

Community Schools

Redwood City School District

November 12, 2025

Presenters

Stanford John W. Gardner Center

- **Amy Gerstein:** PhD-Executive Director, Stanford-John W. Gardner Center for Youth & Their Communities
- **Kristin Geiser:** PhD-Deputy Director & Senior Research Associate, Stanford-John W. Gardner Center for Youth & Their Communities

District Community School Staff

- **Elsa Aispuro:** CS Data Coordinator
- **Enrique Calderon:** Expanded Learning Coordinator
- **Gilberto Guzman:** Expanded Learning & Equity Staff Developer
- **Liz Calderon-Garcia:** District CS Coordinator/Director of Community Schools & Partnerships
- **Michelle Griffith:** Director of Community Schools and Partnerships

Community School Coordinators

- **Jackie Campos:** MIT
- **Andrea Hernández:** Hoover
- **Albert Lowe:** Clifford

Consultant

- **William Gomez:** Case Manager/Family Engagement

Presentation Agenda

- ❖ Overview
- ❖ Program Highlights
- ❖ Intentional Practices & Impact
- ❖ Innovation, Adaptation & Growth
- ❖ Intentional Collaboration
- ❖ Moving Forward



RCSD Community Schools: Overview



COMMUNITY SCHOOLS

A whole-child, whole-school model for equitable school improvement



Expanded & Enriched
Learning Time &
Opportunities



After-school, weekend, and
summer programs



Integrated
Student
Supports



Mental/physical health
supports and social
services



Collaborative
Leadership and
Practices



A culture of professional
learning, trust, and
continuous improvement



Active Family and
Community
Engagement



Parents/caregivers in the
school as partners, leaders,
and learners

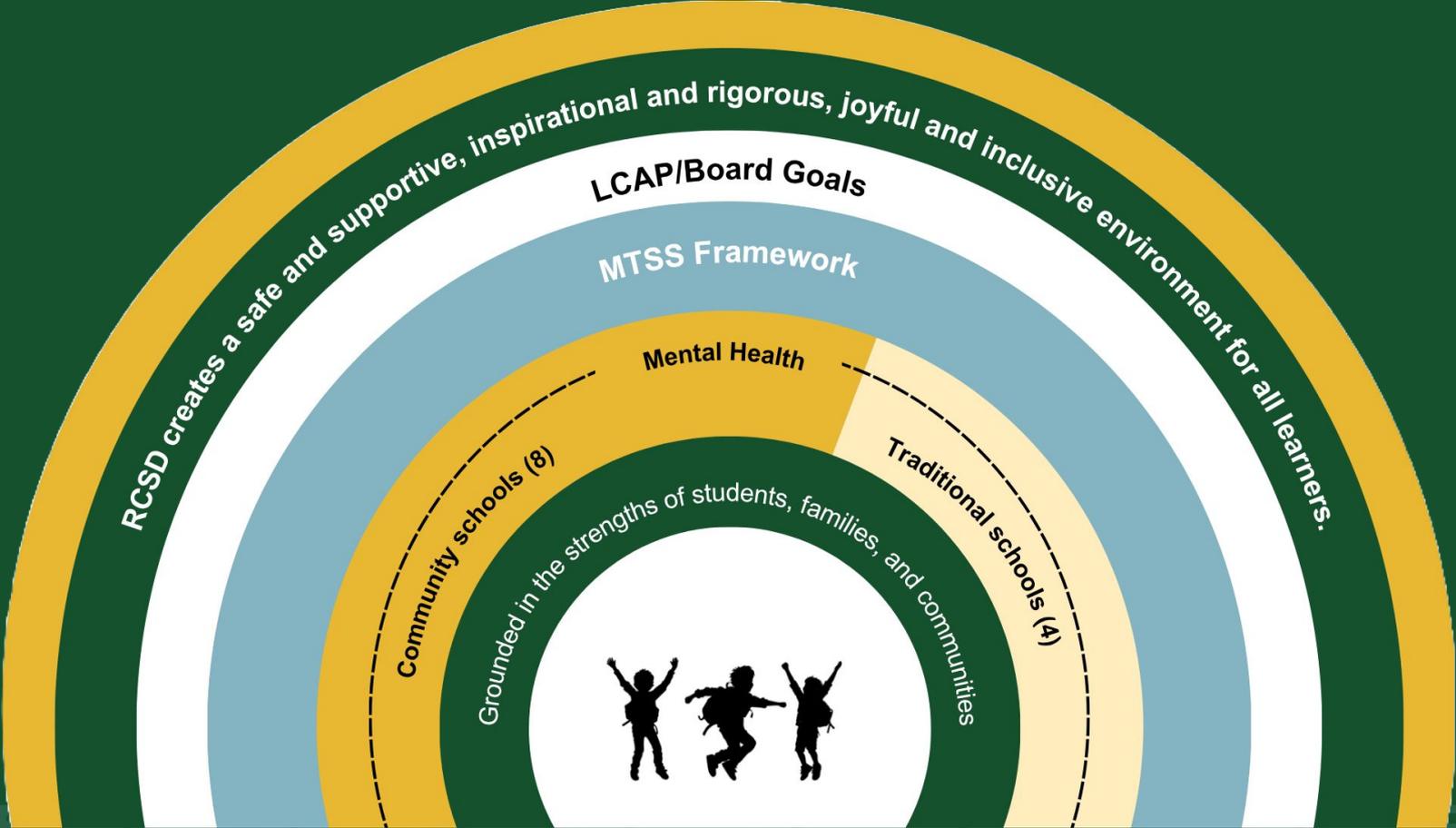
RCSD Community Schools

- **28 years**
 - A tri-collaborative with City of Redwood City, County of San Mateo, & RCSD
 - John W. Gardner Center
- **8 Schools**
 - Family Centers
 - Community School Coordinators
 - Family Resource Center Administrative Assistants
 - Additional positions: case managers to address housing insecurities & attendance & mental health therapists
 - Various partnerships from mentoring programs to expanded learning
- **8 Grants**
 - Infrastructure Support
 - Expanded Learning
 - Mental Health
 - THRIVE, Community School Specialists, Advisory Councils, various site programs

Impact of Partnership



Multifaceted Approach



Theory of Action: Our Guide

Problem Statement: Central problem that RCSD Community Schools seek to address

Key Strategy Ideas: Address the wide-range of challenges that children & families face-focused around 4 pillars

Facilitating Conditions: In order to achieve intended short- & long-term outcomes through key strategies, key facilitating conditions must be met at the system (RCSD), setting (site) & individual levels (families & children)

Short-Term Outcomes(1-5 Years): If key facilitating conditions are met, RCSD will achieve several system, setting, & individual-level outcomes

Long-Term Outcomes(5+ Years): Envision that as RCSD continues to operate within its strategy areas & maintain key facilitating conditions are met, RCSD will achieve several system, setting, & individual-level outcomes

