

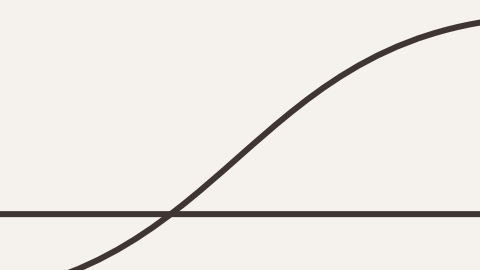


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# **Superintendent's Board Report:** *Community Schools*

*A strategy, not a program*

November 14, 2024



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# Definition of a Community School

A community school is any school serving pre-Kindergarten through high school students using a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement. As a school improvement strategy, community school initiatives enable the local education agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community.

# Four Pillars of a Community School



**Integrated Student Supports**, which can support student success by meeting their academic, physical, social-emotional, and mental health needs.



**Family and Community Engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.



**Collaborative Leadership and Practices for Educators and Administrators** that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members.



**Extended Learning Time and Opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning).

# Four Key Conditions of Learning



**Supportive environmental conditions** that foster strong relationships and community.



**Productive instructional strategies** that support motivation, competence, and self-directed learning.



**Social and emotional learning (SEL)** that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior.



**System of supports** that enable healthy development, respond to student needs, and address learning barriers.

# Four Cornerstone Commitments



## **Assets-Driven and Strength-Based Practice:**

Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.



## **Racially-Just and Restorative School Climates:**

Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.



## **Powerful, Culturally Proficient and Relevant Instruction:**

Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.



## **Shared Decision Making and Participatory Practices:**

Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

# Four Proven Practices



## **Community Asset Mapping and Gap Analysis:**

An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community.



## **Integrating and Aligning with other relevant Programs:**

Community schools are intentionally situated in a suite of CA initiatives (e.g., Multi-tiered Systems of Support, mental health services, expanded learning time, universal TK, etc.) that stand to transform public education throughout the State. Practices also align, integrate and cross stitch with other education justice and equity initiatives at the district and school site level.



## **Site-Based and LEA-Based Advisory Councils:**

School site-based and LEA-based advisory councils (often called shared decision-making councils or teams) engaged interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort.



## **Community School Coordinator:**

A coordinator who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site.



**California Community  
Schools Partnership Program  
(CCSPP)**

# Eligibility Requirements

1. An LEA or a consortium that meets any of the following criteria, as applied to the entire population of students enrolled in the LEA or consortium:
  - a. Fifty percent or more of enrolled pupils at the LEA or the consortium are unduplicated pupils.
  - b. The LEA or the consortium has higher than state average dropout rates.
  - c. The LEA or the consortium has higher than state average rates of suspension and expulsion.
  - d. The LEA or the consortium has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
2. An LEA or consortium, on behalf of one or more schools within the LEA or consortium that satisfy any of the criteria listed above.

*\*\*\*Unduplicated Pupil Percentage (UPP) - % of students who are eligible for free or reduced-price meal (FRPM), are English learners (EL), and/or who are foster youth*

# Data

	State of CA	Robla SD	Bell Ave	Glenwood	Main Ave	Robla	Taylor Street
English Learner	19%	34.6%	32.5%	50%	25%	25.4%	36.1%
Foster Youth	0.5%	0.2%	-	-	1.1%	-	-
Homeless	3.2%	12.9%	8.4%	15.4%	13.2%	15.6%	11.7%
Socioeconomically Disadvantaged	61.5%	85.2%	88.5%	82.4%	82.1%	81.4%	92.6%

# Priorities

Applicants:

1. Serving students in schools in which at least 80 percent of the pupil population are unduplicated pupils.
2. With a demonstrated need for expanded access to integrated services,
3. That involve students, parents, certificated and classified school staff, and cooperating agency personnel
4. That commit to providing trauma-informed health, mental health, and social services for pupils within a multi-tiered system of support
5. That are qualifying entities that serve elementary school pupils, or for schools where there is a demonstrated need for childcare
6. That identify a cooperating agency collaboration process
7. That plan to support a network of site-based community schools at school sites that have the capacity to ensure that services, professional development, and engagement can occur
8. That identify a plan to sustain community school services
9. Serving small and rural schools

# Grant Funding

- ★ Five-year grant
- ★ Based on school size
- ★ Application released October 2024.
- ★ Deadline February 2025

<b>Enrollment Category</b>	<b>Annual Grant Amount <i>Years One through Four</i></b>	<b>Annual Grant Amount <i>Year Five</i></b>	<b>Total Grant Amount <i>over Five Years</i></b>
Very Small: 25–150 students	\$150,000	\$112,500	\$712,500
Small: 151–400 students	\$250,000	\$187,500	\$1,187,500
Medium: 401–1,000 students	\$300,000	\$225,000	\$1,425,000
Medium/Large: 1,001–2,000 students	\$400,000	\$300,000	\$1,900,000
Large: 2,001 or more students	\$500,000	\$375,000	\$2,375,000

# Grant Purpose

Grant funding to support community schools may be used for any of the following purposes:

- ★ Staffing, including Community School Coordinators
- ★ Coordinating and providing support services (e.g., childcare, expanded learning time)
- ★ Training and support to personnel on student supports, social-emotional well-being, trauma-informed practices, others
- ★ Designing and executing educator, family, pupil, and community engagement strategies
- ★ Ongoing data collection and program evaluations
- ★ Building capacity around sustainability and other efforts to support ongoing community school programming
- ★ Conducting a comprehensive school and community needs and asset assessment to support a continuous improvement process

# LCAP Goals

## **Goal #1: Academic Performance**

Through the implementation of the Common Core State Standards, provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students. This will include support systems which meet the needs of targeted populations and help close the achievement gap for certain groups of students such as low income students, students with disabilities, foster youth, homeless students and English learners.

## **Goal #2: School Climate**

Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students

## **Goal #3: Parent Involvement**

Increase parent, family and community involvement in the education of all students.

## **Goal #4: District Values**

Create a district-wide environment that values equity, inclusion and respect for all students, staff and families and which is reflected in the words and actions of all.

# Next steps..

- ★ Develop site decision making team
- ★ Needs assessment
- ★ Survey

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Questions??

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