

Vision, Mission, & Strategic Areas

The City of San Pablo used the findings from the *San Pablo Community School Needs Assessment Report* to design both the Community Schools Initiative and this Strategic Work Plan.

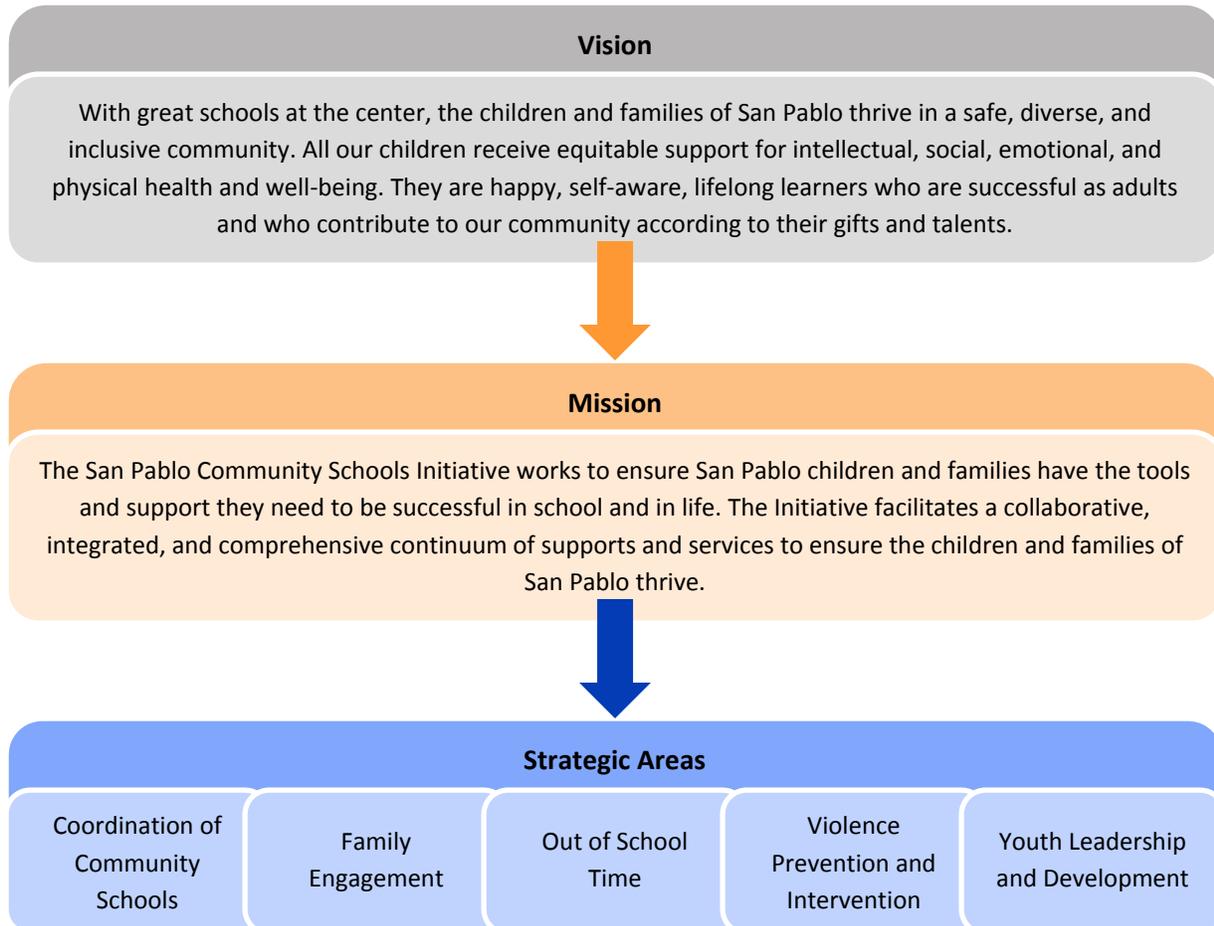
The strategies developed by the Community Schools Initiative are part of a larger effort by the City of San Pablo to provide comprehensive youth services to the youth and families of San Pablo. Efforts are founded on a developmental asset model of youth services. The model acknowledges that all youth 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 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.¹¹ However, programs need not address all 40 assets, but a tactical combination of them is critical. San Pablo's focus will be 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.