Redwood City School District Community Schools Theory of Action *rev. 10/13/25*

Problem and Opportunity: Our educational system does not systematically promote equitable opportunities and outcomes. By centering the strengths of our students and their families and collaborating with families and community partners to provide culturally responsive curriculum, instruction, materials, and supports, community schools are uniquely positioned to interrupt and transform systemic educational inequities and ensure that all students, especially those persistently oppressed and/or marginalized, including BIPOC, LGBTQ+, unduplicated students, and students eligible for special education services, are supported to develop the knowledge and skills that will advance positive and equitable outcomes.

| STRATEGY AREAS | District outputs and outcomes: | GOALS |
|---|---|---------------------------|
| Pillar 1: Integrated student services. Schools connect students and families to resources that remove barriers to learning. Supports include on-site mental health care; food, housing, and clothing assistance; counseling, mentoring, and crisis intervention. | Site leaders make deliberate efforts to develop a shared understanding of the CS TOA and how it aligns with and advances school and district goals. | Improved Student Learning |
| Pillar 2: Expanded and enriched learning opportunities. High-quality before-school, after-school, and summer programs provide students with academic instruction, individualized support, and experiences that emphasize real-world learning and community problem-solving. | School outputs and outcomes: Site leaders embrace the idea that being a community school is a school-wide approach, and work together to engage the school community and partners in implementing the TOA. | Stronger Families: |
| Pillar 3: Active family and community engagement. Families and communities are supported and empowered to shape the school's culture and direction. Engagement includes: parent leadership and advocacy opportunities; two-way communication between home and school; partnerships with local organizations. | Student and family outputs and outcomes: Students and families like coming to school, are able to name an adult at school whom they trust, feel that they are part-of-and contributing-to-the school community, advocate for themselves and understand how to access and engage with resources to support student learning, growth, and development. | Healthier Communities |
| Pillar 4: Collaborative leadership and practices. School staff, families, students, and partners work together to make decisions, solve problems, and create plans. Collaboration includes site-based leadership teams; joint planning and goal setting; and continuous improvement driven by data and feedback. | | |

Translating this theory into practice hinges upon a number of factors, including district leaders' consistent support of the community school approach (e.g. centering community schools in RCSD's mission, vision, strategic plan, goals, and investment of resources such as funding, staffing, and community partnerships).



