



San Pablo Community School Needs Assessment Report

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HTA

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Overview and Goals

The City of San Pablo and West Contra Costa Unified School District are working together to support the development of Community Schools throughout San Pablo. A Community School is a school that addresses the holistic needs of the entire school community. A Community School builds partnerships and organizes resources (programs and services) to support all areas of a student's life—academic, health, social, emotional, and more—to ensure all students are ready to succeed in school and life after school.

The Coalition for Community Schools defines a Community School in the following way:

A community school is both a place and a set of partnerships between school and community. It has an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop an educated citizenry, to strengthen family and community, and to nurture democracy in the twenty-first century.

City of San Pablo Full Service Community School Vision:

The children, youth and families of San Pablo thrive in a safe, diverse and inclusive community. All our children and youth 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.

City of San Pablo Full Service Community School Mission:

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

In order to more thoroughly understand the holistic needs of students, families and school staff, the City of San Pablo conducted a needs assessment at all six San Pablo School sites, including: Bayview Elementary, Dover Elementary, Downer Elementary, Lake Elementary, Riverside Elementary and Helms Middle School.

The **overarching goals** of the needs assessment were to:

- Better understand the experiences of youth, families and school staff members;
- Gather information and data from a variety of stakeholders to inform Community School policy and program decisions; and
- Gauge what stakeholders know and want to know about the Community School strategy in order to inform future professional development.

The **intended use** of the needs assessment findings was to:

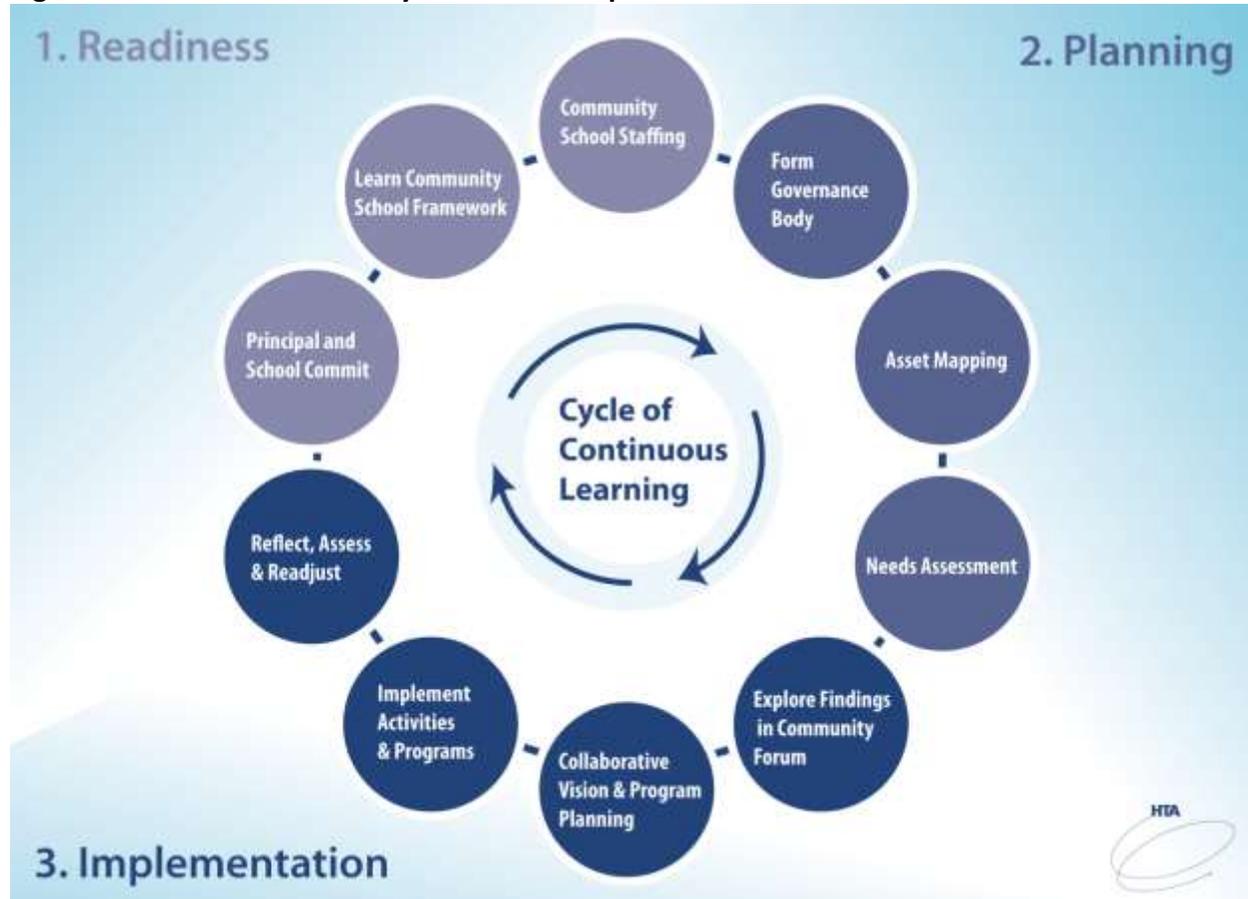
- Identify priority areas of need for students, families, and staff in San Pablo schools;
- Inform the planning of Community School strategies (programmatic and/or policy) to address these identified priority areas; and

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- Inform Community School communication materials and talking points for different audiences—including, students, families, school staff, funders, and community members—to share the Community School programmatic rationale.

Figure 1. Illustrates how the Needs Assessment fits into the site-level Community School development process. It is our hope that the findings from this Community Needs Assessment will be used to inform the school site Community School planning and rollout, as well as inform district and citywide policies, programming and funding.

Figure 1. Site-level Community School Development



Background and Research Questions

Background

The San Pablo Needs Assessment builds upon the National Coalition for Community School’s “Conditions for Learning” and the corresponding “Community School Results Framework”.

The Coalition’s Conditions for Learning state that:

1. Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.
2. The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
3. Students are motivated and engaged in learning—both in school and in community settings, during and after school
4. The basic physical, social, emotional and economic needs of young people and their families are met.
5. There is mutual respect and effective collaboration among parents and school staff.
6. The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.

The corresponding seven results outlined in the Coalition’s Community School Results Framework include:

1. Children are ready to enter school.
2. Students succeed academically.
3. Students are actively involved in learning and their community.
4. Students are healthy: physically, socially, and emotionally.
5. Students live and learn in stable and supportive environments.
6. Families are actively involved in their children’s education.
7. Communities are desirable places to live.

Research Questions

Based on the Conditions for Learning and the Coalition’s Results Framework, the following research questions were formulated to inform the planning of future Community School programming and policy in the City of San Pablo.

1. Are students receiving the supports they need to succeed academically?
2. Are students actively involved in learning—both during school and in the community, during and after school?
3. Are the basic physical, social, and emotional needs of students met?
4. Are the basic physical, social, emotional and economic needs of families met?
5. Do students live and learn in stable and supportive environments?
6. Are families actively involved in their child’s education and engaged in the school?
7. Are students and their families receiving the supports they need for students to succeed in college and career?
8. What are student, family and staff preferences for future resources, programs and supports preferences?

Introduction & Methodology

The San Pablo Community School Needs Assessment was a mixed-methods study that gathered both qualitative and quantitative data. The assessment began with interviews and focus groups with families, teachers, principals and community workers at each of the six school sites in San Pablo. Surveys were distributed to students, families and teachers with the goal to gather data and information not available from existing data sources. The body of this report will summarize the assessment results and provide an overview of the key findings for each of the eight research questions outlined above. The San Pablo Needs Assessment Addendum is available and contains the complete survey data reports, as well as the survey, interview and focus group instruments.

Survey Methodology and Response Rates

All surveys administered were confidential. Family surveys were available in both English and Spanish.

Elementary Students: Student surveys were distributed to all 751 5th and 6th graders in the San Pablo elementary schools. The assistance of the school administration and teachers supported an extremely high response rate of 83% with 624 students completing the elementary student survey.

Middle School Students: Since the middle school has a much higher number of students (958 students), a representative sample of students was selected to complete the survey. All middle school students are required to take a history class, and the history classes include students of varying demographics and ability levels. Both a 7th and 8th grade history class from each of the three Small Learning Communities were randomly selected to administer the middle school student survey reaching 165 students. Again, the assistance of the school administration and teachers allowed for a high response rate of 77% with 127 students completing the student survey. This sample size and response rate gives us a 95% confidence level and 6% margin of error.¹

It was noted that the elementary students seemed to complete the surveys more thoroughly than the middle school students. The highest percentage of “missing” answers from the elementary school students was around 7%, while it was closer to 20% for the middle school students.

Families: Due to lack of resources and staff availability to coordinate a thorough surveying of all families at the San Pablo schools, a convenience sample was used to survey families. Surveys were distributed by San Pablo staff and the schools’ community workers at one of their weekly Parent Coffee Club meetings. It should be noted that with only 5% (50 family members) of the total 916 families surveyed, the family sample is not representative of all families. Additionally, this convenience sample surveyed families that are already actively involved and attending Parent Coffee Club meetings. In order to obtain representative family results, it would be ideal to administer the survey to all parents at a back to school night, school orientation event or send family surveys home with students with an incentive to complete and return the survey.

¹ Since a random sampling was used to survey middle school students, the confidence level and margin of error are provided. These calculations are not needed for the elementary school student surveys as a census process was used.

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Teachers: Principals distributed surveys to all teachers at a mandatory monthly staff meeting reaching all 173 San Pablo teachers. Two school sites were unable to complete the teacher surveys, bringing the overall response rate down to 39% with 67 teachers completing the survey. School site response rates ranged from 35-71%.

Focus Groups and Interviews

San Pablo staff and school site community workers conducted a total of 17 interviews and focus groups with families, principals, community workers and teachers.

Family and Teacher Focus Groups: A family focus group was conducted at each school site with a range of 7-13 parents in attendance. Family focus groups were conducted in Spanish as all participants were Spanish-speaking parents. A teacher focus group was conducted at four of the six schools with 6-9 teachers in attendance.

Principal and community worker Interviews: Principals were interviewed at all of the six school sites. Community workers were interviewed at five of the six school sites.

Analysis: Focus group and interview results were analyzed for need and asset trends and themes. The overarching results will be included throughout the summary of findings for each research question.

Recommendation for further Data Analysis and Assessment

In order to paint a more complete picture of the needs and strengths of school sites within a Community School framework, a comprehensive Community School Needs Assessment would also typically include school site and district-level data, as well as community-wide data. However, with a limited budget and access to data, the City of San Pablo was not able to include this archival data at the time of the assessment. It would be recommended to partner with the school district and school sites to access, review and incorporate this level of data into the Community School planning process.

