Charting the Course for Successful Community Schools: Using Data & Human Capital to Advance Implementation in WCCUSD

1. Issue
West Contra Costa Unified School District has committed to a districtwide “Full Service Community Schools” strategy that provides integrated social services to support academic achievement and successful life outcomes for students. This project address the following questions:
1) What is the current implementation status of the WCCUSD community schools initiative?
2) How can data and human capital further advance implementation of community schools programming at the school site and district level?

2. Community Schools Implementation

- Exploring/Inquiring - WCCUSD is Here (Overall)
- Emerging - Some Schools are Here
- Maturing/Mentoring
- Excelling/Sustaining

- Increased parent and community engagement: IN PROGRESS
- Formal partnership agreements & shift toward shared governance: IN PROGRESS
- Programming targets identified needs: NEEDS ATTENTION
- In-depth, ongoing needs assessment: NEEDS ATTENTION
- Systemic use of data: NEEDS ATTENTION

National Research Shows... Students at community schools outperform their peers at similar traditional schools on reading and math achievement, but only when the schools are fully following the community schools model!

3. Methods
A. Interviews of community school experts, WCCUSD district partners and staff at Richmond & Kennedy High Schools (25 Interviews total)
B. Focus Groups with students and parents at Richmond & Kennedy High Schools (5 Focus Groups total)
C. Research on community schools implementation, collective impact, case studies to identify promising practices.

4. Promising Practices
A. Successful community schools have a Community School Coordinator at each site to gather & analyze data, plan for coordinated services, and oversee providers.
B. Democratic input is a key component of a successful Full Service Community School. Data collection and data sharing can help with incorporating input into the planning process.
C. Evaluation efforts should focus on program improvement at this stage of the collaborative work.

5. School-Level: Needs Assessment

- Collaborative & Caring Staff
  - Richmond & Kennedy High Schools
  - 66%
- Health Center & College/Career Center
  - Richmond
  - 41%
- Counseling/Mental Health
  - Kennedy
  - 50%
- Afterschool Programming
  - Needs
    - More hands on & real-world learning opportunities
    - 47%

Strengths
- Staff are passionate and want to see students succeed. It’s motivating for outside service providers coming to the site.
- There is a long waitlist for mental health services, and the Health Center can’t always satisfy parent requests.

6. District Level: Data Interview Themes

- WCCUSD District Partners (CBO, City)
- Capacity Concerns (District & Partner)
- Data Collection, Data Analysis, Data Sharing
  - Need Localized Data (School-Site or Student Level)
  - 33%
  - Is Expert Help Needed?
  - 33%
- Interagency Collaboration Important
- Willingness to Share Data with District
- 63%
- 43%
- 29%

7. Recommendations
Collectively invest financial and staff resources to support planning, collaboration and data usage among WCCUSD, Cities of Richmond & San Pablo, Healthy Richmond, Contra Costa County & Other Partners

- Community School Coordinators
  - Invest in human capital to support community schools implementation at school sites.
- Data Transparency
  - Improved website access, possibly school and city fact sheets
- Shared Performance Measures
  - Develop in collaboration with district partners
- Community Engagement
  - Collectively attend trainings and share engagement strategies among partner agencies
- Data Support
  - Investigate options for shared data platforms & analytic support from UC Berkeley or other partners