Theory of Action - Goals

Short-Term Outcomes(1-5 Years)

System (RCSD)

- Increased understanding of Community School goals & buy-in among stakeholders
- More coordinated efforts among district departments to support Community Schools
- An expanded network of partnerships with high-quality providers from the community

Setting (Sites)

- Staff meet role expectations & make progress toward shared goals
- Schools decrease the number of service & program gaps
- Schools share best practices and enhance their ability to use data to make decisions & improve practice

Individual (Families & Children)

- Children & families will promptly receive the supports they need & participate in community school programs & opportunities
- Children will attend school regularly & improve academic performance
- Families will see themselves as important partners in their children's learning & development

Theory of Action: Our Goals

Long-Term Outcomes(5+ Years)

System (RCSD)

- All stakeholders actively champion the work of Community Schools
- District departments actively collaborating & combining resources to support, grow & sustain Community Schools
- A robust & longstanding network of community partnerships that help children & families thrive

Setting (Sites)

- Staff are effective in their roles, are highly qualified, & consistently achieve their shared goals
- No program or service gaps
- A strong culture of data use & continuous improvement

Individual (Families & Children)

- Families living stable lives
- Children being healthy in all aspects of their lives(e.g., physically, socially, emotionally & academically succeeding)
- Families assuming leadership roles at their schools & are acting as strong advocates for their children's learning & positive development

RCSD Community Schools: Highlights

Highlights

12,272

**Student visits
to Family
Centers**

5,839

**Parent visits
to Family
Centers**

*54% increase from
the 23-24
school year*

2,854

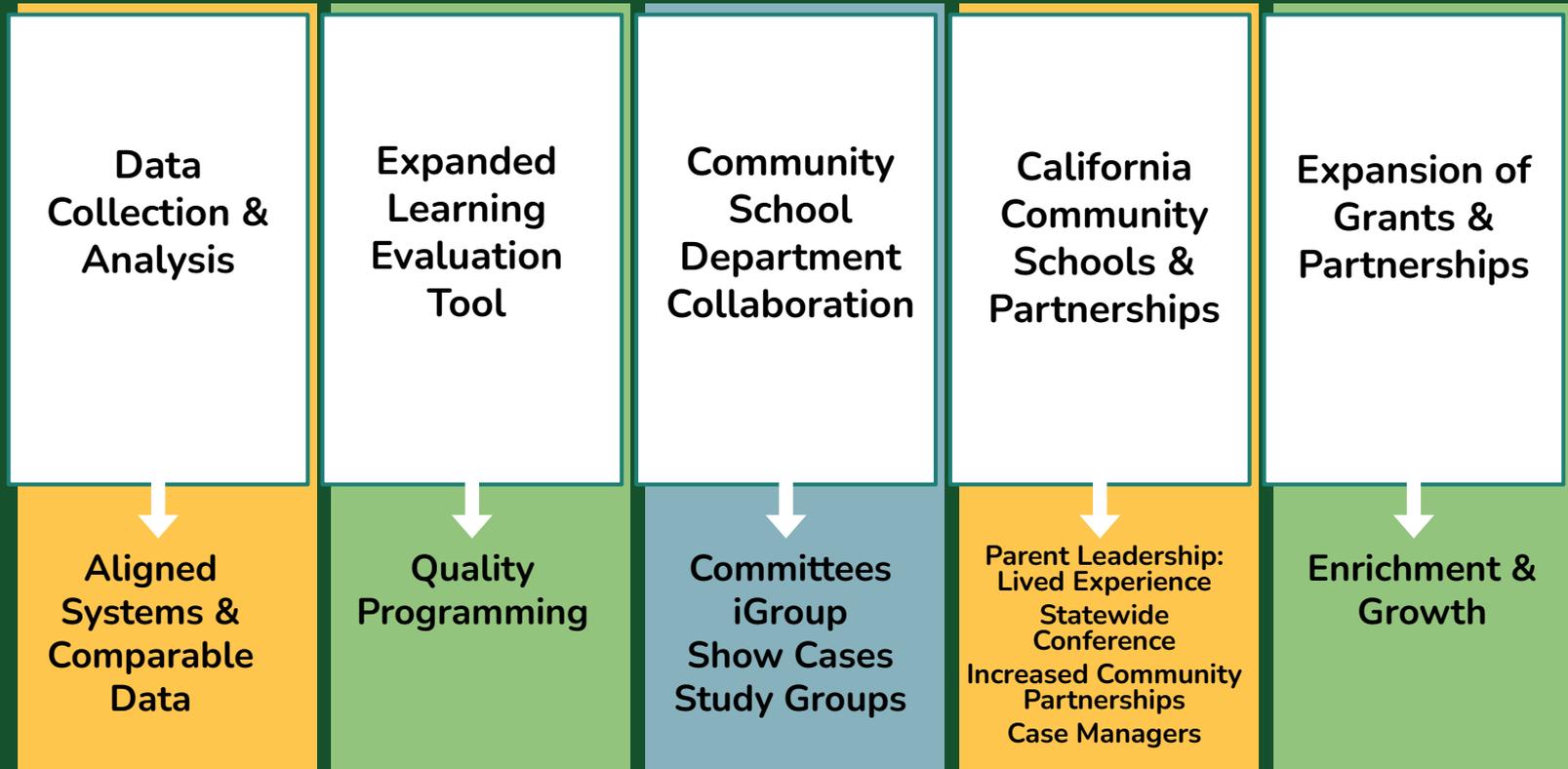
**Students
participated
in EXLP &
summer
programming**