Summary of Findings

In the coming sections, there will be more detail about the overall findings of the Community School Needs Assessment, however several key issues rose to the surface through the survey process, focus groups and interviews. The following represent the top 10 needs in order of significance that emerged from the assessment:

1. Academic supports
2. Increased after school and enrichment opportunities
3. College and career supports
4. Addressing absenteeism
5. Increased technology
6. More opportunities for physical activity
7. Increased social-emotional and mental health supports for students
8. Security and traffic safety on-site
9. Increase family involvement and engagement opportunities
10. Increase teacher time to plan, prep and support students within the school day

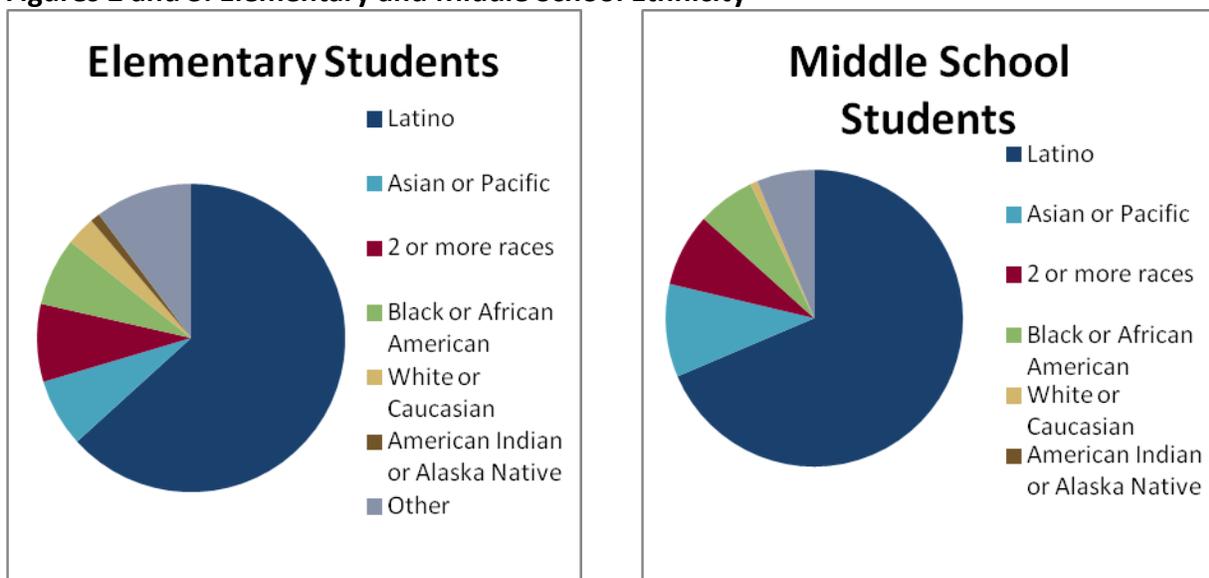
Demographics of Survey Participants

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Race/Ethnicity: San Pablo has a majority Latino population that grew from 45% of residents in 2000 to 57% in 2010. The students surveyed mirrored the San Pablo race and ethnicity reported in the U.S. Census. The majority of *elementary* students described themselves as Latino (62%), other (10%), two or more races (8%), Black or African American (7%), Asian or Pacific Islander (7%), White or Caucasian (3%), or American Indian or Alaska Native (1%). Responses for other included: Mexican or Mexican American (majority), Indian, Laotian, Filipino, Samoan, Japanese, Vietnamese, Egyptian and Pakistani.

The majority of *middle school* students described themselves as Latino (68.5%), Asian or Pacific Islander (10.24%), two or more races (7.9%), Black or African American (6.3%), other (6.3%), or White or Caucasian (.8%). Responses for other included: Salvadorian, Filipino, Mien, Arabian/Yemeni, Mexican, Middle Eastern, American Asian Indian

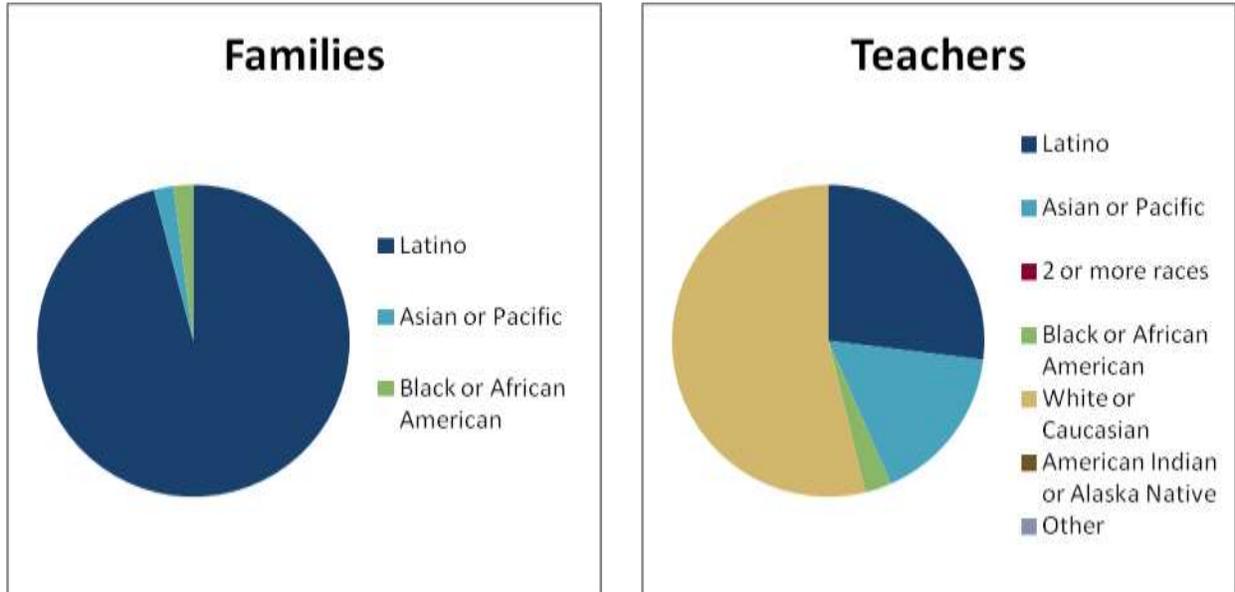
Figures 2 and 3. Elementary and Middle School Ethnicity



The majority of the parents surveyed described themselves as Latino (92.2%), with some identifying as Black or African American (2%) or Asian or Pacific Islander (2%).

The teachers described themselves as White or Caucasian (38.8%), Latino (19.4%), Asian or Pacific Islander (11.9%), two or more races (9%), or Black or African American (6%).

Figures 4 and 5. Family and Teacher Ethnicity



City of Residence: Seventy one percent (71%) of elementary students and 48% of middle school students live in San Pablo, and 25% of elementary students and 50.4% of middle school students live in Richmond. The remaining elementary students live in Pinole, El Cerrito, or Hercules. Only one middle school student reported living outside of San Pablo or Richmond, living in Daly City.

The majority (74.5%) of the families surveyed live in San Pablo with many also residing in Richmond (23.5%). One reported living in El Sobrante.

The majority of teachers reported living outside of the West Contra Costa USD boundaries (52.3%), with 23.9% living in Richmond, 6.0% in El Cerrito, 4.5% in San Pablo, 3.0% in Hercules, and 1.5% in Pinole. 13.4% live in Berkeley, 6.0% in Oakland and 4.5% in San Francisco. The rest live in Concord, Vallejo, Walnut Creek, Fairfax, Pleasant Hill, Rodeo, Martinez, Oakley, Clayton, Albany, El Sobrante, Antioch, San Rafael and Rohnert Park.

Languages spoken: Many languages are spoken in the homes of San Pablo’s students and families. There is a more diverse array of languages spoken in the home in elementary schools than middle schools. Language barriers were identified as a large issue in many of the schools when it came to academic supports and parent involvement. It should be noted that, when asked what languages they spoke in the home, students and families marked all that applied.

The majority of elementary students speak English at home (77%), and 66% of households speak Spanish in the home. Other reported languages included Tagalog (2.6%), Laotian (1.3%), Vietnamese (1.3%), Mandarin (.3%) and Cantonese (.2%). Many students reported speaking another language in their home (5.4%) including: Nepalese, Tagalog, Mandarin, Mien, Hindi, Samoan, Arabic, Ahmaric, Punjabi, French, Urdu, Vietnamese, Portuguese, Japanese, and Tongan.

The majority of middle school students speak English at home (81.9%), and 73.2% of households speak Spanish in the home. Other reported languages included Tagalog (3.2%), Laotian (1.6%), and

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Vietnamese (.79%). Students reported speaking another language in their home (7.1%) including: Mien, Arabic, Spanglish, Japanese and Punjabi.

The majority of families surveyed reported speaking Spanish at home (64.7%). About four percent (3.9%) of respondents speak English in the home. Other reported languages included Mandarin (2%). The answer was missing in 29.4% of surveys.

In addition to English, San Pablo school teachers also spoke the following languages:

- Spanish: 35.8%
- Mandarin: 4.5%
- Vietnamese: 1.5%
- Tagalog: 1.5%
- Other: 11.9%, including: French, Portuguese, Greek, Punjabi, Hindi, Korean, Japanese, German

Family Highest Grade completed: About twenty-three percent (23.5%) of parents surveyed reported completing eighth grade or below; 17.7% graduated from high school; 13.7% have their high school equivalency; 9.8% have an associate's degree, 9.8% have some high school, 5.9% have some college, and none have a Bachelor's or graduate degree. This will prove to be significant as we explore students' academic and college and career readiness needs.

Teacher Profile

Teachers' time in teaching profession: Most teachers have been in the profession for more than 9 years (46.27%); 23.9% have been in the profession 2-5 years; 17.9% less than 2 years; and 9% 6-8 years.

Teaching at current school: Many teachers have been at their current school for less than 2 years (32.8%). 32.8% have been there 2-5 years, 20.9% have been there more than 9 years, and 9% have been there 6-8 years.

Highest level of education: When asked about teachers' highest level of education, 43.3% reported a Bachelor degree, 43.3% Master's degree, and 1.5% a PhD.

RQ1: Are students receiving the supports they need to succeed academically?

The survey, focus group and interview findings, as well as a review of the API (Academic Performance Index) scores for San Pablo schools illustrate a high need for additional academic supports. The Academic Performance Index (API) measures the year-over-year growth in academic performance in California schools. It summarizes a school's standardized test scores into a single number, ranging from 200 to 1,000. Although San Pablo schools have shown improvement in their API over the years, only two of the six schools met their API Growth Target last year and four of the school sites' API scores decreased from 2012 to 2013.

San Pablo School	2013 Growth API	Change from 2012
Bayview Elementary	675	-6
Dover Elementary	720	+9
Downer Elementary	684	-5
Lake Elementary	684	-9
Riverside Elementary	754	-28
Helms Middle School	720	+49



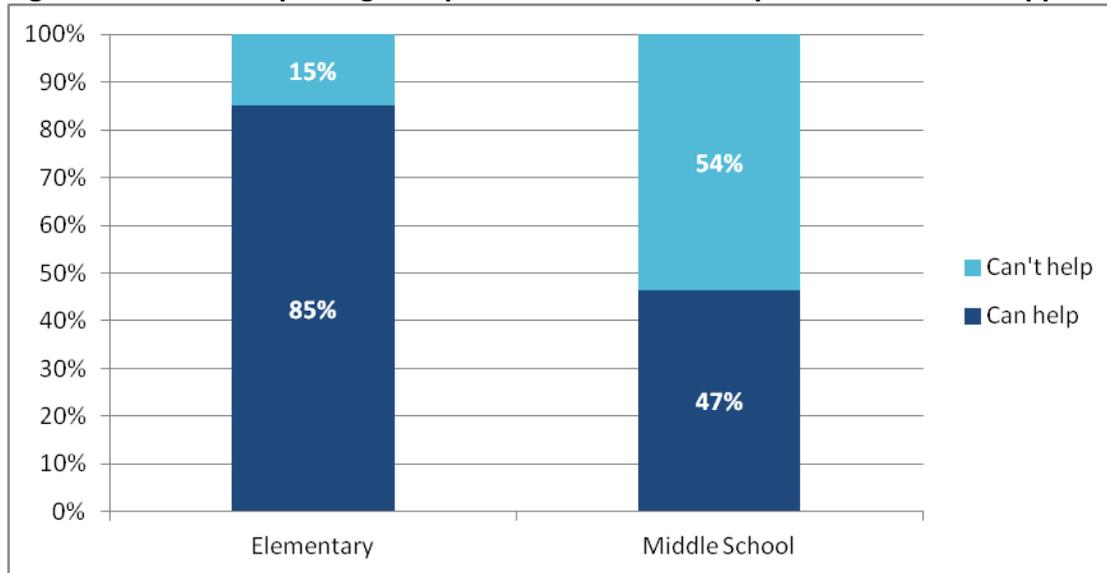
Academic Support

Elementary Students: When surveyed, elementary school students’ worries about school and academics ranked second only to their worries about their future. Elementary students were most concerned with school tests (23.8% worried most of the time or often), their grades (23%), their ability to read (19%), struggling with homework (18.7%), and their ability to speak and/or read in English (17.4%). 15% of elementary students reported their parents were not able to help them with their homework and 28% reported there weren’t any other adults in their home that could help them with homework either. 59% of elementary students reported they could use additional help in math, 57% in science, and 46% in reading. Most elementary students reported that they would participate if additional academic supports were offered: 66% would participate in homework help, 54% in subject-specific tutoring, 51% in math and science programs and 44% in reading improvement programs.

