%	92%	100%	88%	100%	100%	89%	89%
This program has helped me to participate more in class activities.	84%	81%	82%	81%	100%	100%	83%	83%
This program has helped me to care about my school.	86%	85%	100%	75%	100%	96%	94%	80%
This program has helped me to become more interested in going to school.	70%	88%	100%	59%	100%	100%	83%	67%
This program has helped me to spend more time reading for fun (not for school).	49%	--	--	--	--	--	--	--

Source: Youth Surveys (N=570), fall 2015 and spring 2016. Percentages reported correspond to the proportion of positive responses for each survey item.
"--" indicates the question was not asked.
"*" indicates the question was asked for grades 7-12 only.

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[22] *Ibid*

[23] The Expanded Learning Programs at Bayview and Riverside were given a slightly different survey that asked similar questions. Similar to the other programs, more than 8 out of 10 youth reported the program helps them feel like a part of their school (Bayview - 88%, Riverside – 85%). Responses varied related to youth's agreement levels with the statement "this program helps me enjoy learning" (Bayview - 93%, Riverside – 69%). For more details see Appendix C: Detailed Youth Survey Results.

Social Competencies – Internal Asset

Youth programs in San Pablo aim to support the development of youths' social competencies, such as planning and decision-making, interpersonal competence, cultural competence, resistance skills, and peaceful conflict resolution. Similar types of self-regulated learning and metacognition have been linked to academic achievement and a decrease in negative behaviors such as substance use.[24,25]

Youth survey data demonstrates that programs are helping young people develop social competencies (Table 9 on the following page). Youth report being better at setting goals (93%) and being able to say "no" to things they know are wrong (92%) because of their programs. Of youth who were asked, nearly all agreed they are better at listening to other people because of their program and that they get along better with other people their age.[26]

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[24] Pintrich, P. & DeGroot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, 82(1), 33-40. Retrieved from http://web.stanford.edu/dept/SUSE/projects/ireport/articles/self-regulation/self-regulated%20learning-motivation.pdf

[25] Gestsdottir, S., Bowers, E., von Eye, A., Napolitano, C. M., & Lerner, R. M. (2010). Intentional self-regulation in middle adolescence: the emerging role of loss-based selection in positive youth development. Journal of Youth Adolescence, 39(7), 764-782. doi: 10.1007/s10964-010-9537-2

[26] The Expanded Learning Programs at Bayview and Riverside were given a slightly different survey that asked similar questions. Similar to the other programs, most youth reported the program helps them listen to others (Bayview - 93%, Riverside – 73%). For more details see Appendix C: Detailed Youth Survey Results.

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TABLE 9. SAN PABLO YOUTH PROGRAMS HELP DEVELOP SOCIAL COMPETENCIES

SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Because of this program I am better at setting goals.	88%	92%	100%	94%	100%	96%	94%	93%
This program has helped me to say "no" to things I know are wrong.	87%	92%	100%	92%	100%	96%	83%	92%
Because of this program I am better at taking care of problems without violence or fighting.	95%	96%	95%	87%	100%	92%	78%	90%
This program has helped me to stay away from violence and fighting.	92%	92%	95%	81%	100%	96%	83%	85%
Because of this program I am better at planning ahead.*	--	92%	82%	--	100%	88%	100%	--
Because of this program I am better at listening to other people.	94%	--	--	--	100%	92%	94%	--
Because of this program I feel more comfortable being around young people who look or sound different than me.*	--	--	--	--	100%	76%	100%	--
Because of this program I get along better with other people my age.	90%	--	--	--	100%	92%	94%	--
Because of this program I understand that someone who looks or sounds different than me may not be that different after all.*	--	--	--	--	100%	88%	100%	--

Source: Youth Surveys (N=570), fall 2015 and spring 2016. Percentages reported correspond to the proportion of positive responses for each survey item.

"--" indicates the question was not asked.

"*" indicates the question was asked for grades 7-12 only.

