Strengthening Community School Partnerships: The Role of School Boards

Tuesday, March 11, 2014
3:00 PM – 4:15 PM
Community Schools: An Overview

• Both a place and a set of partnerships between the school and other community resources
• Bring together many partners to offer a range of supports and opportunities to students, families and communities
• School-site leadership team and community school coordinator are key roles in community schools
• Community schools work like smartphones

www.communityschools.org
Where Are Community Schools and What Is Their Impact?

• In 88 places across the country: From Portland, OR to L.A. to Nashville to Detroit to Cincinnati
  • Growing rapidly: 33 places in 2007 to 88 now

• States are leading the way to support community schools through legislation and funding

• Community schools show impact on many indicators
  • Recent Child Trends report confirms the value of integrated student services (ISS)
FAQ’s about Community Schools

1) What are the major differences between a community school and a “regular” school?

2) How do you fund it? (The community school coordinator and other components)

3) What are the major outcomes where community schools show the most success?

4) How do you start a community school, and how do you grow themSCALE IT up?

5) What kinds of partnerships are possible in community schools?
CONTACT INFORMATION

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• Public Policy Manager, Coalition for Community Schools
• (202) 822-8405 x 140
• rochem@iel.org
• www.communityschools.org
Transforming Schools
Revitalizing Neighborhoods
Schools and the communities they serve are inextricably linked. Seldom does one succeed without the success of the other.
Evolution of CLCs in CPS

• Initial focus on community engagement, matching partner resources with school needs
• Engagement remains important, but with heightened emphasis on using data to guide improvement strategies
  • Learning Partner Dashboard links CLC partner contributions to student progress data
• Latest data show students receiving CLC services have higher state test score gains than students who don’t receive these services
GUIDING PRINCIPLES FOR 
COMMUNITY LEARNING CENTERS

1. In order to serve more fully the needs of our students and to support the improvement of their academic and intellectual development, all Cincinnati Public Schools will engage their communities in improving student achievement. As centers in the community, the schools and their partners should foster strong collaboration, set high expectations, embrace diversity, and share accountability for results.

2. Each school in the district will assess the needs of its student population using the OnePlan process. As a result of that process, the school will develop the partnerships needed to enhance opportunities for student success and community investment.

3. Where the school and its community deem it appropriate, those partnerships may result in organizations and agencies locating at the school site to deliver services. When that occurs, the school will be defined as a community learning center.

Approved 5-21-2001
Board of Education
Cincinnati Public Schools
Community Learning Centers 2014

• 36 of 55 Schools with Resource Coordinators
  • 15 different community-based organizations
• 26 funded by CPS “blended” funds
  • Total CPS Commitment $2 million
  • Title I funds + Grant Awards (Greater Cincinnati Foundation, United Way, Haile/US Bank, Wallace Foundation, 21st Century, School Improvement Grants (final year) and Choice Grant)
• 10 partner funded – Community Learning Center (7) & FamiliesFORWARD (3)
District Support

• Resource Coordinator position for each site supported by blended funding
  • Public (District Title 1) and private (Greater Cincinnati Foundation, Haille Foundation, Community Learning Center Institute, United Way)

• Community Learning Center Coordinator for district
  • Organizes training, monitors progress, identifies best practices
  • Developing new Resource Coordinators Manual
Harnessing the Power of Partnerships

• Turned to Community Learning Centers in late 1990s as a way to leverage partnerships more deliberately to increase student achievement

• Adoption of CLC model coincided with major facilities upgrade

• Promised voters new, renovated buildings would be about more than “bricks and mortar”
  • Would serve to reconnect schools with communities
Parameters for Partnerships

1. Partnerships with the school will support the mission of CPS to educate all students to meet or exceed the district’s defined academic standards.

2. District dollars must be devoted to education.

3. Partnerships co-located in the school must be financially self-sustaining.

4. Capital Partners are financially responsible for design, construction, maintenance, operation, utilities and capital replacement costs for their spaces, dedicated access and parking. CPS retains ownership of the property and building.
Parameters for Partnerships

5. Agreements with Capital Partners must be approved by the Superintendent and are subject to final approval by the Board of Education.

6. Partnerships co-located in the school will be integrated into the school’s operation and governance by working with the LSDMC toward the mission and goals of the school’s OnePlan.
Parameters for Partnerships

7. Partnerships must have measurable outcomes related to the mission of CPS and the school’s OnePlan, which will be monitored by the LSDMC. If the partnership is not demonstrating a positive impact, the LSDMC and Principal have the authority to discontinue the partnership subject to controlling legal agreements. Relationships with Capital Partners must be negotiated with the administration.