In the focus groups families shared that their kids often didn’t understand the homework and that their students found it too confusing and hard for them. Families reported that many families don’t have the academic ability to support their student’s homework and there is often a language barrier for them as the homework instructions are often only in English. Families also shared that teachers are already stretched so thin that they don’t have enough available time to provide extra academic support to students in need. While some of the schools do provide opportunities for additional tutoring and some homework help for students involved in after school programming, families requested more tutoring and homework help opportunities as well as workshops and classes for them to learn how to better support their students academically.

School staff reiterated that many parents are unable to support their children with their homework, and academic needs either because of their academic ability, low literacy rates among families, or because both parents are working and not home in the afternoons and evenings. One faculty member shared, “School is hard. Youth are on their own when it comes to their learning because they are first generation.” They also reported that there are a high number of students scoring right below basic on STAR tests and therefore are poised to advance a level to Basic. Teachers also stated that they are all currently stretched very thin without sufficient time to plan, prep and support students academically. Teacher requested more teachers’ aids in the classroom to support the academic needs of students and more intervention classes available for students.

Figure 6. Students reporting that parents are not able to provide academic support



Middle School Students:

Similar to the elementary students, when surveyed, middle school students’ worries about school and academics ranked second only to their worries about their future. Middle school students were most concerned with grades in general (36.2% worried most of the time or often), school tests (19.7%), and difficult classes (16.5%). 53.5% of middle school students reported their parents were not able to help them with their homework, 38.5% more than reported this finding in elementary school. 32% reported there weren’t any other adults in their home that could help them with homework either.

Forty-four percent (44%) of middle school students reported they could use additional help in math, 35% in science, and 29% in reading. A significant number of middle school students reported they would participate if additional academic supports were offered: 49% in homework help, 41% in subject specific tutoring, 35% in math and science programs and 25% in reading improvement programs. 40% of middle school students expressed interest in being a tutor for younger students, while 35% expressed interest in being a peer educator.

In the focus groups middle school families shared that students are not able to get the level of academic support they need at home and that more time is need for homework help after school.

Families: Both elementary and middle school families reported academic supports as the most needed service to foster success for their student with 88.2% requesting subject specific tutoring and 88.2% requesting general homework help. Teachers reported that the wide range in student ability was one of the top three barriers to their effectiveness as teachers. While elementary students did not rank reading as their highest need subject, teachers ranked reading improvement programs as the most needed support to help student success in elementary schools.

Recommendation for further Data Analysis and Assessment: A more thorough segmentation analysis of academic achievement at the school sites is needed to identify specific needs among specific sub-groups, including ELL, special education, by ethnicity, or by gender.

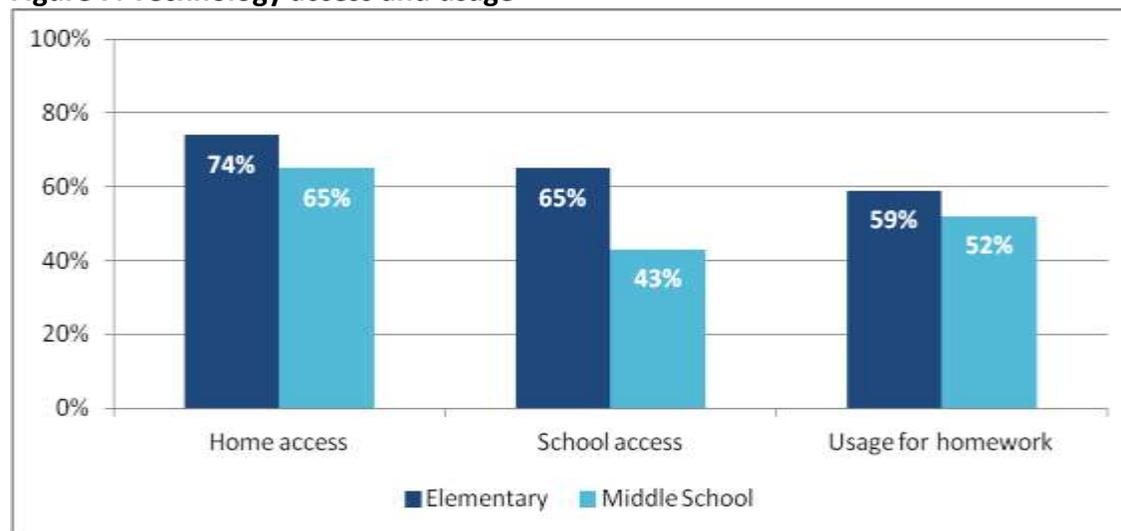
Strategies Emerging from Focus Groups: Families and staff supported increasing general academic supports, such as homework help, tutoring and aides in class, as well as providing workshops and classes to support families' ability to support their students academically. Families also desired that homework instructions be provided in Spanish when possible to allow them to support their child's homework. Additionally, families and staff suggested looking to colleges and universities for volunteer tutors to support the schools.



Access to Technology

Increased access and use of technology surfaced as a high need for students to succeed academically. Seventy-four (74%) of elementary students have access to a computer, laptop, or tablet with internet at home, while only 65% have access at school. Only 59% of elementary students report using a computer, laptop or tablet to complete homework. Access and use of technology seems to decrease in the middle school with only 65% of students have access to a computer, laptop, or tablet with internet at home, only 43% have access at school. Only 52% of middle school students report using a computer, laptop or tablet to complete homework.

Figure 7. Technology access and usage



In the focus groups families shared that many families don't have access to technology at home. Teachers and principals identified the "digital divide" as a significant barrier to students' learning and success. Some sites reported not having an updated school computer lab, while some reported that students only have limited access to the computer lab. All school sites requested that more technology be integrated into and used at school and for more computer classes. Several parents requested computer classes for parents at the school site and some suggested supports to connect families with technology at home.

Strategies Emerging from Focus Groups: In the focus groups, families and staff discussed increasing students' access to technology in the schools, as well as supporting families to get connected with technology and internet access at home.



Needs of Teaching Staff to support academic success

In order to academically support student success, teachers must receive the supports they need. When asked how effective teachers felt in their work, only 62.7% felt effective or highly effective in their work. In the surveys, teachers were given an opportunity to share what issues are most impacting their level of effectiveness in their work, as well as what strategies or supports they thought would alleviate the biggest barriers to their effectiveness as teachers. The following were the most frequent resources teachers, principals and families felt teachers needed to support the academic success of their students.

Time for planning and prep during the school day

When asked what impacted teachers' sense of effectiveness in their work, one of the top issues reported by teachers was limited time. When asked what would help remove the biggest barriers to their effectiveness, teachers identified increased time for planning and preparation during the school day.

Support around student behavioral challenges

When asked which issues currently most impacted student success at their site, "student behavioral challenges that get in the way of learning" came up as the biggest issue with 59.7% of teachers reporting that it currently had a high impact on student success. When asked what would help alleviate this barrier to their effectiveness, teachers requested a more consistent behavioral plan be instituted and enforced by school administration and increased discipline support.

Increasing connection with the students

When asked which issues were currently most impacting student success at their site, "students not connecting with teachers" came up as the fifth highest issue with 23.9% of teachers reporting that it currently had a high impact on student success. This is reinforced by student surveys which indicate that few elementary (12%) or middle school students (5.5%) report coming to their teachers when they have a problem or worry. Deeper inquiry would be needed to determine what teachers and students think is getting in the way of student-teacher connection.

Colleague mentoring/small learning community opportunities

As noted above, only 62.7% of teachers felt effective or highly effective in their work. Many have been at their current school for 5 years or less (65.6%), many have been in the teaching profession for more than 9 years (45.3%) and many have advanced degrees (44.8%). Additionally, the majority of school staff report feeling connected and supported by other staff members at their school (86.6%). However, 24% don't believe there are systems in place for staff to learn from each other and support each other's work; 68.7% of teachers reported they

would be interested or somewhat interested in being more involved in supporting their colleagues.

Teacher absenteeism

In the focus groups, families reported their perception that teachers were out of the classroom a lot and their concern that this impacted learning. Of the teachers surveyed, 6% reported that they hadn't missed any days of school; 6% had missed 10 or more days of school; and 43.3% had missed 3-5 days. When asked about the most common reasons for missing school, teachers reported they missed for the following reasons often or sometimes: personal illness (68.7%), off-site professional development (46.3%), family illness (41.8%), doctor appointments (38.8%), and stress at work (19.4%).

Addressing high teacher turnover

High teacher turnover rates can negatively impact student success, teacher-family relationships and connection, school climate, professional development, class size, and curriculum planning. The majority of San Pablo school teachers have been at their current school for 5 years or less (65.6%). When asked why teachers at their schools most often leave their positions, the top three reasons included leave for higher paying positions (28.4%), teachers complete their Teach for America commitment (26.9%), or because they are frustrated with their job (25.4%). While this survey provides some insight into teacher turnover, further investigation would be needed to identify if teacher turnover is negatively impacting school sites and, if so, what strategies could be employed to minimize turnover.

RQ2: Are students actively involved in learning—both during school and in the community, during and after school?

Research shows that schools best support their students to develop the academic and social competencies to succeed in school and life when students are motivated and engaged in learning—both in school and in community settings, during and after school. The two key student involvement issues that arose from the surveys, focus groups and interviews were student absenteeism and after school programming and participation.



Absenteeism

Chronic absenteeism (missing 10 percent or more of a school year) was one of the highest ranked issues raised by teachers with 55.2% of teachers reporting that it highly impacted student success at their school sites. About eighty-four percent (83.6%) reported that it had high or some impact on student success. Only 40% of middle school students reported not missing any school in the last month, and even fewer (30.7%) of elementary school students reported not missing any school in the last month. While most report missing school most often due to sickness, trouble breathing and dental issues, the second highest reason elementary and middle school students report missing school is because their parents needed them at home (22.7% elementary; 27.6% middle school). Students serving as caregivers for their siblings or other family members came up as the fourth

highest issue teachers found to be impacting student success at their site (74.6% of teachers reported that it had high or some impact on student success). In interviews, staff shared that students often miss school because parents don't feel well; 17.7% of elementary students also reported missing school because they felt sad, stressed, or anxious; 26% of middle school students reported they missed school often because "they didn't want to come to school".