¹¹ Search Institute's 40 Developmental Assets framework: www.search-institute.org/developmental-assets/lists

FIGURE 4: COMMUNITY SCHOOLS INITIATIVE VISION, MISSION, & STRATEGIC AREAS



As shown in Figure 4, San Pablo has identified five key strategic areas it will focus on to fulfill the Community Schools Initiative’s vision and mission: (1) Coordination of Community Schools; (2) Family Engagement; (3) Out-of-School Time; (4) Violence Prevention and Intervention; and (5) Youth Leadership and Development.

All five of these 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.

TABLE 1: COMMUNITY SCHOOLS SUMMARY OF STRATEGIES

Strategic Area	Strategies
Coordination of Community Schools	<ol style="list-style-type: none"> 1. Support and enhance the coordination of school-based services 2. Leverage funding to support Full Service Community Schools.
Family Engagement	<ol style="list-style-type: none"> 1. Support the implementation of the Dual Capacity-Building Framework for Family-School Partnerships 2. Support and promote family-led and family-centered events and activities
Out of School Time	<ol style="list-style-type: none"> 1. Increase access to before and after school programs 2. Increase access to evening, weekend, summer and school break programming 3. Increase access to enrichment activities
Violence Prevention and Intervention	<ol style="list-style-type: none"> 1. Sustain school-based education and prevention 2. Provide opportunities for career exploration 3. Support access to parent education 4. Support professional development in restorative justice practices 5. Increase access to school-based wellness services
Youth Leadership and Development	<ol style="list-style-type: none"> 1. Expand leadership and volunteer opportunities 2. Leverage partnerships to support high school completion and college and post-secondary readiness 3. Support development of 21st Century skills, work readiness, and career awareness 4. Support family engagement for post-secondary success 5. Increase academic enrichment and support services.

Table 1 above lists the detailed strategies within each strategic area. The following sections describe these five strategic areas in more detail.

I. Coordination of Community Schools

Community schools can improve academic performance, increase attendance, decrease suspensions, and increase family engagement.¹² 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.¹³

Strategy 1: Support and enhance the coordination of school based services

The success of a community school is directly correlated with the strength of its coordination infrastructure.¹⁴ It takes dedicated staff time to assess community needs, develop and maintain relationships with partner organizations, and communicate about services with teachers, families, and students. An early evaluation of California Department of Education’s community school grants recommended that schools provide greater support for allocated coordinator time to lead collaborations.¹⁵ A permanent coordinator improves the range, quality, and coordination of available services. In addition, the presence of this position frees up time for the principal and other school day staff to focus on student learning and instruction.¹⁶

This strategy seeks to invest in personnel who are experienced and knowledgeable in community schools and can efficiently manage school-community relations. Community School Coordinators support the positive development of youth by developing and sustaining partnerships with City and County services and non-profit agencies to provide supports and opportunities to students and families.

Focus

Population:
K-8th Grade

Funding Source:
Measure Q and
WCCUSD Match
Funding

¹²“Community Schools Research Brief” (2009). Coalition for Community Schools. Retrieved from: <http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf>