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COORDINATION OF COMMUNITY SCHOOLS

The Direct Services Programs discussed in the previous sections are a subset of the numerous community-based organizations and city agencies providing valuable services on-site at schools in San Pablo. It is not enough that outside agencies simply be on-site at schools; the success of a community school is directly correlated with the strength of its coordination infrastructure.[27] San Pablo's "Coordination of Community Schools" grant strategy supports these programs' structural success by providing community school coordinators to schools.

Dedicated, regular staff time is required to assess community needs, develop and maintain relationships with partner organizations, and communicate about services with teachers, families, and students. A permanent coordinator improves the range, quality, and coordination of available services. In addition, the presence of this coordinator frees up time for the principal and other school day staff to focus on student learning and instruction.[28]

The City of San Pablo, West Contra Costa Unified School District, and Bay Area Community Resources contributed joint funding for community school coordinators at Helms middle and Dover elementary, and a case manager at Lake elementary. Public Profit used a process evaluation approach since these positions were relatively new at the schools, and their specific mix of services was deeply dependent on the context of their host schools. To learn more about community school coordinators' approaches and assess their impact, we conducted interviews with each school's principal and community school coordinator to document the school's progress with establishing systems, coordinating services, and supporting family engagement and wellness programs.

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[27] Gomez, D., Gonzales, L., Niebuhr, D., & Villarreal, L. (2012). Community Schools: A Full-Spectrum Resource. Leadership, 41(4), 28.

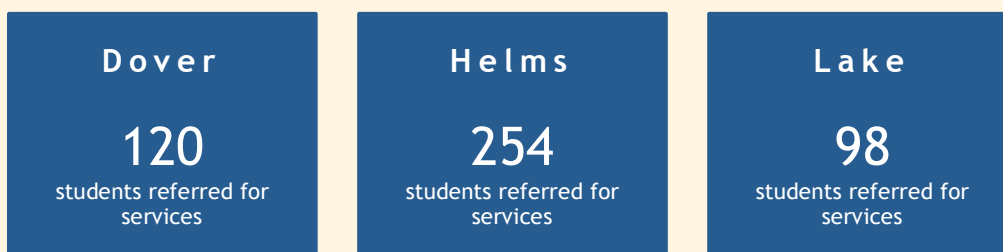[28] Blank, M. J., Melaville, A., & Shah, B. P. (2003). Making the Difference: Research and Practice in Community Schools. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.

Common Themes at All Three Schools

Though all three schools were in different stages of development as community schools, some common themes emerged from the interviews:

- ✓ **Establishment of a care team.** All three schools primarily focused on establishing or expanding a care team referral system, as required by the City of San Pablo. These care teams were led by the community school coordinators and included members with diverse campus roles, such as principals, therapists, case managers, and teachers. The teams met on a regular basis to develop and follow-up on plans for students experiencing mental health or behavioral issues. All three schools cited the care teams as a new or enhanced, yet essential, way they served students.

  In the 2015-16 school year, the three schools referred 472 students for services:[29]

Dover	Helms	Lake
120	**254**	**98**
students referred for services	students referred for services	students referred for services

- ✓ **Relationship building.** Nearly all principals and coordinators mentioned the importance of developing trusting relationships with staff, parents, and students. Staff at Dover and Lake discussed the importance of having Spanish speaking staff and school leaders when building relationships with parents who are monolingual Spanish speakers.

- ✓ **Improving service quality.** Staff at Dover and Helms reported the beginnings of a changing mindset at their schools, which suggests they might be entering a new developmental stage as a community school. Both schools started to shift from adding new services to focusing on the quality of existing services and narrowing in on their school's specific needs and goals.

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[29] Data provided by the City of San Pablo

Progress Toward Meeting System Design and Service Coordination Goals

All three schools made progress towards meeting their respective system design and service coordination goals. Notable accomplishments at each school include:

- ✓ Dover made progress in improving communication with parents and integrating health and wellness into the school culture.

- ✓ Helms firmly established the care team school-wide and began to narrow in on identifying services that align with its core vision to increase literacy.

- ✓ Lake made tremendous progress at building relationships with parents and started to introduce the concept of a community school to the staff.

Detailed summaries of each school's 2015-16 activities, accomplishments, and lessons learned are listed on the following pages.