During the focus groups, families at some school sites shared that students really like to be at school and are motivated by rewards and attendance incentives. They also reported that the school sites' parent meetings about attendance increased parents' understanding of the importance of coming to school and in turn increased student attendance at the site.

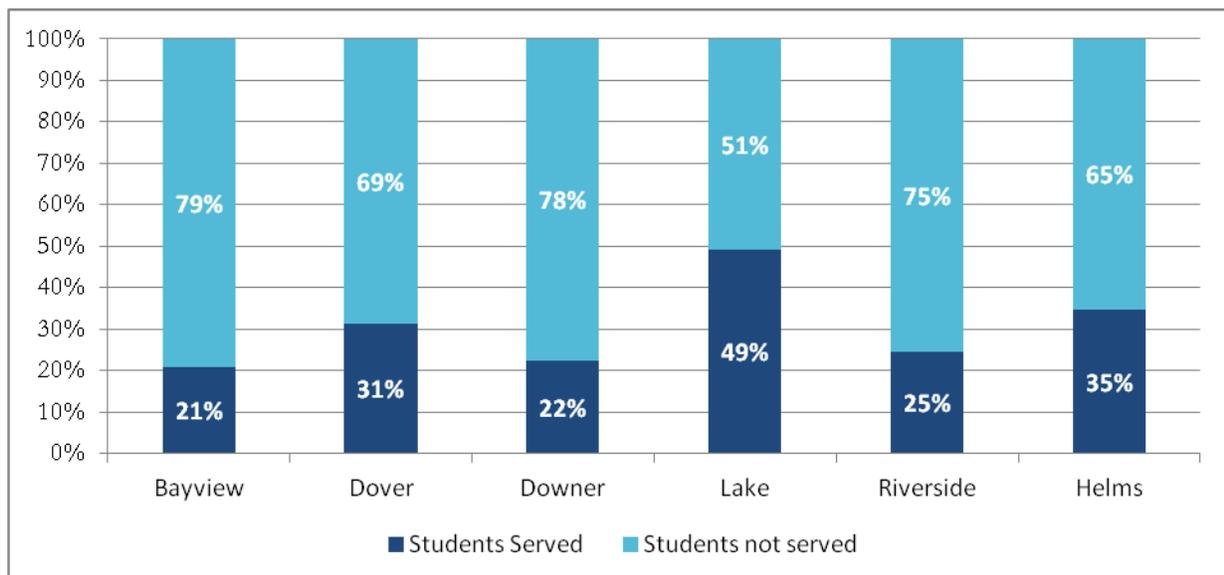
Recommendation for further Data Analysis and Assessment: In the focus groups, families shared that school attendance campaigns aimed at parents communicated the importance of school attendance and were successful in increasing attendance at their schools. Further inquiry is needed to learn what specific interventions could support families and allow students to miss less class time. To get an accurate read on chronic absenteeism, a more thorough review of school attendance data would be necessary. The national non-profit organization, Attendance Works, has numerous free tools and materials available to help schools assess their attendance issues and work toward actionable, research-based solutions.



Afterschool and Expanded Learning Programming and Participation

The need for increased quality afterschool programming came up as a priority for students, families, teachers, principals and community workers. Currently, there are a very limited number of afterschool slots available to students, serving only the following percentages of students at each school:

Figure 8. Afterschool capacity



Elementary: Only 30% of all elementary students report participating in the afterschool program at their school. 22% report not engaging in any activity after school, with the majority participating in the following activities:

- a. Watching TV/playing video games: 59%
- b. Hanging out with friends: 56%
- c. Team sports or exercise: 45%
- d. Using the computer: 39%
- e. Watching their younger siblings: 35%

In addition to limited afterschool availability, elementary students reported that they didn't participate in afterschool activities because they didn't like the activities or program (24%), they felt uncomfortable participating in the activity/program (16%), or they didn't know about any activities or programs (12%). A vast majority of elementary students reported they would definitely or probably participate in enrichment activities if they were offered at their school, and expressed a high interest in playing games, art, sports, physical activities, movies, music, computer class, outdoor activities and cooking classes.

In addition to increasing afterschool slots, elementary school families reported a need to hire more experienced afterschool teachers. School staff reiterated the need to hire more qualified afterschool staff and obtain better ratios of teacher to student in the afterschool program. While several parents requested additional homework help opportunities be made available after school, a significant number of parents and teachers expressed the need for more high quality non-academic enrichment activities be integrated into the afterschool program, including sports, physical activities, dance, and art.

Middle School: Only 15% of all middle school students report participating in the afterschool program at their school. 16.5% report not engaging in any activity afterschool, with the majority participating in the following activities:

- a. Watching TV/playing video games: 48%
- b. Hanging out with friends: 38.6%
- c. Watching their younger siblings: 37%
- d. Using the computer: 35%
- e. Team sports or exercise: 30% (down 15% from elementary)

In addition to limited afterschool availability, middle school students reported that they didn't participate in afterschool activities because they didn't like the activities or program (27.6%), their friends were not in the program (18.9%), they felt uncomfortable participating in the activity/program (18.9%), or they didn't know about any activities or programs (10%)

Expressed interest in afterschool activities dropped significantly from elementary school to the middle school age respondents. In elementary school 80% of students expressed interest in an afterschool enrichment activity versus only 58% of middle school students. The afterschool activities that middle school students did express interest in were sports, physical activities, playing games, music, art, movies, cooking classes and dance.

Both families and teachers listed enrichment programs in the top five supports needed for the success of students. About eighty six percent (86.3%) of parents reported it as needed or very needed, and 83.6% of teachers reported it as needed or very needed.

In the focus groups, families also expressed the need for higher quality afterschool staff and better ratios. Families and school staff requested expanded learning opportunities in the summer to mitigate summer learning loss and Saturday programming to provide additional support and enrichment opportunities to students.

Strategies suggested by focus groups: In the focus groups, families and staff suggested more expanded learning opportunities, including an increased number of afterschool slots to accommodate under-served students, summer programming to mitigate summer learning loss and Saturday programming to provide additional support and enrichment opportunities to students. Additionally, they suggested increasing the number of qualified afterschool staff, ensuring better student-to-teacher ratios and increasing the quality of afterschool programming.

RQ3: Are the basic physical, social, and emotional needs of students met?

When children's basic physical, social, and emotional needs are met they attend school more and better prepared to engage and actively learn in class. The survey, focus group and interview findings highlighted students' need for socio-emotional supports, increased opportunities for physical activity, health supports and access to food.



Socio-emotional supports

Elementary: A frequent reason elementary school students reported missing school is because they felt sad, stressed or anxious (17.7%). About twenty one percent (21.2%) of elementary school students reported feeling stressed most of the time, often, or sometimes; 16.8% reported feeling depressed most of the time, often, or sometimes; and 11.4% reported feeling anxious most of the time, often, or sometimes. Elementary students reported that they primarily worried about their future, school work issues, English language, and family issues. The majority of students turn to their parents for support when they need it (42.5% reported most of the time or often) or a friend their age (29% reported most of the time or often). Fewer students reported turning to teachers (12%) or school counselors (7%). When asked who they talk to when they have a problem or worries, (71%) reported never coming to the counselor, while 56% report never coming to a teacher. However, when asked what services students would like to see on-site, 30% of students reported they would definitely or probably use counseling services if they were offered.

Figure 9. Elementary Student Worries: Reporting worrying most of the time or often

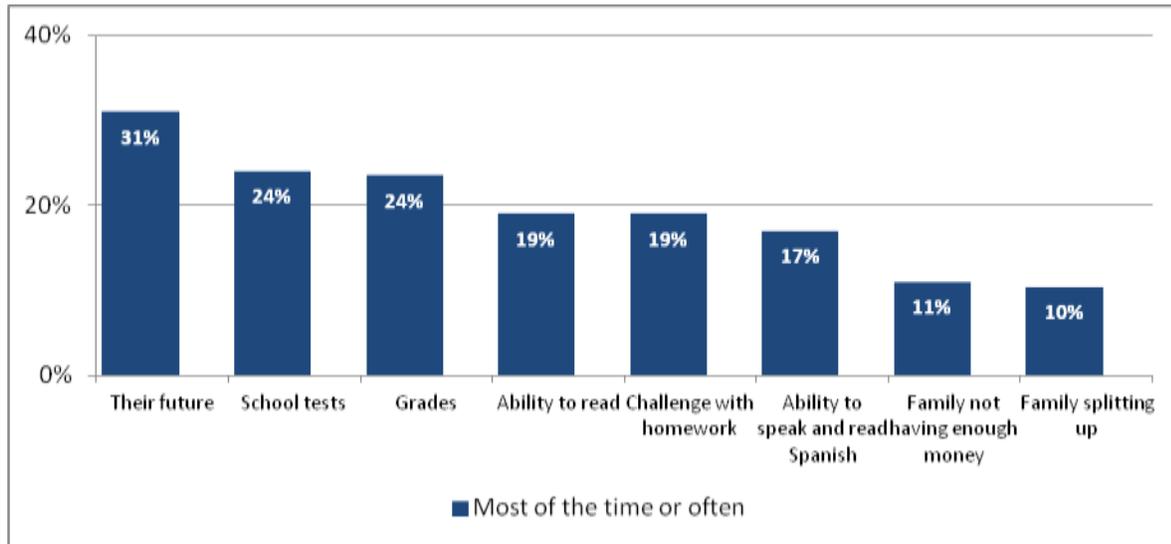
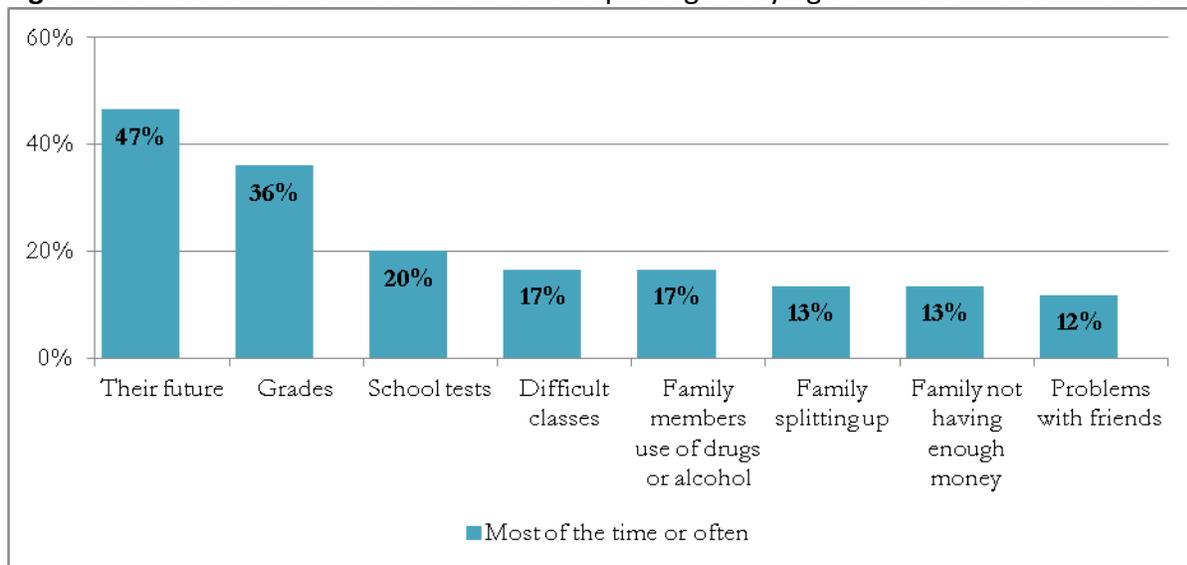


Figure 10. Middle School Student Worries: Reporting worrying most of the time or often



Middle School: Many (19.7%) of middle school students reported missing school often because they felt sad, stressed or anxious. 26% reported they missed school because “they didn’t want to come.