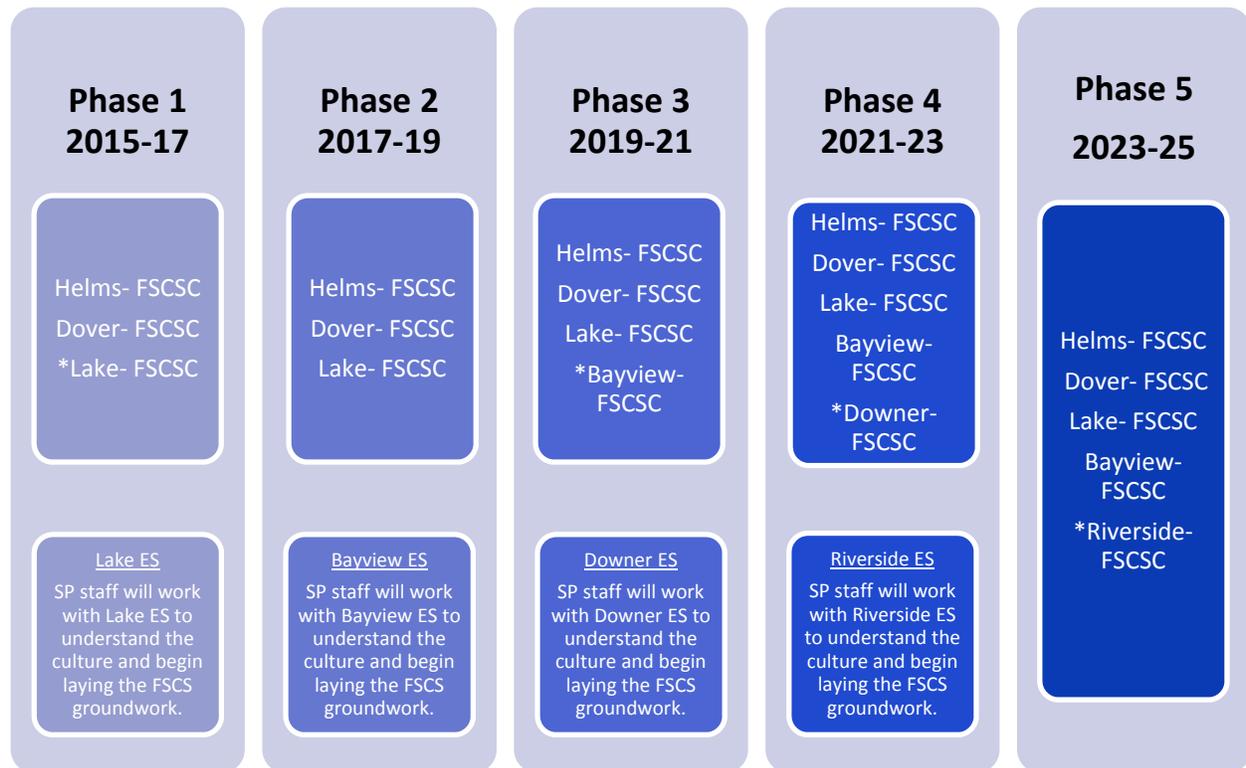
¹³ Blank, M. J., Melaville, A., & Shah, B. P. (2003). *Making the Difference: Research and Practice in Community Schools*. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.

¹⁴ Gomez, D., Gonzales, L., Niebuhr, D., & Villarreal, L. (2012). Community Schools: A Full-Spectrum Resource. *Leadership*, 41(4), 28.

¹⁵ Bookmyer, J., Niebuhr, D. (2011). California Healthy Start: Seed Funding to Build Partnerships for Student Success. UC Davis Center for Community School Partnerships, and Partnership for Children and Youth.

¹⁶ 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.

FIGURE 5: FULL SERVICE COMMUNITY SCHOOLS COORDINATOR ROLL-OUT PLAN



*Full Service Community School Coordinator (FSCSC) New Hire (1 FTE).

Strategy 2: Leverage funding to support Full Service Community Schools

This strategy aims to sustain the Community Schools Initiative by leveraging public and private funding to support the delivery and coordination of youth and family services at school sites. Sustainable funding is key to ensuring service continuity and quality. Moreover, adequate and flexible funding enables schools to quickly respond to urgent student needs.¹⁷

¹⁷ 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.