Dover Elementary School 2015-16

Dover is a large elementary school with 740 students. Dover hired its first community school coordinator in the 2014-15 school year. Dover made progress in improving communication with parents and integrating health and wellness into the school culture.

Service Coordination

In 2015-16, the community school coordinator took on leadership of the care team. The team met weekly to review referrals from teachers related to mental health or behavior issues. The team included a speech therapist, psychologist, principal, and an English Language Development (ELD) coach. Dover also inventoried existing services and identified new services that were needed, such as more mental health services and small workshops for students preparing for middle school. Dover consolidated committees and services when finding duplicative efforts.

Youth and Family Supports

Family Engagement

Dover's principal wanted to improve communication with parents: *"One of the things that I found out when I came to Dover last year is that parents wanted better communication."* This year all parents were given a welcome packet at the beginning of the year with information on available services and contacts. Throughout the year the community school coordinator sent phone messages about school activities and updates out to all parents at least once a week in English and Spanish. Additionally, Dover made an effort to have teachers and staff visible and present to have informal conversations with parents. The principal reported that the community school coordinator excelled in developing personal relationships with parents and making them feel welcome. As the principal said, *"[The community school coordinator] understands the culture, speaks Spanish, and is well received by staff and parents."*

The community school coordinator led several efforts to empower parents to be more involved in their child's education. He organized workshops to prepare parents for parent-teacher conferences. Additionally, he worked with staff to revitalize family engagement nights by changing the format to be more interactive. He also encouraged parents to communicate directly with the school by using the forms in the front office. This formalized system was intended to ensure all parents have access to teachers and school administrators and that responses can be coordinated and timely.

Health and Wellness

Dover continued with or added health and wellness initiatives to its service mix, such as the care team, a weekly farm-to-table food bank, and a partnership with Kaiser to provide mental health and bullying resources. Dover also obtained resources for the school, including water bottles for all classrooms and a grant for $4,700 of sports equipment; this grant was co-written by the community schools coordinator.

The community school coordinator played a key role in shifting the school culture around health and wellness. He started providing healthy snacks during parent group meetings and began having conversations with parents about the high obesity rates in San Pablo and the importance of parents serving as role models for their children. This was the first year that the school had a walkathon as a fundraiser rather than selling candy. The principal had unsuccessfully tried to make this happen previously, but she said that the community school coordinator was key in gathering buy-in to make this transition successful.

Lessons Learned

- Building relationships with staff and parents was the key to increasing awareness and buy-in.
- Take the time to ensure you are working smarter, not necessarily harder. Dover found that some services could be consolidated to be more efficient and some could be expanded to meet emerging needs.

Plans for Next year

- Designate a family engagement resource center that can be used by parents every day. The current parent room can only be accessed on Fridays.
- Create a list of students and all of the services they have received to share with teachers so they understand the context for their students.
- Build the capacity of teachers and recess yard supervisors to support students in being more active during recess and physical education.

> "The vision for the school is having a space where everyone has access: teachers, students, parents, and partners. A space where we can provide services mostly on site with the ultimate goal of supporting student success."
> – Dover Community School Coordinator

Helms Middle School 2015-16

Helms middle school is the only middle school in San Pablo and has 985 students. It has been a community school since 2009. Over the years it gradually incorporated mental health services, after school activities, and services for parents. Helms made progress this year in firmly establishing the care team school-wide and narrowing in on services that align with its core vision.

Service Coordination

Helms improved the school's system of communication by implementing the care team school-wide. This monthly case management system was piloted in 2014-15 with a subset of the school. In 2015-16 each of the six student communities (known as "houses") had their own monthly case management meeting attended by counselors, teachers, case manager, community school coordinator, and principal (or vice principal). In 2015-16 Helms added staff working with English Language Development (ELD) students to the care team since some ELD students could not communicate fully with their teachers and therefore might not be referred by their teacher. This school-wide care team system was the formalization of efforts that had been brewing at Helms for years. In previous years Helms messaged that teachers should make referrals and students should self-refer and/or refer friends for services. The care team made this referral process formal and ensured all students are considered for support. As the principal said, *"The care team is truly the biggest success. I can't say enough how much teaching and community schools parts are melding together."*