5%

**Attendance
Rate
Improvement
for students
working with
CSSs**

Source: Community School Department data collected during the 2024-2025 academic year

Key Accomplishments



RCSD Community Schools: Intentional Practices & Impact

Community Schools Data

All School Sites

- Data at a Glance
- Family Center Surveys
- Narratives
- Sign-In/FRC Visits
- SMART Goals

CCSPP Sites *THRIVE & CSS*

- Needs and Assets Assessment
- Attendance, Behavior, and Academics
- SMART Goals
- Mini-narrative
- Pre/Post Surveys
- Parent Exit Interviews
- Check-ins and Services Provided

Expanded Day Learning

- Program Attendance
- Enrollment Numbers
- Family and Student Surveys
- Mental Health Services
- Professional Development
- EXLP Evaluation and Progress Monitoring

Data Based Inquiry Days

Summer

- Site teams: Principals, CSCs, Teachers, Case Managers, MHC, Community Partners & additional Site Staff
- Reflection & Analysis: site teams review school wide disaggregated data to identify patterns and inequities
- Identify Root Causes: use various protocols to identify root cases
- Site Problems of Practice & SMART goals

Mid-Year

- Community schools' team gather to reflect on data collected in the first half of the school year
- Community schools team reflects and analyzes department data to identify trends, opportunity gaps, adjust and align our practices across sites
- Reflect on SMART goals and assess next steps.

Data Practices

- Site Visits during the year to review procedures, protocols, operations, implementation and integration of tools.
- Summer 2025 the data subcommittee tailored professional development (PD) based on areas of support identified
- Summer 2025 piloted new data tools and rolled them out this fall
- As a department, we are continuing to refine and align our data practices with our Theory of Action

Areas of Impact

- Coordinated Care & Case Management
- Readiness for Learning
- Academic Growth
- Holistic Wrap-Around Services

Preparing for Learning

1,196 students received backpacks
2,329 students received uniforms/clothing
827 bus passes distributed

1,076 families received emergency food, toiletries, and clothing
540 families and 1,029 children received holiday support
10,641 families received food at a food distribution

Wraparound Support

Intentional Support

158 families were screened through the family intake process
111 families received case management

Impact

A Focus on Learning

266 students participated in mentoring
567 students participated in tutoring
1,854 students participated in a program and 1,090 in summer school

Safe & Supportive

12,372 students visited the FRCs.
5,839 parents/caregivers visited FRCs.
6,237 outreach calls conducted to families and 32 home visits conducted

98% of families reported that the Family Center was helpful in responding their questions and concerns

“Estoy muy agradecida por el apoyo del centro familiar, me siento muy apoyada y escuchada sobre todo siempre hay una respuesta o solución a mi inquietud y necesidad. Gracias.”

“I am very grateful for the support of the family center. I feel very supported and listened to. There is always an answer or solution to my concerns and needs. Thank you.”