8. Services and programs offered by partnerships must be accessible and affordable to students, parents and the school community.
The Model

Community Learning Centers create a system of partnerships that support academic excellence and offer recreational, educational, social, health, civic and cultural opportunities to students, families and community.

600+ Partners

Tutoring  Family Engagement
After School Programs  Service Learning
Health and Wellness  Basic Needs
Mentoring  Classroom Enrichment
College and Career Readiness  Summer Learning
Leadership  Music and Arts
Financial Literacy  Childcare
Adult Education  Parenting Classes
Early Childhood Education  Post Secondary Education
Social Wellness  Community Engagement
Community Learning Centers
Growth of a Model

New Schools – Redesign
Development of a Model
Board Policies
Local Investment
Resource Coordinators

<table>
<thead>
<tr>
<th>Resource Coordinators in Community Learning Centers</th>
<th>Elementary</th>
<th>High</th>
<th>Combination (K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>39</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Number of Full-time Resource Coordinators</td>
<td>27</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>
Resource Coordination
2002-2009 Transformation Begins
Stakeholders commit to CPS schools as Community Learning Centers (CLC’s)
21 CLCs established with Resource Coordinators and partnership networks
CPS Board policies establish CLCs as model for all schools
CLCs become national model for school community partnerships

Important Questions raised:
How is investment in CLCs impacting student achievement?
What does success look like and how do we know when we get there?

2010-2011 Data-Driven, Goal-Focused
26 CLC’s. Pilot in 16 lowest-achieving schools transforms Resource Coordination into data-driven process focused on student needs

Learn how to leverage Learning Partner Dashboard (LPD) to collect and integrate partner service data with student academic, health, attendance, and behavior data
Impact analysis to determine if partner services are positively impacting students

2012+ Scaled & Sustainable
32 CLC’s; standard processes incorporate the use of data and assure quality in CLCs
Volunteer Coaches provide support for use of process at school level
Continuous Improvement to increase impact

Tutoring Impact on Math Scores

<table>
<thead>
<tr>
<th>Tutoring</th>
<th>40%</th>
<th>29%</th>
<th>10%</th>
<th>16%</th>
<th>50%</th>
<th>99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutored</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Untutored</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Expansion and Improved Accountability

• To date, Resource Coordinators have transformed 36 schools across the CPS District.

• Ensuring Quality Improvement and Monitoring:
  • The Learning Partner Dashboard (LPD) remains an important component of **R.E.F.O.R.M.** (acronym for **R**eview data, **E**ngage partners, **F**ocus on individual students, **O**ffer support, **R**eset when necessary and **M**easure impact) – LPD supports evaluation and provides the technology infrastructure to assist Resource Coordinators in their tracking efforts
Resource Coordinators at each school:

- Identify and Assess Student Needs and Priority Factors
- Identify Partners to Meet School Priorities and Student Needs
- Assess the Alignment and Impact of Community Partners
- Ensure the Appropriate Use of Data
- Follow Program Evaluation Timelines
Community Learning Centers are “hubs” for a variety of services and resources for students and their families.

Through co-located community partnerships, CLC schools provide:
- Tutoring
- After School Programs
- Mentoring
- Careers and College Access
- Health/Wellness
- Parent and Family Engagement

CLC schools work to integrate school-day and extended day learning
# Community Engagement & Partners

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Number of Partners</th>
<th>Number of Students Served Across all CPS Schools</th>
<th>Number of Students Served Across CLCs</th>
<th>Number of Partners in 2010-2011</th>
<th>Number of Students Served Across CLCs in 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring</td>
<td>54</td>
<td>11441</td>
<td>8656 (50%)</td>
<td>109</td>
<td>4105</td>
</tr>
<tr>
<td>After School</td>
<td>312</td>
<td>7126</td>
<td>5297 (31%)</td>
<td>26</td>
<td>3324</td>
</tr>
<tr>
<td>Mentoring</td>
<td>81</td>
<td>8249</td>
<td>6787 (39%)</td>
<td>32</td>
<td>2602</td>
</tr>
<tr>
<td>Health &amp; Wellness*</td>
<td>46</td>
<td>15322</td>
<td>9635 (56%)</td>
<td>46</td>
<td>(10726)</td>
</tr>
<tr>
<td>College Access</td>
<td>15</td>
<td>4700</td>
<td>3330 (19%)</td>
<td>9</td>
<td>2991</td>
</tr>
<tr>
<td>Youth Leadership</td>
<td>5</td>
<td>1974</td>
<td>1079 (6%)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>3</td>
<td>4153</td>
<td>4097 (24%)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other Services</td>
<td>12</td>
<td>926</td>
<td>557 (3%)</td>
<td>100</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>417</strong></td>
<td><strong>33816</strong></td>
<td><strong>17244</strong></td>
<td><strong>322</strong></td>
<td><strong>8528</strong></td>
</tr>
</tbody>
</table>