The reporting of socio-emotional distress increased from elementary to middle school respondents; 30% of middle school students reported feeling stressed most of the time, often, or sometimes; 26% reported feeling depressed most of the time, often, or sometimes; and 15% reported feeling anxious most of the time, often, or sometimes. Middle school students reported that they primarily worried about their future, school work issues, family issues and problems with friends. The majority students turn to friends their own age (35.4% reported most of the time or often), followed by their parents (23.6% reported most of the time or often). Similar to elementary students, fewer students reported turning to teachers (5.5%) or school counselors (5%). A majority of students (74%)

reported never coming to the counselor for support, and 71% reported never approaching a teacher for support when needed—even less than in elementary school. When asked what services students would like to see on-site, 31.5% of middle school students reported they would definitely or probably use counseling services if they were offered.

About eighty-two percent (82.4%) of parents were interested or very interested in counseling services for their child. Additionally, teachers reported that students' behavioral challenges getting in the way of learning had the biggest impact on student success at their sites. In focus groups and interviews, both families and school staff expressed a need for more mental health supports for students. Both also reiterated that students are stressed out because of issues at home, unstable families, and violence in the home. Families expressed a need for mental health supports for students that do not have Medi-Cal.

Strategies emerging from focus groups: In the focus groups, families and school staff suggested increasing mental health supports for students, including students that do not have Medi-Cal. They also discussed existing social-emotional supports and opportunities and the need for these to be communicated clearly to students, families and staff so everyone knows what is available.



Physical activity

Childhood obesity is an epidemic throughout the United States and has been a priority issue for the City of San Pablo. Currently, the Center for Disease Control and Prevention (CDC) reports that 1 in 3 children are overweight or obese which can lead to an array of chronic and debilitating health conditions while the USDA recommends youth get 60 minutes of physical activity every day. In the survey, 34.5% of San Pablo elementary school students reported getting 30-60 minutes of exercise every day during school hours; 36.6% of elementary students reported getting 30-60 minutes of exercise every day outside of school hours. The numbers drop in middle school with 31.8% where middle school students reported getting 30-60 minutes of exercise every day during school hours and only 19.1% reporting to get 30-60 minutes of exercise every day outside of school hours.

About forty-five percent (45.1%) of the parents surveyed reported that their student has 1-2 hours of screen time per day (i.e., using the television, computer or playing video games). While, both elementary students and middle school students report participating in sedentary activities after school (i.e., watching TV, playing video games, playing on the computer, etc.), sports and physical activities were their highest rating preferred activity to be offered to them at the school. 84.32% of parents surveyed expressed that sports or physical activities were needed or very needed to support their student's success at the school. Among teachers 85.1% reported that sports or physical activities were needed or very needed to help students succeed at their school.

Strategies identified in the survey: Families and school staff supported increasing affordable opportunities for students to engage in sports and other physical activities during school, after school and on the weekends. They also supported sharing information about existing opportunities with students, families and staff so they were more aware of what was currently available to them.



Health supports

Elementary: Most elementary students seem to have regular health (84%) and dental care (79%), however 10.2% reported they hadn't had a check-up or wellness exam in the past year and 12% reported they hadn't had a dental exam or cleaning in the past year; 37% of students hadn't had a vision check or eye exam in the past year. A significant number of students reported they would use on-site health (48%), dental (45.5%) and vision service (46.3%) if they were offered.

Middle School: Fewer middle school students have regular health (70.1%) and dental care (78%) than elementary school students report having. 13.4% reported they hadn't had a check-up or wellness exam in the past year and 12.6% reported they hadn't had a dental exam or cleaning in the past year. 33.9% of students hadn't had a vision check or eye exam in the past year. A significant number of students reported they would use on-site health (31.5%), dental (30.7%) and vision service (28.3%) if they were offered.

The parents surveyed reported that many of their students currently had a health need that wasn't being addressed, including: allergies (33.3%), asthma (33.3%), vision needs (31.4%) and dental needs (29.4%). Teachers (20.9%) reported that students' unmet medical and dental issues were having a high impact at their school site.

Strategies with support in the survey: While the majority of students seem to have adequate access to health and dental supports, there are still a number of students who do not have access, with a higher need for vision screening and care and increased overall health support at the middle school. Families and school staff surveyed approved of increasing dental and vision supports for students.



Food Access

Elementary: While most students (96%) report having enough food to eat at home, 25.24% of elementary school students report not having enough food to eat at school; 19% of elementary school students report they have had to skip meals because there wasn't enough food to eat, mostly reporting they've had to skip weekday breakfast (10.4%), weekday lunch (10%) and some skipping weekend breakfast (3.8%), weekday dinner (3%), and weekend lunch (3%). In focus groups, teachers shared that many kids are coming to school hungry and without nutritious snacks. Families shared that kids are not eating breakfast before school because parents work at night. Additionally, families expressed concern that local liquor stores are selling junk food to elementary school students.

Middle School: While most students (91%) report having enough food to eat at home, 18% of middle school students report not having enough food to eat at school. 17.3% of middle school students report they have had to skip meals because there wasn't enough food to eat, mostly reporting they've had to skip weekday breakfast (16.5%), weekday lunch (7%) and some skipping weekend breakfast (5.5%), weekday dinner (4.7%), and weekend lunch (2.4%). In focus groups, families shared that there is not enough lunch food for students, long lunch lines, and not enough

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time for students to eat their lunches. School staff reported that students don't like the school lunches.

Family: In focus groups, families expressed an interest and need to connect with food bank services.

Recommendation for further Data Analysis and Assessment: The survey and focus group data tells us that food security is an issue for some San Pablo families and students. However, we found some inconsistencies in student data with most reporting enough food to eat at home, while some also reporting that they have had to skip meals because there wasn't enough food to eat at home or at school. Further investigation would be needed to better understand the degree to which students don't have enough food to eat, why students are skipping weekday lunch and if all students that are eligible for the free and reduced lunch program are being enrolled and utilizing the program.

RQ4: Are the basic physical, social, emotional and economic needs of families met?

On surveys, parents expressed a high level of interest in being more involved and engaged in the school community and their child's education. Specifically, they expressed interest in workshops to learn how to support their child's education (94.1%), adult education opportunities (90.2%), opportunities to be more involved in the school community (88.2%), opportunities to get to know other parents and form connections (84.3%), and leadership opportunities in the school and in the community (82.4%)

Parents also expressed a high level of interest in receiving information or support about safety (82.4%), technology skills (80.4%), information about college (74.4-78.4%²), jobs/employment (74.1%), and finances and financial info (70.6%). It was noted that when students were asked what they worry about several reported worrying about their family's financial stability (11% of elementary students, 13.4% of middle school students) and about their family splitting up (10.4% of elementary students, 13.4% of middle school students).

In focus groups, parents expressed an interest in the following programs, services and supports: ESL classes during the day and after school, GED classes, ESL classes, art classes, cooking and nutrition classes, computer classes, parenting and strengthening families' workshops and trainings, Zumba classes, food bank resources, support for children with special needs.



Health and Mental Health Needs

While the majority of the parents surveyed reported they have visited a health care provider and dentist in the past year, many reported not having a primary care provider for dental care (21.6%) or vision care (25.5%). Of the parents surveyed, 27.5% reported that not everyone in their family was covered by vision insurance; 23.5% reported that not everyone in their family was covered by dental insurance; and 17.7% reported that not everyone in their family was covered by health insurance. Almost 10% of parents reported their families didn't have enough to eat at home. When asked about what information or supports parents would be interested in for themselves, 68.6% reported that they would be interested or very interested in counseling for themselves; 11.8% of surveyed parents reported feeling stressed most of the time or often; 9.8% reported feeling anxious most of the time or often; and 5.9% reported feeling depressed most of the time or often.

Strategies emerging from the surveys and focus groups: Although the findings are not representative of all families, the family surveys and focus groups highlight the need for programs, services and resources that specifically address: family financial stability, technology, information about college, how parents can support their student's education, adult learning opportunities, jobs/employment, health insurance access, vision and dental care, food access, parent support groups, and mental health supports.

² Families expressed interest in information and support about funding for college (78.4%), the process for applying to college (78.4%), and college requirements (74.5%).

RQ5: Do students live and learn in stable and supportive environments?

Research shows that when youth feel safe, accepted and connected to their schools they are more likely to stay in school, develop social skills and do well academically. Historically the City of San Pablo in collaboration with WCCUSD has done a lot to support safety in schools and throughout the community. The survey findings demonstrate that these initiatives and supports seem to have been effective as the issues of exposure to violence and gangs did not come up as a high need for students, families and staff in the surveys. The interview and focus group findings showed that the primary concerns about stable and supportive environments were the cleanliness of schools, the level of security at the school site, traffic safety around the schools, instances of bullying and some concern regarding the gangs in the community.



School security, safety and cleanliness

In focus groups, parents at several of the elementary school sites reported issues with the level of security and cleanliness of the school. Families expressed concern about traffic safety, including parents and community members ignoring traffic signs, driving recklessly, and individuals not respecting the crossing guard. One school site reported that the City of San Pablo has helped with traffic issues at their site with positive results. Many families also worried about the security of the school site stating that anyone can walk on campus and requesting onsite security at school sites that don't have them. Middle school families specifically requested more security before and after school and reported that kids were selling drugs and alcohol on campus in the morning. They also requested periodic police dog checks for drugs at school.

While the majority of elementary students don't know anyone in a gang (80.5%), there was a small number of elementary students that reported being a member of a gang (1.8%, 11 students), having a family member that is in a gang (6%, 37 students), or having a friend that is in a gang member (6%, 37 students). While the majority (55%) of students still didn't know anyone in a gang when in middle school, the number increased by 25.5% from elementary to middle school. While only one student reported being a member of a gang, 15.8% reported knowing other students who are in a gang, have friends who are in a gang (5.5%), or have a family member who is in a gang (2.4%).

Families at several sites expressed a deep concern for the level of cleanliness at the school site, reporting very dirty and poorly stocked bathrooms, cafeterias and littered school yards. One site has a parent volunteer opportunity a couple times a year to help clean up the school, but parents across San Pablo requested a plan to keep school sites clean and more effective custodians.

Strategies emerging from the focus groups: In the focus groups, families discussed investigating traffic safety issues around the schools and collaborate with the San Pablo Police department to increase adherence to traffic laws and working with the school district and school sites to develop a plan to maintain clean school sites.



Bullying supports

Elementary: WCCUSD California Healthy Kids Survey for elementary school students show that 19% of elementary students reported being physically bullied (hit or pushed) most or all of the time, while 19% reported being emotionally bullied most or all of the time. However, the majority of elementary students did not report worrying about gossip or being bullied (9% worry about it most of the time or often). Only 22.4% of San Pablo elementary school students reported that they asked for help when they are bullied. Only 34% ask for help if they see someone else being bullied.

Middle School: WCCUSD California Healthy Kids Survey for middle school students show that 24% of students reported being physically bullied (hit or pushed) two or more times in the past 12 months, while 23% reported being emotionally bullied two or more times in the past 23 months. However, the majority of students did not report worrying about gossip or being bullied (10.2% worry about it most of the time or often). Only 14% of San Pablo middle school students reported that they ask for help when they are bullied and only 19% ask for help if they see someone else being bullied. The percentage that report that they ask for help drops significantly from elementary to middle school.

RQ6: Are families actively involved in their child's education and engaged in school?