In the middle of the year Helms began having regular formal meetings with the full school site collaborative team (principal, community school coordinator, both vice principals, and case manager) after realizing how helpful and rare it was to have all of these roles in a room together at the same time. The community school coordinator functioned as a communication hub by establishing bimonthly meetings with the counselors and a monthly service providers meeting. The community school coordinator reported this regular communication between providers better integrated the services with the school and each other. The community school coordinator also collected feedback and insights from students, parents, and staff through informal conversations. Additionally, the community school coordinator gleaned information from the database that tracked the services each student receives. She checked it monthly to make sure services were distributed equitably and that there was not unnecessary duplication for individuals or at the provider level.

Youth and Family Supports

Family Engagement

Helms has a long history of hosting a weekly parent coffee club. In 2015-16 the community school coordinator began providing organizational support to the club. Helms conducted a parent survey at the beginning of the year and learned that parents wanted more information on higher education. To respond to parents' requests, the coordinator designed programming for parents that focused on college and learning the ins and outs of the school system. Helms also partnered with the District to provide on-site Parent University classes.

The community school coordinator organized intervention nights for families with students failing three or more classes. This regular check-in was designed to help parents, students, and staff collaboratively identify how to best support these students.

Health and Wellness

The care team played a big role in making sure mental health needs were met for all students. Helms also had a monthly health van with confidential services. The community school coordinator responded to changing health needs. For instance, in 2014-15 Helms needed more uninsured slots for students to access mental health services; however, this was not as much of an issue in 2015-16 and so resources were better used elsewhere. In addition, this year Helms partnered with the City of San Pablo's Recreation Division to introduce lunchtime activities and intermural sports serving 75 students

Lessons Learned

- A monthly Professional Learning Community, facilitated by West Contra Costa Unified School District's consultant with Dover and Richmond staff, helped the Helms team narrow in on the vision for Helms as a community school and identify what aligns with that vision. Helms would like to spend more time focusing on sustainability and services that align with a core vision.

Plans for Next year

- Focus on literacy as main goal and use it as an opportunity for proactive engagement with parents.
- Design yearlong parent engagement plan.

> " "I can have one meeting with [the community school coordinator] and so much can just happen. She can take care of any situation."
> - Helms Principal

Lake Elementary School 2015-16

Lake is a small elementary school with 421 students. Lake first became a community school in 2015-16. The school made tremendous progress at building relationships with parents and started to introduce the concept of a community school to the staff.

Service Coordination

Lake established the beginnings of communication systems during 2015-16, its inaugural year as a community school. Lake used flyers, bilingual robocalls, and parents from the Friday coffee club to raise awareness of services to the wider parent community. In addition, Lake encouraged all staff to be more visible and present for informal interactions with parents. As the principal said, *"For me, it's having relationships with families, face to face time, getting to see parents and families, for the kids."* The principal and community school coordinator[30] included staff and teachers in the initiative by talking about it regularly in faculty meetings and on email updates. The community school coordinator reported that parents and teachers warmed up from these efforts: *"Before, no one would come to our [coordinator and case manager] door and talk to us because we were new, but now they come in and talk to us…. Now that families are seeing us more, we have random families who come to seek resources or ask questions because they're hearing from core parents."*

Lake's community school coordinator met with the principal weekly and led the newly established care team. The care team, modeled on the care team at Helms, reviewed teacher referrals and was composed of a community outreach worker, family case manager, therapists, and counselors. All service providers attended the care team meetings and the community school coordinator followed-up with any providers who could not attend the meeting to make sure everyone was in the loop. The community school coordinator reported there was intentional work on the care team to build community so that cross referrals were possible. Lake planned to collect feedback at the end of the year from providers to inform next year's work.

Youth and Family Supports

Family Engagement

Lake offered both the school district's Parent University program and a culturally relevant parenting class facilitated by Familias Unidas, using La Cultura Cura curriculum. Lake also began a partnership with the outside consultant High Expectations to provide family engagement programming related to literacy. Lake was responsive to requests from parents; for instance, it is currently developing a computer class based on parent requests.