II. Family Engagement

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.¹⁸

Strategy 1: Support the implementation of the Dual Capacity-Building Framework for Family- School Partnerships

The Dual Capacity-Building Framework provides a roadmap for effective school and family partnerships that support student success. This framework acknowledges that educators might not have the expertise on how to engage parents and that parents might not have the expertise to navigate the school system. Successful family engagement initiatives are those that build the capacity amongst both educators and families to collaborate with each other.¹⁹ San Pablo seeks to partner with organizations that will provide technical support to enhance existing family engagement initiatives using this Dual Capacity-Building Framework.

Focus Population:
K-8th Grade

Funding Source:
Measure Q and Team for Youth

¹⁸ 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*.

¹⁹ Mapp, K. L., & Kuttner, P. J. (2014). Partners in education: A dual capacity-building framework for family-school partnerships. Austin, TX/Washington, DC: SEDL & US Department of Education.

Strategy 2: Support and promote family-led and family-centered events and activities

Family-led and family-centered activities honor parent leadership and voice and represent opportunities for families to identify and address concerns linked to learning. Family events and workshops are a common technique used to increase family engagement.²⁰ San Pablo seeks to support and uplift school-based family events and activities such as literacy and parent nights.



²⁰ Kreider, H., Little, P., Buck, T., & Coffey, M. (2006). *Focus on Families: How to Build and Support Family-centered Practices in After School*. Harvard Family Research Project and Build the Out-of-School Time Network (BOSTnet).

III. 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, evening, weekend, 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.²¹ 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, since one-fifth of San Pablo residents are below the poverty line and the majority of the population is Latino, Asian, or African American.²²

Focus Population:
K-8th Grade

Funding Source:
Team for Youth

By investing in high quality OST programming, the following strategies will support a wide range of youth development opportunities for San Pablo's youth. These positive changes in turn support other positive outcomes for youth, such as enhanced school performance.

Strategy 1: Increase access to before and after school programs

Before and after school programs provide academic support, physical activity, and enrichment activities that support the positive development of youth and help alleviate the burden on parents and guardians whose work hours conflict with school hours. West Contra Costa Unified School District data shows that its after school programs are a key partner in supporting school day attendance and English learner re-designation, themselves critical foundations for academic success.²³

Unfortunately program slots in San Pablo schools do not currently meet the needs of all students. This strategy seeks to expand the number of program slots to accommodate more students.



²¹ 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.

²² 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.

²³ Public Profit (2014). *2013-14 West Contra Costa Unified School District After School Programs Evaluation*



Strategy 2: Increase access to evening, weekend, summer and school break programming

As much as two-thirds of the difference between low-income and middle-income youth in key academic success measures, such as participation in advanced coursework, high school dropout, and college completion rates, can be traced back to summer learning loss that occurred during elementary school.²⁴ High quality learning opportunities during evening, weekend, summer and school break programming encourage youth to become “lifelong learners” rather than solely classroom learners.²⁵ These opportunities also support working families by providing youth with high quality activities that enhance their character while connecting them to caring adults and a positive peer group.

This strategy will connect students to evening and weekend sports, extracurricular activities, and summer and school break camps, ensuring that programs are affordable and in an accessible location.

²⁴ Donohue, N.C. & Miller, B.M. (2008). Stemming summer learning loss. *The New England Journal of Higher Education*. Summer Issue.

²⁵ Summer Matters (2015), *Why Summer Matters?* Retrieved from <http://summermatters2you.org/why-summer-matters/>

Strategy 3: Increase access to enrichment activities

Programs that provide engaging enrichment activities for youth can increase youth's sense of mastery and accomplishment, particularly when youth are exposed to challenging opportunities. Moreover, OST program strategies can promote metacognition, or "thinking about thinking," and self-regulated learning by providing opportunities for youth to plan and reflect on their activities. Both self-regulated learning and metacognition have been linked to academic achievement and a decrease in negative behaviors such as substance use.^{26,27}

This strategy will provide enrichment activities with specialized programming to help youth build a particular set of skills. Program areas may include civic engagement, technology, arts, language, community service, health, physical activity, financial literacy, job readiness, character building, and leadership. Programs will be delivered at school sites or an accessible location in the community.