*Growing Well; **Unduplicated
Growing Well, the Health Department and other Health Partners Provide Critical Assessments, Referrals and Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Number of Health Records</td>
<td>19232</td>
</tr>
<tr>
<td>Number of Vision Screenings</td>
<td>13641</td>
</tr>
<tr>
<td>Number of Dental Screenings</td>
<td>13040</td>
</tr>
<tr>
<td>Number of Hearing Screenings</td>
<td>11337</td>
</tr>
<tr>
<td>Total Number of Screenings</td>
<td>38018</td>
</tr>
<tr>
<td>Number of Medical Referrals</td>
<td>3417</td>
</tr>
<tr>
<td>Percent of Medical Referrals Complete</td>
<td>98.3%</td>
</tr>
<tr>
<td>Number of Dental Referrals</td>
<td>2274</td>
</tr>
<tr>
<td>Percent of Dental Referrals Complete</td>
<td>84.7%</td>
</tr>
<tr>
<td>Percent of Students Compliant on Immunizations</td>
<td>93.9%</td>
</tr>
<tr>
<td>Number of Home Visits Completed</td>
<td>85</td>
</tr>
</tbody>
</table>
**COORDINATING PARTNER**

**CLC Resource Coordinator**
Angie O. 363-4474

**YMCA of Greater Cincinnati**
Rebecca Kelley rkelley@cincinnatiymca.org

**CLC Resource Coordinator**
aokuda@cincinnatiymca.org
okudaan@cpsboe.k12.oh.us

**Targeted PRMS Students**
3rd-6th grade

**ALL PRMS Students**
Homeless and Students w/ Incarcerated parents

**ALL PRMS Students**
3rd-6th graders

**PRMS Students**
Need of afterschool programming

**ALL PRMS**
Students in Need of Mental Health Services

**ALL PRMS**
Students in Need of Primary/Dental Health Services

**ALL PRMS Students**
In Need of Mental Health Services

**ALL PRMS Students**
In Need of Primary/Dental Health Services

**Children's Home Of Cincinnati**
Kristen Meyer 363-4449

**School Health Aide**
Cecily Laycock 363-4421

**YMCA Angi Grunkemeyer**
363-4482

**Maureen Simon**
#363-4479

**Liz Wymer**
#363-4400

**Cincinnati Youth Collaborative**
Donald Swain

**Local School Decision Making Committee**

**Pleasant Ridge Montessori**
Principal Maria McDonough

**YMCA of Greater Cincinnati**
Rebecca Kelley rkelley@cincinnatiymca.org

**Angie Okuda**
CLC Resource Coordinator
363-4474

**Angie O.**
363-4474

**Cincinnati Public Schools**

**21st Century Community Learning Center @ Pleasant Ridge**

**TARGET**

**ALL STAKEHOLDERS**
Including Community *Members *Businesses *Organizations *Projects

**ACADEMIC**
Better alignment of Volunteers and students identified as "targeted" paired with appropriate services.

**PARENT INVOLVEMENT**
Reach ALL families to impact student success.

**COMMUNITY ENGAGEMENT**
To create a CLC with active participation of parents, extended families, community members, neighbors & partners

**WELLNESS**
To develop awareness & practice in each child and adult at PRMS that incorporates the values of a healthy lifestyle: Physical, Mental and Spiritual

**Wellness:** To develop awareness & practice in each child and adult at PRMS that incorporates the values of a healthy lifestyle: Physical, Mental and Spiritual
Community Learning Centers 2014

• Expanded Focus
  • Early Childhood Connections
  • Choice Neighborhood Grant
    • Resource Coordinator for Early Childhood
    • Arts Integration Specialist
  • Increasing Social Emotional Competencies
    • DESSA Mini Pilot/Work with Paul LeBuffe
    • “Career Ready” in Elementary Schools

• Evaluation – local and national interest
  • Analytic Support – Institute for Educational Leadership and Weikert Foundation
  • Model Evaluation – RAND Corporation
DESSA:

- Scientific, research-based
- Provides understanding of the preventable causes of some mental, emotional and behavioral problems that children might experience
- Being piloted in CPS, including Bond Hill Academy

We use DESSA to promote good behavior and inspire stud
Student/Family Engagement

As Community Learning Centers, schools serve as:

• Safe environments for student learning and after-school enrichments
• Parent resource centers engaging parents in student activities, workshops to learn skills for becoming better parents, health and nutrition counseling, referrals for social-service help, etc.
• Magnets for all neighborhood resources (nonprofits, volunteers, social-service agencies)
In 2011-2012, Resource Coordinators and school staff identified 125 students in each school (on average) students who needed more individualized, intensive support and coordinated services to address identified needs.

**Student Priorities/Needs:**
- Reading Non-Proficiency
- Math Non-Proficiency
- Behavioral Referrals
- Absences
- Tardies

* 88.1% of targeted students had at least one priority factor
**Targeting and Serving Students**

Priority Indicators shown on the left (attendance, behavior, class grades, test scores)

<table>
<thead>
<tr>
<th>School</th>
<th>Class Profile</th>
<th>Grade</th>
<th>Class Name</th>
<th>Attendance</th>
<th>Behavior</th>
<th>AE浦</th>
<th>Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Joe</td>
<td>1st</td>
<td>ABC</td>
<td>Yes</td>
<td>Advanced</td>
<td>Basic</td>
<td>N</td>
</tr>
<tr>
<td>L</td>
<td>Lisa</td>
<td>2nd</td>
<td>DEF</td>
<td>No</td>
<td>Basic</td>
<td>Basic</td>
<td>N</td>
</tr>
<tr>
<td>N</td>
<td>Nancy</td>
<td>3rd</td>
<td>GHI</td>
<td>Yes</td>
<td>Basic</td>
<td>Basic</td>
<td>N</td>
</tr>
<tr>
<td>O</td>
<td>Olivia</td>
<td>4th</td>
<td>IJK</td>
<td>Yes</td>
<td>Proficient</td>
<td>Proficient</td>
<td>N</td>
</tr>
<tr>
<td>P</td>
<td>Penny</td>
<td>5th</td>
<td>LMN</td>
<td>Yes</td>
<td>Advanced</td>
<td>Advanced</td>
<td>N</td>
</tr>
<tr>
<td>Q</td>
<td>Quinn</td>
<td>6th</td>
<td>OPQ</td>
<td>Yes</td>
<td>Advanced</td>
<td>Advanced</td>
<td>N</td>
</tr>
</tbody>
</table>

Partner services shown on the right

**Number of Students by Priority Type**

- Reading Performance
- Math Performance
- Absences
- Tardies
- Referrals
- Failing Courses

<table>
<thead>
<tr>
<th>Priority Type</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Performance</td>
<td>116</td>
</tr>
<tr>
<td>Math Performance</td>
<td>314</td>
</tr>
<tr>
<td>Absences</td>
<td>131</td>
</tr>
<tr>
<td>Tardies</td>
<td>107</td>
</tr>
<tr>
<td>Referrals</td>
<td>97</td>
</tr>
<tr>
<td>Failing Courses</td>
<td>30</td>
</tr>
</tbody>
</table>
Partner Data Analysis for Continuous Improvement

<table>
<thead>
<tr>
<th>Programs</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math - Fall 2010</td>
<td>32.1</td>
<td>24.8</td>
<td>32.5</td>
<td>27.6</td>
<td>31.5</td>
<td>24.2</td>
<td>27.7</td>
<td>32.4</td>
<td>36.3</td>
<td>22</td>
</tr>
<tr>
<td>Math - Spring 2011</td>
<td>48.6</td>
<td>39.2</td>
<td>46.2</td>
<td>45.2</td>
<td>46.6</td>
<td>41.3</td>
<td>40.5</td>
<td>50.3</td>
<td>56.1</td>
<td>48.5</td>
</tr>
<tr>
<td>Difference</td>
<td>16.5</td>
<td>14.4</td>
<td>13.7</td>
<td>17.6</td>
<td>15.1</td>
<td>17.1</td>
<td>12.8</td>
<td>17.9</td>
<td>19.8</td>
<td>26.5</td>
</tr>
</tbody>
</table>
Despite having higher average number of priority factors, students with tutors made important gains in OAA math and reading.