Increase Parental involvement and engagement

Teachers indicate that lack of parent involvement is a significant factor that impacts their sense of effectiveness in their work; 44.8% of teachers reported that parents were only “somewhat engaged at their school,” 23.9% of teachers described families as “engaged”, while 11.9% felt they were not engaged at all. A large percentage of families surveyed reported only meeting with teachers at the school once or twice a year (35.3%); 78.4% of families reported that their preferred mode of contact is by telephone. However, 73.14% of teachers reported that they find that family contact information is inaccurate when they attempt to contact them.

Almost all teachers reported taking time to understand the community that the students and families live in (79.1%), while a high percentage (62.7%) report a language barrier between families and themselves; 67.2% teachers report using bilingual staff to translate when communicating with families often (20.9%) or sometimes (46.3%); 38.8% report a cultural disconnect between themselves and families.

Of the parents surveyed, the majority feel welcome at the schools with only 19.6% reporting that they don't feel welcome. Most report feeling welcome because there are materials in their language (90.2%), the school is easy to navigate (88.2%), or their connection to the family coordinator (84.3%). Surveyed parents expressed a high level of interest in being more involved and engaged in the school community and their child's education. Specifically, they expressed interest in the following:

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1. Workshops to learn how to support their child's education: 94.1%
2. Adult education opportunities: 90.2%
3. Opportunities to be more involved in the school community: 88.2%
4. Opportunities to get to know other parents and form connections: 83.3%
5. Leadership opportunities in the school and in the community: 82.4%

In the family focus groups, some school sites reported an increase of parent engagement and involvement at their sites and many reported a connection to the parent liaison or community worker. Families and school staff identified the following barriers to family involvement and engagement?

1. Language barriers with the teachers and school administration
2. Volunteer and badge requirements as a barrier due to the need for fingerprinting
3. Parents that have an undocumented status are afraid to participate
4. Dual working households have less time to be involved and engaged
5. Barrier in the community with the array of ethnic groups and languages
6. Trust issues between parents and teachers due to lack of communication and transparency
7. Decreased outreach to families

Further assessment needed: In order to more accurately gauge the parent engagement needs of the school sites further assessment should include a larger number of families, not only parents that attend the coffee club meetings.

Strategies emerging from the focus groups: In the focus groups, families discussed several options to improve parent involvement included:

- Offer food and beverages
- Incorporate more social events to get parents involved, not just academic-focused meetings
- More thorough outreach and advertisement about workshops
- Translate materials into languages other than Spanish
- Show that parent involvement makes a difference
- Incentivize active parents to bring 2-3 people with them to a meeting
- Communicate the importance of parental engagement for student academic success

RQ7: Are students and their families receiving the supports they need for students to succeed in college and career?

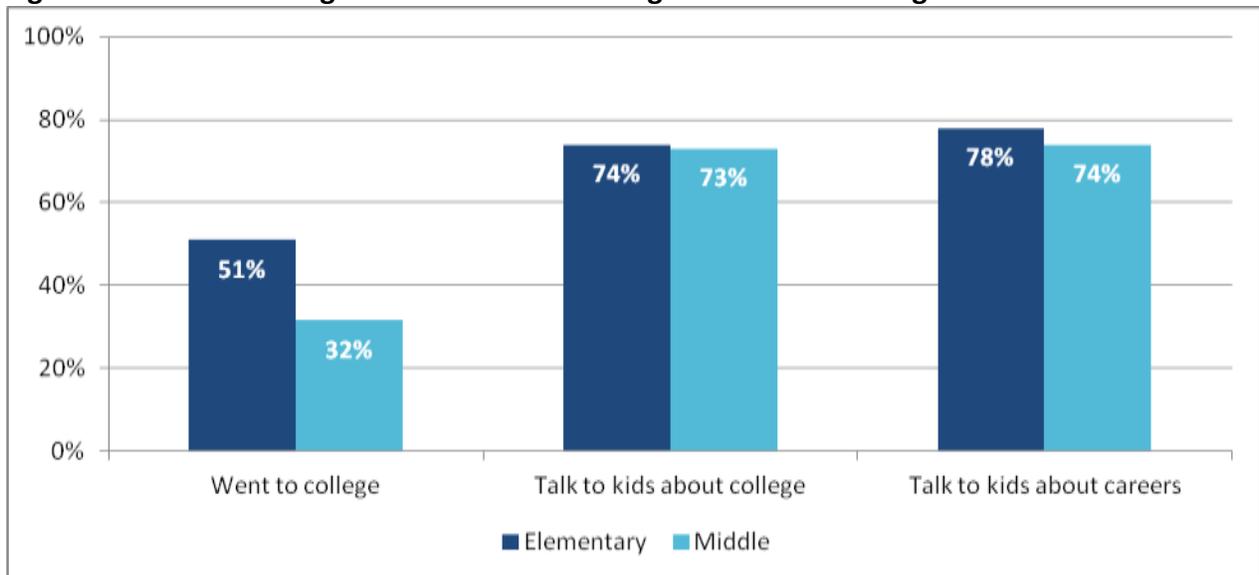


College and Career Supports

Currently, 79.9% of WCCUSD students graduate from high school. The surveys and focus groups made it clear that college and career supports were one of the highest priority areas of need. Students surveys showed that both elementary and middle school students worried most about “their future”; families reported not feeling fully equipped to support students in college preparation; and college and career supports were some of the highest ranked preferred supports by for students by students, families and teachers.

When asked what they worry about both elementary and middle school students reported “their future” as their highest worry with 31% of elementary students and 46.5% of middle school students worrying about their future most of the time or often. While a majority of parents talk to their children about college (74% of elementary school and 73% of middle school students) and careers (78% of elementary and 74% of middle school students), most students reported that they do not have a parent that went to college (49% of elementary and 68.5% of middle school). Additionally, 7.4% of elementary students already believe they will not graduate from high school.

Figure 11. Parents’ college attendance and talking to kids about college and career



Of the parents surveyed 94.1% reported that their child going to college was important or very important as a goal for them. They also expressed a high interest in learning about college requirements, funding and the process for applying for college. Teachers felt that student opportunities to learn about going to college and future career options were needed to support student success at their schools (74-81% of teachers identified this as important or very important).

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During the interviews a school staff member shared that the school's single greatest challenge is Students' confidence in "making" it to college and the whole educational process. They do not have a role model in their lives that has a higher education degree."

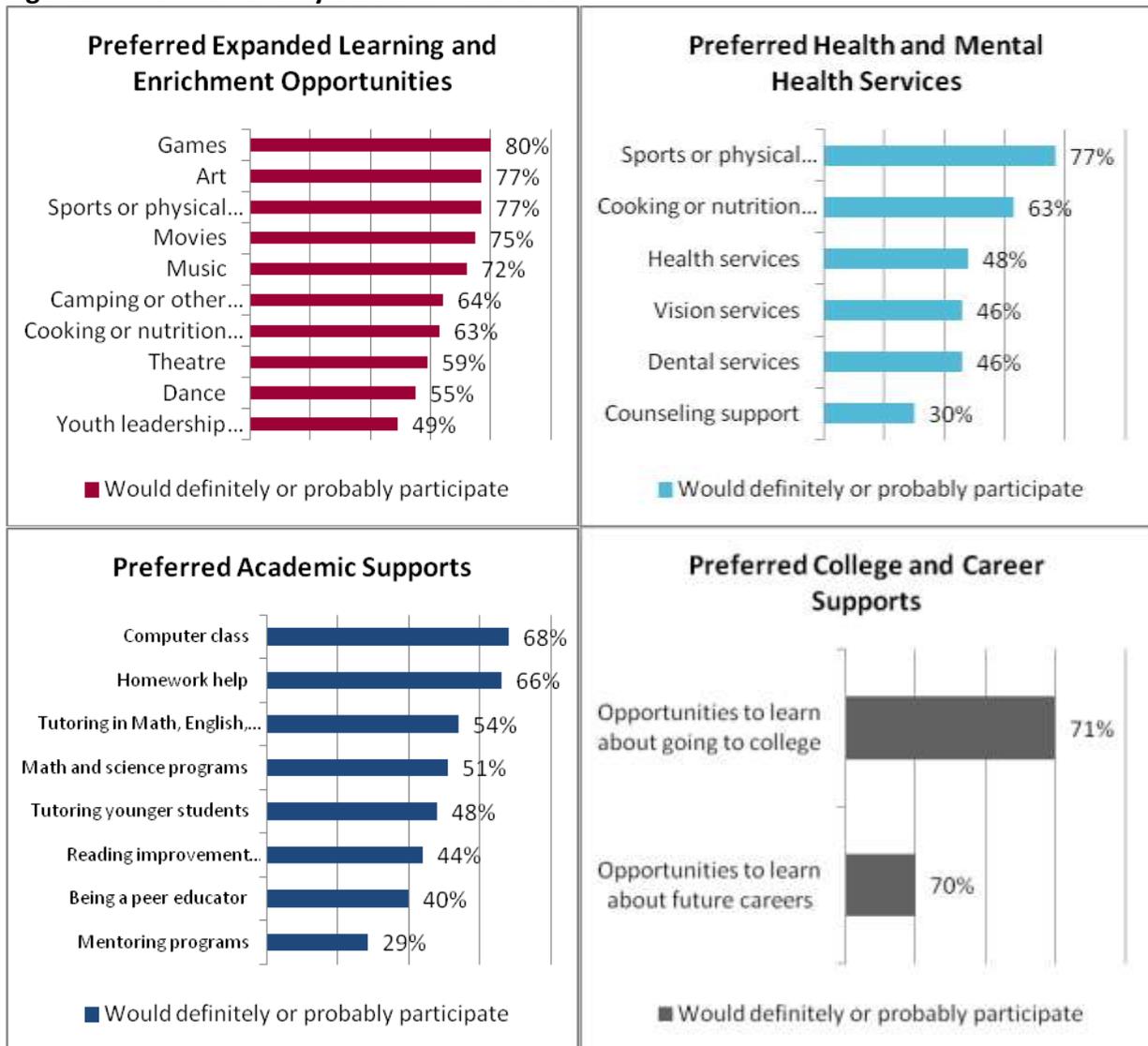
RQ8: What are student, family and staff preferences for future resources, programs and supports?