²⁶ 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>

²⁷ 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



IV. Violence Prevention & Intervention

Strategies in this area are designed to support community agencies seeking to decrease youth violence and to continue the work of the San Pablo Police Department's Community Outreach Unit and Policy 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.²⁸

Focus Population:
3rd Grade -
20 Years of Age

Funding Source:
General Fund and
Measure Q

Strategy 1: Sustain school-based education and prevention

The P.O.P. Unit provides a full-time School Resource Officer at San Pablo's middle school and part-time services to the elementary schools. The unit delivers classes to third through seventh grade students in San Pablo schools. The topics include the proper use of 911, 'Good Touch, Bad Touch,' bullying, drug and gang prevention, goal setting, life skills, and leadership. The educational classes also provide San Pablo children multiple years of positive police contact.

²⁸ World Health Organization (2015). Preventing Youth Violence: An overview of the evidence.

In 2010, the Y.E.S. Unit introduced the Gang Resistance Education and Training Program (G.R.E.A.T) program to San Pablo sixth graders to provide youth with the knowledge necessary to avoid drugs and gangs. G.R.E.A.T is a national gang and violence prevention program overseen by the U.S. Department of Justice. The school-based program is delivered by an officer in a series of thirteen lessons designed to teach life skills. In 2012, the Unit added a two-week summer program for G.R.E.A.T. graduates. The two-week program includes field trips, classroom instruction, and activities.

An extensive evaluation of the national program found that participation in G.R.E.A.T. was associated with a decrease in the odds of joining a gang a year later. This effect was still present four years after youth completed the program. Instructing officers also reported that the program improved their relationship with the students, the school, and the community as a whole.²⁹

Strategy 2: Provide opportunities for career exploration

Young people who have difficulties securing and maintaining employment are more likely to be involved with violence and crime. Vocational training programs can be a way to combat youth violence.³⁰

San Pablo's Police Explorer Program is a career building opportunity for youth interested in law enforcement. In addition, the program also fosters positive interactions between youth and the police. The program exposes youth to the day-to-day operations of the San Pablo Police Department, which include Patrol, Investigations, and the Services Divisions. The Explorer Program is part of the Boy Scouts of America and places a strong emphasis on five learning domains: Career Building, Service Learning, Leadership Experience, Life Skills, and Character Education. Youth who are 15 to 20 years old, or youth who are 14 years of age and have completed the eighth grade, are eligible to participate in the Police Explorer Program.

²⁹ Esbensen, F. A., & Osgood, D. W. (1999). Gang Resistance Education and Training (GREAT): Results from the national evaluation. *Journal of Research in Crime and Delinquency*, 36(2), 194-225.

³⁰ World Health Organization (2015).

Strategy 3: Support access to parent education

Research demonstrates that parent education programs can be an effective approach to address youth violence. When implemented well, parenting programs for parents of older children found that these programs can lead to reductions in youth delinquency, conduct problems, arrests and time spent in institutions.³¹

The Community Outreach Unit offers the Parent Project, a nationally recognized program, to San Pablo parents in English and Spanish, free of charge. It is a 10-week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children. Parents meet one night per week, 3 hours per night, for 10 weeks. The curriculum teaches concrete prevention, identification, and intervention strategies for destructive adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gangs, runaways, and violent teens).

The Community Outreach Unit also provides the Loving Solutions Program to San Pablo parents in both English and Spanish, free of charge. This program is designed to provide parents with preventative skills for children under the age of ten before they become adolescents. This program strives to enhance parent communication skills to help build healthy family relationships. Parents meet one night per week, 3 hours per night, for ten weeks.

Strategy 4: Support professional development in restorative justice practices

Restorative justice practices seek to empower students to resolve conflicts on their own with a focus on repairing harm rather than placing blame. It is a growing practice in schools and research has found it is associated with a decrease in suspensions, detentions, and disruptive behavioral incidents.³² San Pablo plans to support restorative justice professional development to provide continuity in service delivery systems and enhance school climate and community.