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[30] The community school coordinator at Lake is the community services coordinator for the City of San Pablo and worked to lay the groundwork at Lake.

The principal reported seeing a difference in how parents were responding: *"Being that this is the first year that we're getting the work done, it's improved our school climate so much. Parents are happier, they're more involved; being able to build partnerships and relationships with others."* The community school coordinator also noted that she has seen a *"360 degree change for families here,"* noting it is due to the relationships the principal has developed aided by the fact that the principal is from the community.

Health and Wellness

Lake offered therapy for youth and their parents. Lake's capacity to provide mental health services increased due to this year's addition of a case manager, family therapist, and an additional clinician. Lake brought other services to the school, such as Playworks to improve the culture and climate of recess and a Breathmobile to perform monthly asthma screenings.

Lessons Learned

- Guide teachers on how and when to make referrals to ensure all students in need are reached.
- Consider the impacts of the language barrier created when parents and faculty do not speak the same language.

Plans for Next year

- Recruit more people and partners to contribute to overall school goals.
- Expand High Expectations' literacy work to include faculty.

> "This year will be our base year of understanding the need... We can only go up from here and understand what our service gaps are and how we can advocate for more."
> - Lake Community School Coordinator

ON THE HORIZON

The Community Schools Collaborative had a strong first year. Programs excelled at providing a safe and supportive environment for youth. Youth felt supported and empowered. Youth also reported that programs helped them develop a deeper commitment to learning and stronger social competencies. These strengthened assets, in turn, contribute to other positive outcomes for youth, including a healthy lifestyle and positive identity.

Moving forward, the City of San Pablo plans to continue and expand the Community Schools Collaborative. In addition to continuing the current programs and grant strategies, next year's cycle will include:
- Grants in the new strategic area of Family Engagement.
- A full-time community school coordinator at Lake elementary.
- The community services coordinator for the City of San Pablo laying the groundwork for community schools at Bayview elementary.
- A deeper implementation of Program Quality Assessments.
- Increased offerings of academic enrichment programs, including a Smarter Balanced Assessment Consortium (SBAC) test preparation course and summer programs for youth transitioning into 1st or 7th grade.

City of San Pablo staff and the Community Schools Collaborative will continue to work in partnership to refine programs. This comprehensive continuum of high quality supports will help the children, youth and families of San Pablo thrive.

APPENDIX A: PROGRAMMATIC OUTCOME GOALS

OUT OF SCHOOL TIME AGENCY/ PROGRAM	SUPPORT	EMPOWERMENT	COMMITMENT TO LEARNING	SOCIAL COMPETENCIES
BACR (Riverside & Bayview)	• Other adult relationships • Parent involvement • Family support • Positive family communication • Caring school climate	• Community values youth • Safety • Youth as resources • Service to others	• Achievement motivation • School engagement • Bonding to school • Reading for pleasure • Homework	• Planning and decision making • Interpersonal competence • Cultural competence • Resistance skills • Peaceful conflict resolution
City of San Pablo Recreation Division[31]	• Other adult relationships • Parent involvement	• Community values youth • Safety	• Achievement motivation • School engagement • Bonding to school • Reading for pleasure	• Planning and decision making • Interpersonal competence • Cultural competence • Resistance skills • Peaceful conflict resolution

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[31] City of San Pablo Recreation will also include the "Constructive Use of Time" domain, which includes outcome goals for "youth programs" and "time at home."