<table>
<thead>
<tr>
<th></th>
<th>Tutor</th>
<th>No Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010 – Math Scaled Score</td>
<td>390.4</td>
<td>414.5</td>
</tr>
<tr>
<td>2010-2011 - Math Scaled Score</td>
<td>397.6</td>
<td>417.1</td>
</tr>
<tr>
<td>Improvement in Math OAA Score</td>
<td>+7.2</td>
<td>+2.6</td>
</tr>
<tr>
<td>2009-2010 – Reading Scaled Score</td>
<td>394.1</td>
<td>416.1</td>
</tr>
<tr>
<td>2010-2011 – Reading Scaled Score</td>
<td>400.1</td>
<td>418.5</td>
</tr>
<tr>
<td>Improvement in Reading OAA Score</td>
<td>+6.0</td>
<td>+2.4</td>
</tr>
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Support Service(s) and Point Increase in OAA scores from 2009-10 to 2010-11

Average Point Increase

- No Service Math Scores
- Support Service(s) Math Scores
- No Service Reading Scores
- Support Service(s) Reading Scores

Support Service(s) and Point Increase in OAA scores from 2009-10 to 2010-11

<table>
<thead>
<tr>
<th>Service</th>
<th>Math Scores</th>
<th>Reading Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Service</td>
<td>2.6</td>
<td>3.8</td>
</tr>
<tr>
<td>Support Service(s)</td>
<td>6.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Tutoring: 7.2, Mentoring: 6.0, College Access: 5.0, After-School: 4.6, Any Service: 5.6
Overall school ratings and effectiveness in CLC schools have improved since the onset of resource coordination in 2007-2008. Academic tutoring, mentoring and other services provided by community partners and parent engagement have been associated with positive school performance trends.
Challenges and Opportunities

Data collection and sharing
Evaluation
Sustainability of Resource Coordinator Positions
Data Sharing
Others?
THANK YOU
Building A Full Service Community School District

Jody London, Director, Board of Education

Presented at Strengthening Community School Partnerships: The Role of School Boards

March 11, 2014
Oakland Unified School District: Overview

• 87 schools
• 37,000 students; 11,000 additional in district authorized charter schools (total 48,000 students)
• 38.5% Latino  31% African American
  14% Asian  2.3% other  1.2% Pacific Islander  1% Filipino
• 71% Free & Reduced Lunch
• State receivership 2003-2009
Oakland Unified School District
Graduate Profile

"Our graduates are college, career, and community ready!"
What is the “do different”? 

Board Policy

• African American Male Achievement
• Site Based Governance
• Family Engagement Standards
• Restorative Justice/Discipline
  • Voluntary Resolution with U.S. Dept. of Education, Office of Civil Rights
  • CA Local Control Funding Formula
• Quality Community Schools/Diverse Providers
• Social Emotional Learning Standards
• Student Engagement Standards
Highlights from Full Service Community School Taskforce Recommendations

• Create a **Family, School and Community Partnerships (FSCP) Department** in the district to support and work with central office departments, school sites, parents, students and community partners.

• Create a **professional learning community for a phase one cohort of full service community schools**

• Develop **Site Director position to co-lead the development of full-service community schools**, in partnership with Site Administrators

• **Honor and learn from the work already underway** throughout the city to build community schools (school-based health clinics, small schools, programs for after school, early childhood, family engagement, summer, re-entry from incarceration, transitions to elementary, middle and high school, etc.) and use their platforms and existing tools as foundations for building FSCS in all OUSD schools.
Family, School, and Community Partnerships (FSCP) Department is reorganizing and leveraging to build Full Service Community Schools

- Health & Wellness
- Behavioral Health
- Partnerships
- Social & Emotional Learning (SEL)
- After School & Summer Learning
- Family & Student Engagement
Graphic Definition of a Full Service Community School and District

What would a Full Service Community School and District do for you?

**SCHOOL**

A Full Service Community School in Oakland serves the whole child; it invites the community in and extends its boundaries into the community in order to accelerate academic achievement; it shares responsibility for student, family and community success.

Full Service Community Schools:

- The four essential areas of focus are: academic achievement and skill development, health, safety and social services, youth and community development, as well as parent and community engagement.
- Schools become centers of communities and are open, fun and attractive spaces for the community to use before and after the school day.
- Relationships and partnerships between school staff, students, families, parents, and community resources based upon the school and community needs, assets and local context.
- Adults at the school and in the community create a common vision for the school and community, supported by strong school leadership that meets the needs of the whole child.
- Schools use data to regularly assess outcomes of academic and support services for diverse communities and develops specific interventions to address the identified inequities in an linguistically and culturally responsive way as identified by the local community and the school.