³¹ World Health Organization (2015).

³² Lewis, S. (2009). Improving school climate: Findings from schools implementing restorative practices. *International Institute for Restorative Practices*.

Strategy 5: Increase access to school-based wellness services

Research suggests that therapeutic approaches can be effective at violence prevention and intervention. These approaches can be used to support youth in navigating risk factors in their external world (family, school, and community) as well as to support youth in learning how to recognize and modify their own thinking patterns that can lead towards violent behaviors. These approaches can be implemented on a group basis or in a one-on-one setting and can be facilitated by therapists, social workers, and trained lay workers.³³

Health and wellness services are basic needs that many San Pablo students are not able to access. This strategy aims to remove financial, logistical, and stigmatic barriers by bringing services to the school sites and offering them free of charge.

San Pablo Crime

In 2013, Juvenile Felony Arrests, Property Crime Offenses, and Violent Crime Offenses were at their lowest levels for the past decade.

Our goal is to continue to see the measures move in a desirable direction.



³³ World Health Organization (2015). Preventing Youth Violence: An overview of the evidence

V. Youth Leadership & 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.

Strategy 1: Expand leadership and volunteer opportunities

Research demonstrates that effective youth initiatives include opportunities for young people to take on leadership roles and responsibilities in their program, school, and community.³⁴ 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 coordinating a group.

Strategy 2: Leverage partnerships to support high school completion and college and post-secondary access

This strategy supports partnerships that increase the number of youth graduating from high school and accessing college. Programs in this strategy may include case management services, college and financial aid workshops, scholarship access, and college application and personal statement support. While the West Contra Costa District high school graduation rates have remained close to 80%, Richmond High School (which serves San Pablo students) has seen a nearly 20 percentage point increase in graduation rates between 2012 and 2014.³⁵

Focus

Population:

6th Grade –
24 Years of Age

Funding Source:

Measure Q and
Team for Youth



San Pablo Education

In the past 5 years, high school graduation rates have increased.

Our hope is to see these trends continue.

³⁴ Edelman, A., Gill, P., Comerford, K., Larson, M., & Hare, R. (2004). Youth Development & Youth Leadership. A Background Paper. *Institute for Educational Leadership*.

³⁵ Ed-Data, accessed 12/28/2015.

Strategy 3: Support development of 21st Century Skills, work readiness, and career awareness.

California is part of a larger national movement to ensure all students have the real-world skills necessary to succeed in today's economy. These skills, known as 21st century skills, include learning skills (critical thinking, creative thinking, collaborating, and communicating), life skills (flexibility, social skills, leadership), and information and technology skills.³⁶

San Pablo will support the development of these skills through several different programs including service learning, youth employment programs, internships, and job shadowing.

Strategy 4: Support family engagement for post-secondary success.

Parents are more likely to talk to their teenagers about school and college if school staff members contact parents about opportunities to engage with the school.³⁷

San Pablo will support family-centered programming that engages parents and guardians in building awareness, knowledge, and skills to support their children throughout and after high school. Programs will meet the language and cultural needs of San Pablo families.

Strategy 5: Increase academic enrichment and support services.

School tutoring programs have positive effects on both academic performance and academic attitudes.³⁸ San Pablo will invest in academic services that provide individual and small-group support to students with the goal of enhancing skills and improving performance. Services will meet the specific needs of the students and engage parents to support learning at home.



³⁶ California Department of Education. (2013). State Schools Chief Tom Torlakson Announces California Joins National Partnership to Teach Students 21st Century Skills [Press release]. Retrieved from <http://www.cde.ca.gov/nr/ne/yr13/yer13rel33.asp>

³⁷ Simon, B. S. (2000). *Predictors of high school and family partnerships and the influence of partnerships on student success* (Doctoral dissertation).

³⁸ Cohen, P. A., Kulik, J. A., & Kulik, C. L. C. (1982). Educational outcomes of tutoring: A meta-analysis of findings. *American educational research journal*, 19(2), 237-248.