VIOLENCE PREVENTION AND INTERVENTION AGENCY/ PROGRAM	SUPPORT	EMPOWERMENT	COMMITMENT TO LEARNING	SOCIAL COMPETENCIES
YMCA – East Bay **Familias Unidas**	• Other adult relationships • Family support • Positive family communication	• Safety	• Achievement motivation • School engagement • Bonding to school	• Planning and decision making • Resistance skills • Peaceful conflict resolution
Bay Area Peacekeepers	• Other adult relationships	• Safety	• Achievement motivation • School engagement • Bonding to school	• Planning and decision making • Resistance skills • Peaceful conflict resolution
G.R.E.A.T. and SRO programs	• Other adult relationships	• Safety • Service to others	• Achievement motivation • School engagement • Bonding to school	• Planning and decision making • Resistance skills • Peaceful conflict resolution

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YOUTH LEADERSHIP AND DEVELOPMENT AGENCY/ PROGRAM	SUPPORT	EMPOWERMENT	COMMITMENT TO LEARNING	SOCIAL COMPETENCIES
Youth Commission	• Other adult relationships	• Community values youth • Youth as resources • Service to others • Safety	• Achievement motivation • School engagement • Bonding to school	• Planning and decision making • Interpersonal competence • Cultural competence • Resistance skills • Peaceful conflict resolution
Familias Unidas – Proyecto Bienestar				
Girls Circle				

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APPENDIX B: DETAILED SITE VISIT SCORES

TABLE 10. 2015-16 SAN PABLO SITE VISIT SCORES

DOMAIN	ELP BAYVIEW*	ELP RIVERSIDE*	REC.	BAP	G.R.E.A.T.	Y TEAM	PB (MALE)	PB (FEMALE)	GIRLS CIRCLE	ALL
Safety	4.8	4.9	4.6	4.3	4.8	4.5	4.7	4.7	4.8	4.7
Support	4.6	3.6	4.1	4.1	4.4	4.6	4.9	5.0	4.6	4.4
Interaction	4.1	3.5	3.1	3.5	2.7	3.2	3.3	3.1	3.0	3.3
Engagement	2.8	2.5	1.3	2.7	1.5	3.3	3.5	3.5	2.8	2.7
Overall	4.1	3.6	3.3	3.6	3.4	3.9	4.1	4.1	3.8	3.8

Source: Public Profit site visits, conducted February-April 2016. *Site visit scores for these programs were obtained from the 2015-16 West Contra Costa Unified School District Expanded Learning Programs Evaluation Report.

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APPENDIX C: DETAILED YOUTH SURVEY RESULTS

TABLE 11. 2015-16 SAN PABLO YOUTH SURVEY RESULTS

SUPPORT								
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Other Adult Relationships	In this program, the adults care about me.	98%	96%	95%	94%	100%	96%	100%	95%
	In this program, I can go to an adult for advice if I have a serious problem.	92%	96%	95%	86%	100%	100%	100%	89%
Positive Family Communication	This Program has helped me to communicate better with my family.*	--	96%	91%	--	--	--	--	--
	Because of this program I am better at asking my parents for advice.*	--	77%	82%	--	--	--	--	--

EMPOWERMENT								
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Safety	In this program, I feel safe.	98%	96%	95%	96%	100%	100%	100%	97%
Service to Others	This program has helped me to spend more time volunteering or helping others in my community.	--	--	--	85%	100%	84%	89%	--
Youth as Resources	This program has helped me to feel a stronger connection to my community.*	--	--	--	--	100%	80%	78%	--
	This program has helped me to feel better about myself because I help others.*	--	--	--	--	100%	100%	100%	--

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COMMITMENT TO LEARNING									
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Bonding to School	This program has helped me to care about my school.	86%	85%	100%	75%	100%	96%	94%	80%
School Engagement	This program has helped me to participate more in class activities.	84%	81%	82%	81%	100%	100%	83%	83%
Achievement Motivation	This program has helped me to try harder in school.	89%	92%	100%	88%	100%	100%	89%	89%
School Engagement	This program has helped me to become more interested in going to school.	70%	88%	100%	59%	100%	100%	83%	67%
Reading for Pleasure	This program has helped me to spend more time reading for fun (not for school).	49%	--	--	--	--	--	--	--
SOCIAL COMPETENCIES									
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Planning and Decision Making	Because of this program I am better at setting goals.	88%	92%	100%	94%	100%	96%	94%	93%
Peaceful Conflict Resolution	Because of this program I am better at taking care of problems without violence or fighting.	95%	96%	95%	87%	100%	92%	78%	90%
Planning and Decision Making	Because of this program I am better at planning ahead.*	--	92%	82%	--	100%	88%	100%	--
Resistance Skills	This program has helped me to stay away from violence and fighting.	92%	92%	95%	81%	100%	96%	83%	85%