For Students

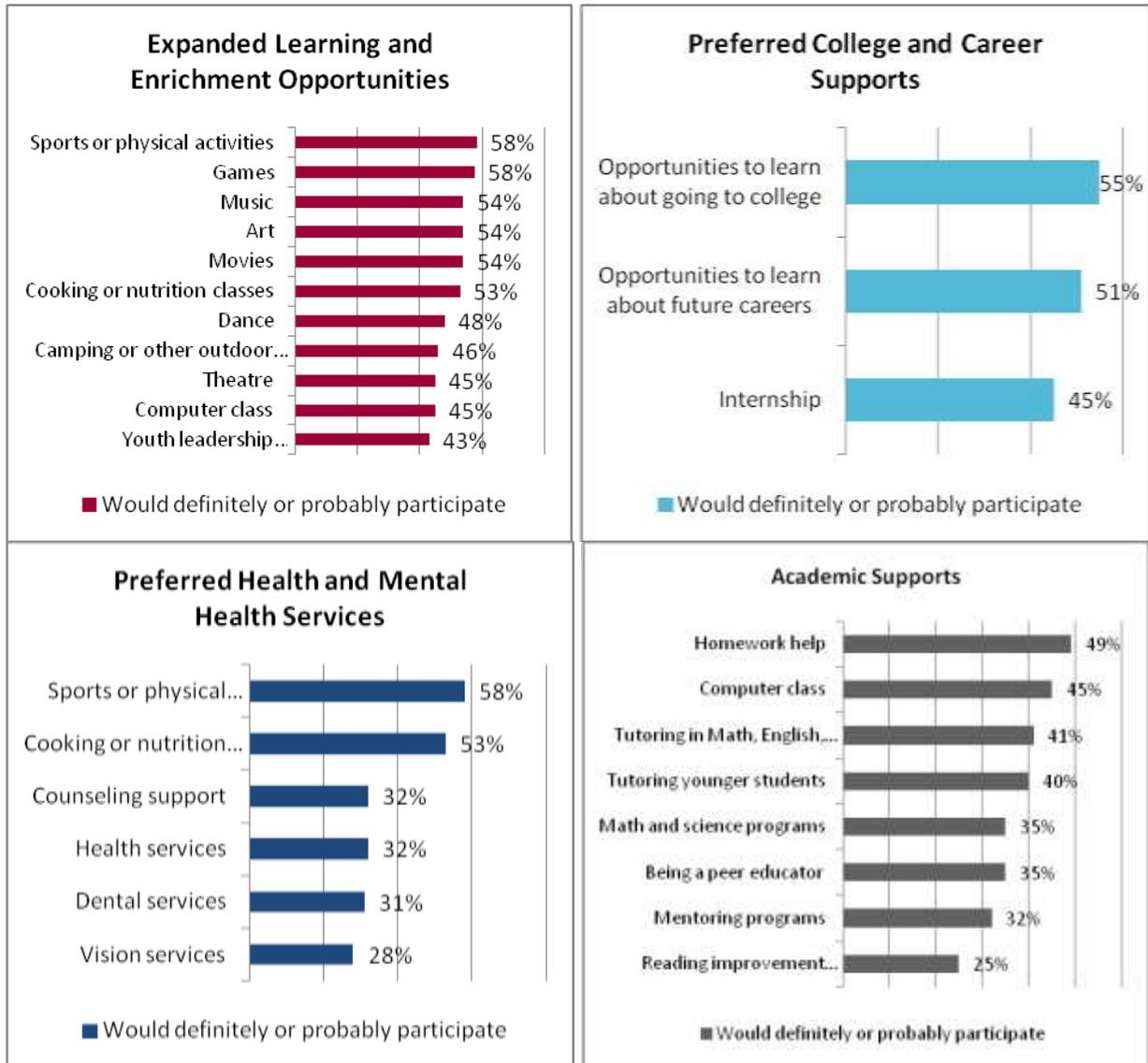
Elementary School: When asked what services and programs elementary students would participate in if offered at their schools, expanded learning/enrichment opportunities, physical activities and sports, and opportunities to learn about college and future careers were the highest preferences. In addition to those listed below, students reported they would also participate in instrument classes.

Figures 12-15. Elementary Student Preferences



Middle School: When asked what services and programs middle school students would participate in if offered at their school, physical activities and sports, opportunities to learn about college and future careers, expanded learning/enrichment opportunities, and homework help were the highest preferences for students with 69-80% of students saying they would definitely or probably participate.

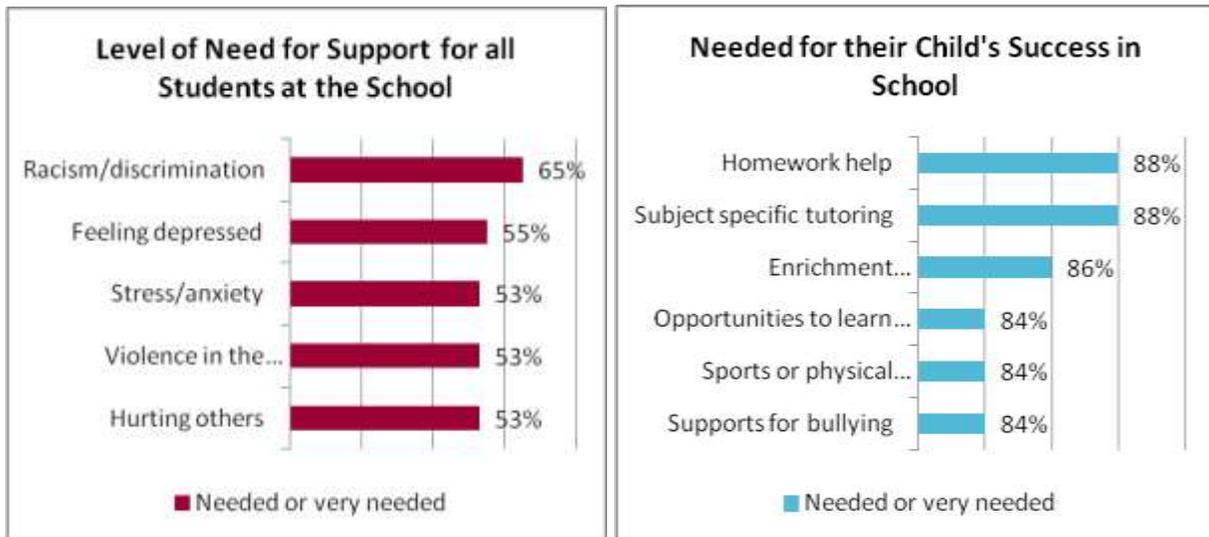
Figures 16-19. Middle School Student Preferences



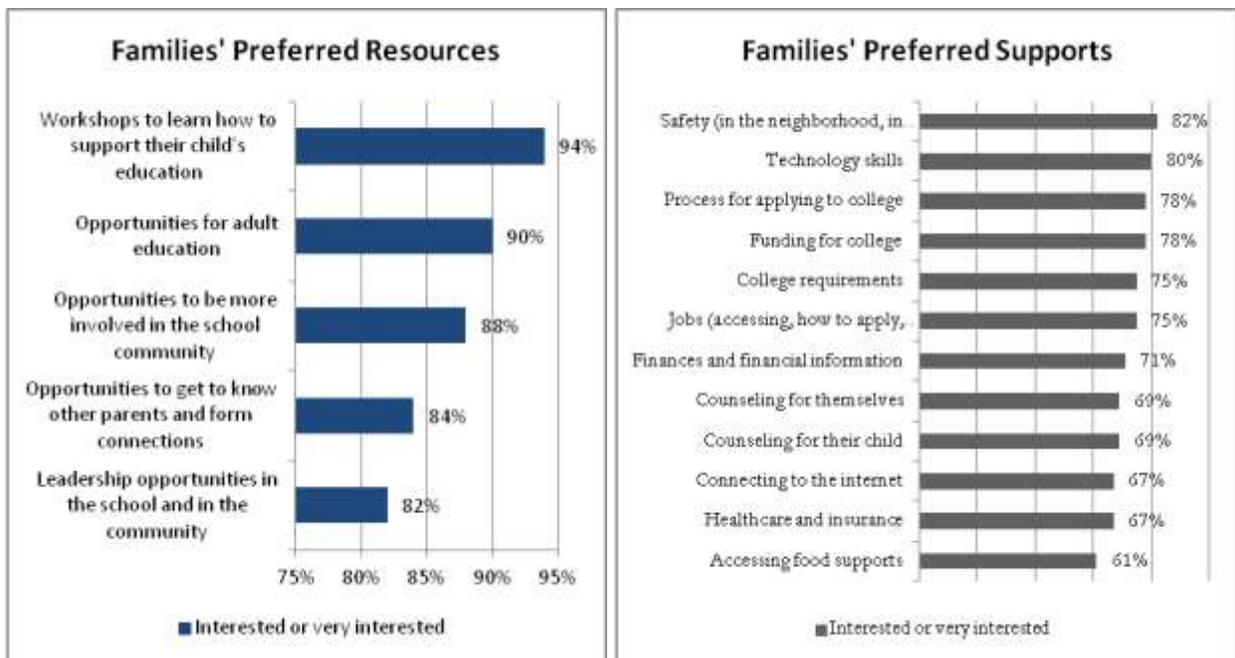


When asked to what degree families thought there was a need to support students in the school in general, they expressed needs around addressing racism/discrimination, mental health and safety concerns. When asked what programs and services their child would need to succeed in school and life, academic supports, enrichment opportunities, college support, opportunities for sports and physical activities, and supports for bullying ranked the highest.