**DISTRICT**

A Full Service Community School District in Oakland provides and implements the infrastructure and systems to support full service community schools including policies, practices, and funding.

The District creates the conditions for schools to:

- The District’s organizational design, systems, policies, operations, and professional development support the development and continuous improvement of responsive, high quality, integrated systems of support.
- Ensuring that facilities are clean, safe, functional and inviting spaces that are open to the community and integrated into community life.
- The District develops, supports and sustains partnerships with key public and private entities, such as, philanthropy, city, county, community based organizations, higher education, business, and community and family representatives.
- Ongoing support for all types of school leaders to create, implement, and sustain Full Service Community Schools.
- Equitably allocating resources to achieve equal outcomes.
- Facilitate the sharing of relevant data among partners to inform decision-making.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>offer a coordinated and integrated system of academic and support services</td>
<td>The District’s organizational design, systems, policies, operations, and professional development support the development and continuous improvement of responsive, high quality, integrated systems of support.</td>
</tr>
<tr>
<td>become a safe and healthy center of the community</td>
<td>Ensuring that facilities are clean, safe, functional and inviting spaces that are open to the community and integrated into community life.</td>
</tr>
<tr>
<td>foster trusting, intentional relationships and partnerships</td>
<td>The District develops, supports and sustains partnerships with key public and private entities, such as, philanthropy, city, county, community based organizations, higher education, business, and community and family representatives.</td>
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<tr>
<td>build the capacity of adults and students to share responsibility for leadership and decision-making</td>
<td>Ongoing support for all types of school leaders to create, implement, and sustain Full Service Community Schools.</td>
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<tr>
<td>tailor the specific approach and mix of services to each community through a process of understanding and addressing inequities</td>
<td>Equitably allocating resources to achieve equal outcomes.</td>
</tr>
<tr>
<td>Adults at the school and in the community create a common vision for the school and community, supported by strong school leadership that meets the needs of the whole child.</td>
<td>Facilitate the sharing of relevant data among partners to inform decision-making.</td>
</tr>
</tbody>
</table>
Community Schools: Current Landscape

<table>
<thead>
<tr>
<th>OUSD-Staffed Site Coordination</th>
<th>Partner Agency-Staffed Site Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Elementary, 5 Middle, 6 High</td>
<td>2 Elementary, 8 Middle, 4 High</td>
</tr>
</tbody>
</table>

- Garfield
- Elmhurst Campus (Alliance Academy, Elmhurst Community Prep)
- Frick Middle School
- ROOTS International Academy
- Urban Promise Academy
- Downtown Education Complex (Dewey Academy, MetWest High School, La Escuelita Elementary)
- Fremont
- Oakland International
- Oakland Technical High School
- Castlemont

- Garfield
- Martin Luther King
- Bret Harte Middle School
- Edna Brewer
- Coliseum College Prep Academy
- James Madison Middle School
- Roosevelt Middle School
- United For Success Middle School
- Westlake Middle School
- West Oakland Middle School
- Life Academy
- McClymonds High School
- Oakland High School
- Skyline High School
Role of Community School Leader (Big Picture)

• Serve as co-leader at school site to coordinate all support services so that Site Administrators can focus on effective teaching and learning

• Conduct ongoing needs assessment in order to identify gaps in programs and services and identify potential partnerships

• Facilitate coordination of services to direct resources to individual students with identified needs, as well as identify opportunities and challenges at the program-level

• Ensure that the voice of community school stakeholders is integrated into decision-making (students, family, staff, CBO partners, etc.)
Key Programs that Community Schools will Support

• Health and Wellness
  • School-Based Health Centers
  • Mental Health
• Extended Learning/Enrichment
  • After-School Programs
  • Summer Learning Programs
• Academic Support
  • Homework Support
  • Academic Interventions
  • College and Career Readiness
• Community Engagement
  • Family Engagement
  • Adult Learning/Family Supports
  • Student Leadership
• Community and Cultural Events
Health Clinics/Wellness Center
“You are young, gifted, and Black. We must begin to tell our young, There’s a world waiting for you, Yours is the quest that’s just begun.”

-James Weldon Johnson
Ongoing Efforts

- Develop a Community Schools Leadership Council
- Convene Community School Leader Professional Learning Community
- Convene Community Partnerships Workgroup
- Convene Lead Agency Advisory
- Identify Communications Structures
- Implement Family Engagement Standards
- Implement Community Schools Strategic Site Plan (CSSSP)
- Support teachers in transition to new discipline policies
For more information...

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