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SOCIAL COMPETENCIES									
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Resistance Skills	This program has helped me to say "no" to things I know are wrong.	87%	92%	100%	92%	100%	96%	83%	92%
Interpersonal Competence	Because of this program I am better at listening to other people.	94%	--	--	--	100%	92%	94%	--
Cultural Competence	Because of this program I feel more comfortable being around young people who look or sound different than me.*	--	--	--	--	100%	76%	100%	--
Interpersonal Competence	Because of this program I get along better with other people my age.	90%	--	--	--	100%	92%	94%	--
Cultural Competence	Because of this program I understand that someone who looks or sounds different than me may not be that different after all.*	--	--	--	--	100%	88%	100%	--
CONSTRUCTIVE USE OF TIME									
OUTCOME GOAL	SURVEY ITEM	REC. (N=103)	Y TEAM (N=26)	YOUTH MATTERS (N=22)	G.R.E.A.T. (N=367)	YOUTH COMM. (N=9)	PB (N=25)	GIRLS CIRCLE (N=18)	TOTAL (N=570)
Youth Programs	Because of this program I spend more time doing sports or exercise.	98%	--	--	--	--	--	--	--
Time at Home	Because of this program I spend less time with nothing to do.	81%	--	--	--	--	--	--	--

Source: Youth Surveys (N=570), fall 2015 and spring 2016. Percentages reported correspond to the proportion of positive responses for each survey item.
"--" indicates the question was not asked.
"*" indicates the question was asked for grades 7-12 only.

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TABLE 12. 2015-16 WCCUSD EXPANDED LEARNING PROGRAMS YOUTH SURVEY RESULTS

DOMAIN	SURVEY ITEM	ELP BAYVIEW	ELP RIVERSIDE
Program Quality – Safe Environment	I feel safe in this program.	93%	86%
	If I get in a fight, the adults in this program ask for my ideas about how to resolve it.	75%	75%
Program Quality – Supportive Environment	There is an adult who cares about me in this program.	96%	92%
	In this program, there is an adult who wants me to do my best.	96%	97%
Program Quality - Interaction	I get to help other students in this program.	89%	75%
	I feel like I belong at this program.	89%	90%
	I have at least one friend in this program who really cares about me.	91%	97%
Program Quality - Engagement	The staff members here listen to what I have to say.	93%	81%
	In this program, I get to choose what I do and how I do it.	84%	46%
Academic Skills and Behaviors	This program helps me feel like a part of my school.	88%	85%
	I learn how to do things in this program the help me with my school work.	86%	88%
	I am better at getting my home-work done on time.	80%	78%
	This program helps me enjoy learning.	93%	69%
Social Emotional Skills	This program helps me listen to others.	93%	73%
	In this program, I learn how to work out my problems.	93%	83%
	This program helps me to make friends.	82%	73%
Sense of Mastery	I am better at something I used to think was hard.	91%	72%
	This program helps me work toward my goals.	98%	78%
	I feel proud of things I have done in this program.	93%	83%
New Skills and Experiences	In this program, I learned how to do something new.	96%	88%

Source: Youth survey results as reported in the 2015-16 West Contra Costa Unified School District Expanded Learning Programs Evaluation Report.

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APPENDIX D: COMMUNITY SCHOOL COORDINATION STAKEHOLDER INTERVIEW PROTOCOL

The evaluation team conducted interviews with principals and community schools coordinators at Dover elementary, Lake elementary, and Helms middle school. Interviews were semi-structured; the evaluation team asked the following guiding questions and followed up to dive deeper as necessary.

1. What has happened this year in terms of:
    a. Improving systems of communication in host school?
    b. Supporting greater service integration?
    c. Enhancing the quality and availability of family engagement and wellness programs?

2. What were this year's biggest successes, challenges, and lessons learned?

3. What's next on the horizon?

4. What is the collective long-term vision for the school?