Figures 20-21. Family Preferences for Student Supports



Figures 22-23. Family Preferred Resources and Supports

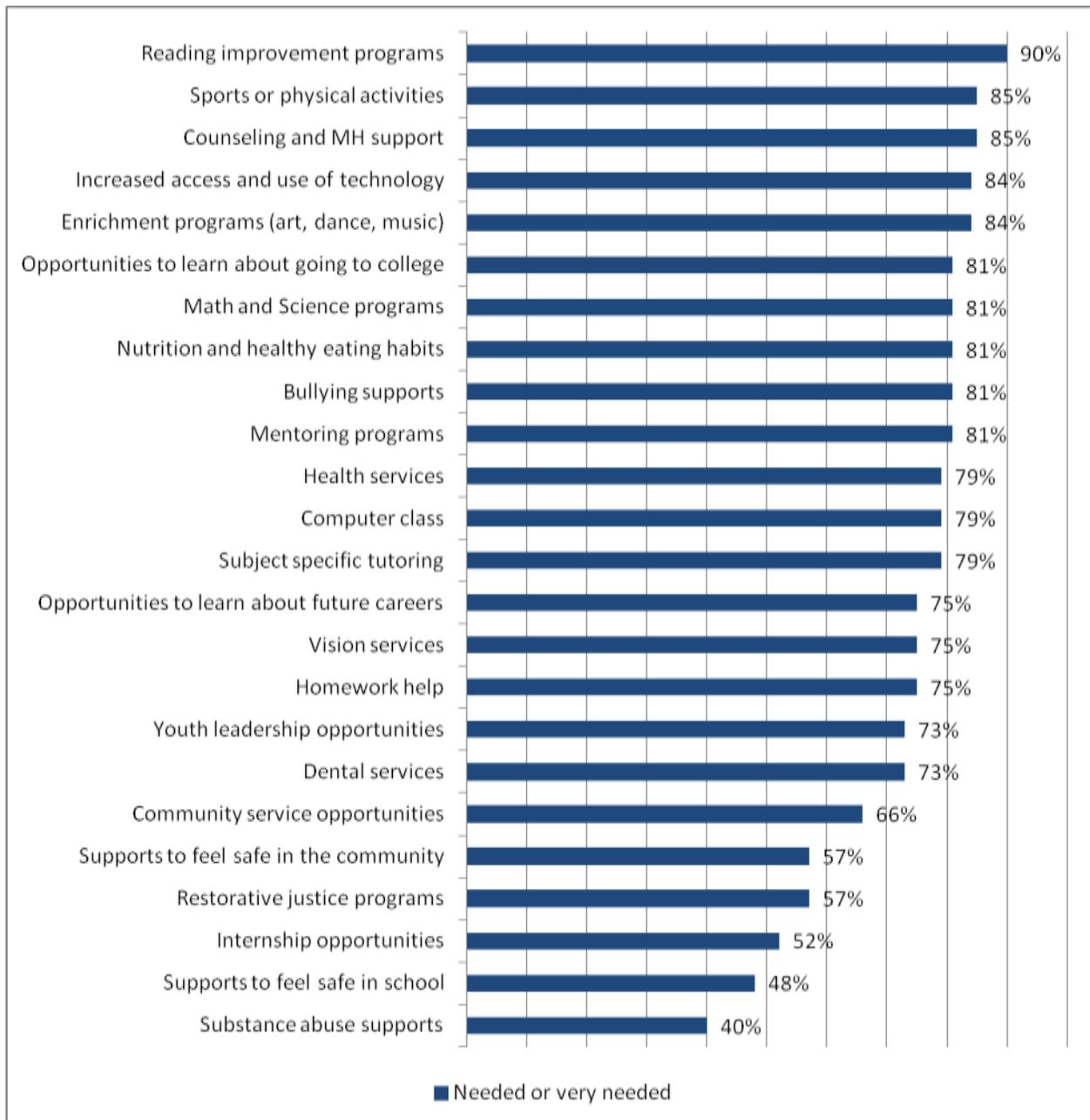




For Staff

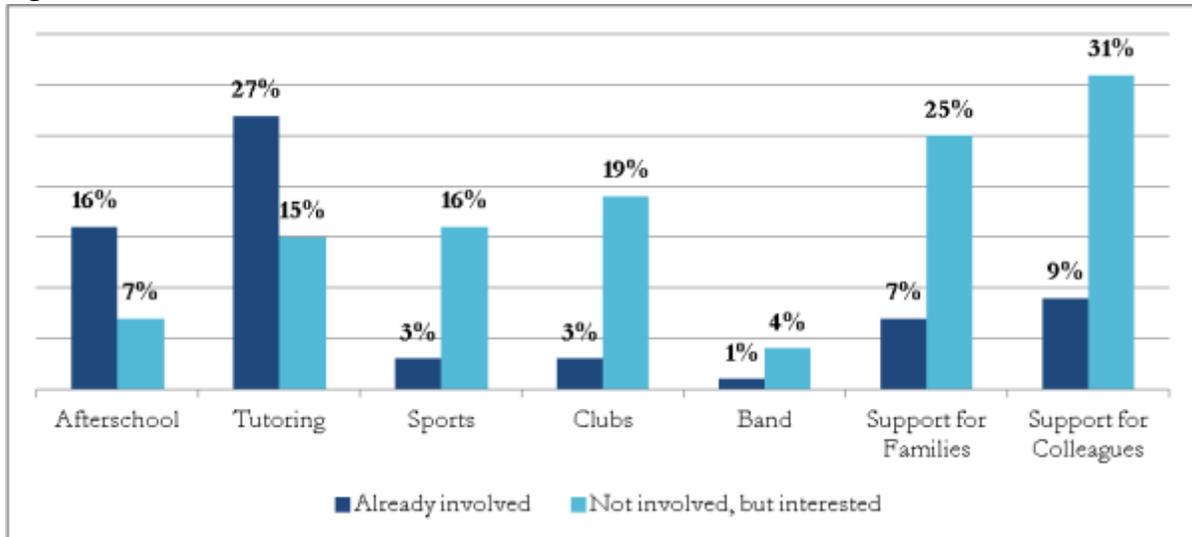
When asked to about the level of need for specific programs and services to help students succeed at their school, teachers primarily identified reading improvement programs, counseling or mental health supports, sports and physical activities, enrichment programs, increased access and use of technology and mentoring programs.

Figures 24. Teacher-identified Supports needed for Student Success



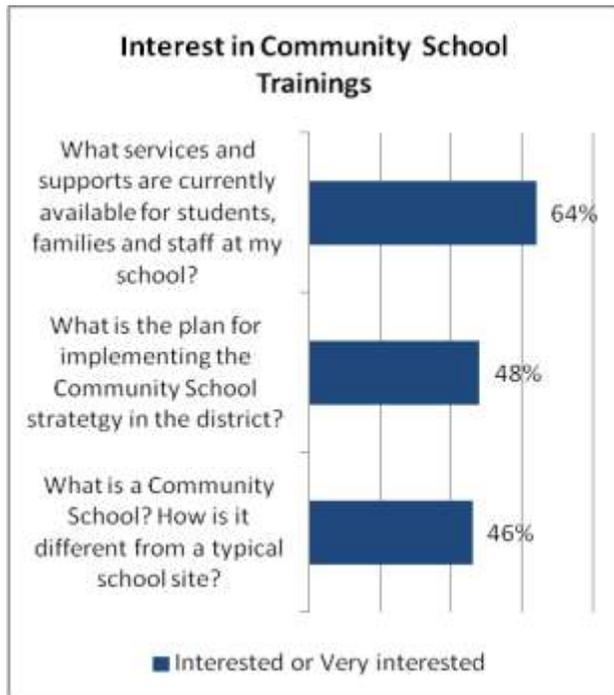
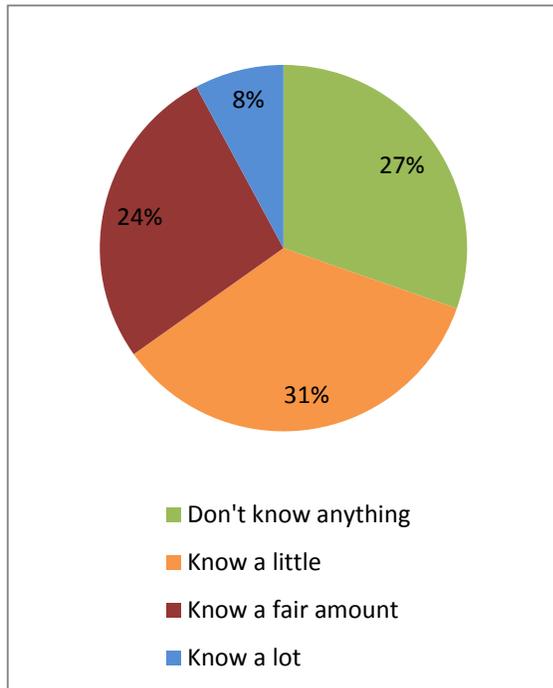
Some teachers reported already being involved in extracurricular activities, but many more teachers reported being interested in getting involved in a variety of activities.

Figures 25. Teacher Involvement in Extracurricular Activities



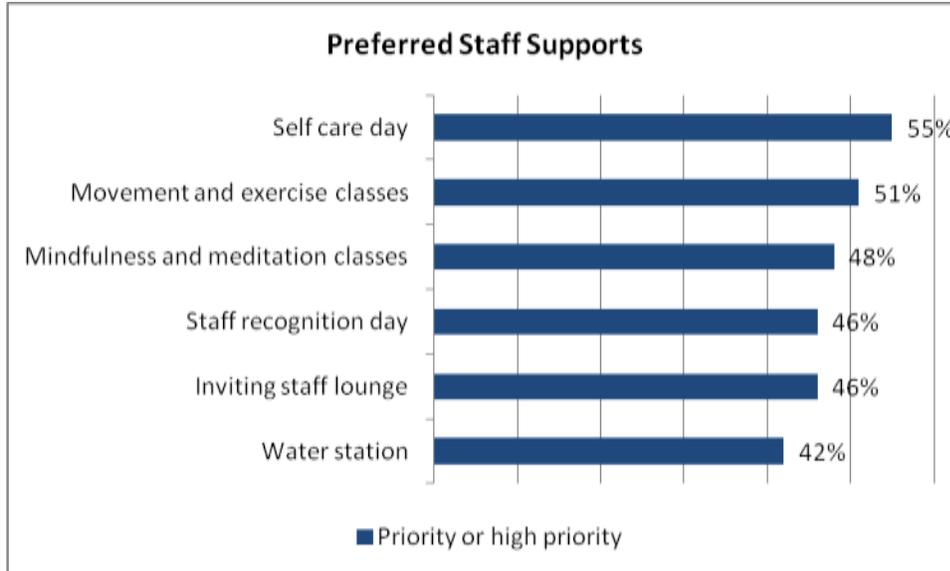
Many teachers don't know anything or only know a little about the Community School strategy (39%). Additionally, 36% of teachers don't feel knowledgeable about current services and programs available for students and families at their schools sites. Twenty-five percent (25%) rarely refer students and families to on-site supports; 31% rarely refer students and families to offsite supports.

Figures 26 and 27. Knowledge of the Community School strategy and Interest in Community School Trainings.



When asked to prioritize the teacher supports that they would like to see at their school sites, a self-care day for school staff came in at the highest, followed by movement and exercise classes, mindfulness and meditation classes, a staff recognition day and an inviting staff lounge.

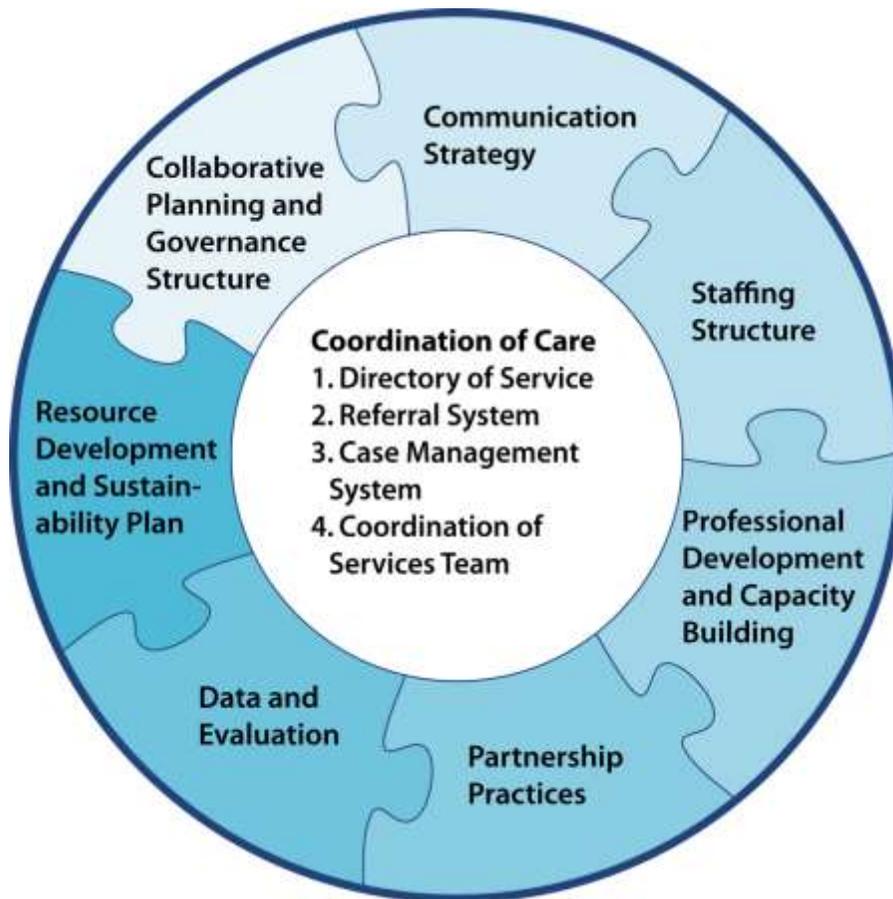
Figures 28. Preferred Staff Supports



Conclusion

Several parents and school staff reported that even though there are a lot of services at the school sites they aren't necessarily coordinated or targeting the current needs. As school sites transition into Community Schools, it is important to not only focus on designing programs and services to meet the demonstrated needs, but also to fine tune the Community School systems and processes to ensure there is effective and efficient coordination, integration and alignment of services. Examples would include creation of an electronic and updated Directory of Services for each site, case management staff and systems, a service referral system and process, and a coordination of services team. See Figure 12 for an overview of site-level Community School systems.

Figure 12. Site-level Community School Systems



It is our hope that the findings from this Community School Needs Assessment will be used to inform the school site Community School planning and rollout, as well as inform district and city-wide policies, programming and funding. Example Community School programs and services can be found in Figure 13.

Figure 13. Community School Program Components