97% families reported that after connecting with the Family Center they had a plan in place to address their concerns/needs

Impact

RCSD Community Schools: Innovation, Adaptation, & Growth

Innovative Strategies

- Expanded Learning: Enrichment & Quality Programming
- Lived Experience: Parent Voice/Experiences
- THRIVE: Housing Insecurity
- Community School Specialists: Attendance

EXLP Program Updates & Expansion

1

**Streamlined Enrollment & Stable
Year Round Participation**

2

**Strengthened Partner
Collaboration & In-House PD**

3

Expanded Mental Health Services

4

Countywide Design Recognition

5

**Unified Program Evaluation
Framework**



Expanded Learning Staff Development

Scope and Sequence

Rules, Routines & Relationships

Engagement & Inclusion

Student Voice & Empowerment

Focus Areas

- PDs based on program needs: Targeted trainings aligned to site goals
- Individual coaching: Support to strengthen mentor practices
- Behavior and engagement strategies: Practical tools for consistent, caring responses
- PAL curriculum initiative: Structured lessons promoting engagement, comprehension & language development



Expanded Learning: Student Voice

86%

**Safety &
Belonging**

Students reported feeling safe & welcomed in their programs

84%

Trusted Relationships

Students reported having strong, trusting relationships and that they can go to a leader for help

80%

Academic Support

Students reported that they benefited from homework & academic support

83%

Enrichment & Enjoyment

Students highlighted fun enrichment activities as reasons they enjoyed attending their expanded day program

88%

Overall Satisfaction

Students agreed they like coming to their expanded day program

Expanded Learning: Parent Voice

94%

**Safety
& Environment**

**Nearly all
parents felt
programs
provide a safe
& welcoming
space**

91%

**Communication
& Partnership**

**Families strongly
believed there is
respect &
responsiveness
from site
coordinators &
staff**

86%

**Academic
& Social
Growth**

**Most parents saw
improvement in
academics,
social skills, &
behavior through
participation**

89%

**Enrichment
Quality**

**There was high
appreciation for
variety &
engagement of
enrichment,
especially arts,
sports, &
cultural
programs**

95%

**Overall
Satisfaction**

**Overall
satisfaction from
parents was high
& there was a
very high
likelihood they
would
recommend our
programs**

EXLP Program Evaluation

| | | |
|---|---|--|
| 1 | Artifact Submission | <ul style="list-style-type: none">• Meet with program to discuss submission process• Program submits artifacts according to standard• Internal review of artifacts and areas of alignment• Follow up with program to review submissions |
| 2 | Site Observations | <ul style="list-style-type: none">• Several visits conducted on different days and blocks to observe program• RCSD team observe everything from transitions to youth leadership and safety |
| 3 | Initial Report & Program Recommendations | <ul style="list-style-type: none">• Internal debrief of observations and key areas of improvement• Report is drafted and reviewed by internal team• Identify priority areas and create a plan for improvement |
| 4 | Program Improvement & Monitoring | <ul style="list-style-type: none">• Review report and priority areas with program• Identify short, mid, and long term goals• Develop a plan to monitor progress and check-in |

EXLP: Next Steps



1

Expanded Enrichment & Student Engagement

2

CTE Pathway Exploration

3

Continued Increased Mental Health Supports

4

Tiered Supports & PBIS Alignment

5

Shared Leadership & Stakeholder Voice

6

Expansion of Evaluation Tool

California Community School Partnership Program

“CCSPP is aimed at transforming schools into community hubs that integrate academic, health, and social services through community partnerships to ensure student success and well-being.” *CDE*

Advisory Councils

Capture community member/partner voices by having representation from different groups when making decisions

Needs & Assets Assessment

Focus groups: Students & Parents

Survey: Parents & Staff

Creation of SMART Goals & Plan

Site Advisory Councils use data to create SMART goals & plan



Implementation of SMART Goals & Plan

Sites implement Smart Goals & Plan

Analyze & Reflect

- Analyze the data
- Identify areas of need by analyzing gaps & planning next steps.
- Communicate results

Cycles of Inquiry

Needs & Assets Assessment

Students

55 Participants

Students would like more tutoring

Students have a range of supportive, trusted adults

Students had mixed feelings about whether their voices are valued and encouraged

Parents

23 Focus Groups Participants

361 Survey Responses

Parents would like more academic support for students

Focus Groups:

Parents are aware of a range of mental health supports available and feel that students are well-supported with mental health services

Surveys:

Parents expressed that schools can improve their parent engagement strategies

Staff

95 Survey Responses

Family Center Strengths:

Holistic family support with basic needs, social services, and academic support provided

Clear communication and advocacy to bridge gaps between school and community resources

Accessible, responsive and welcoming environment

Recommendations:

Expanded health services (vision care, dental/medical services)

Parent/family workshops & adult education classes

Needs & Assets Assessment Quotes

“I think that I like it (after school program) because they pay a lot of attention to us and we do fun activities. I like it because nobody is left out.”

“I’m really happy with what supports she has now but I want to make sure she has the same support in high school.”

“They (Family Center) are the heart of the school. Truly an integral part for supporting families with their children's education.”

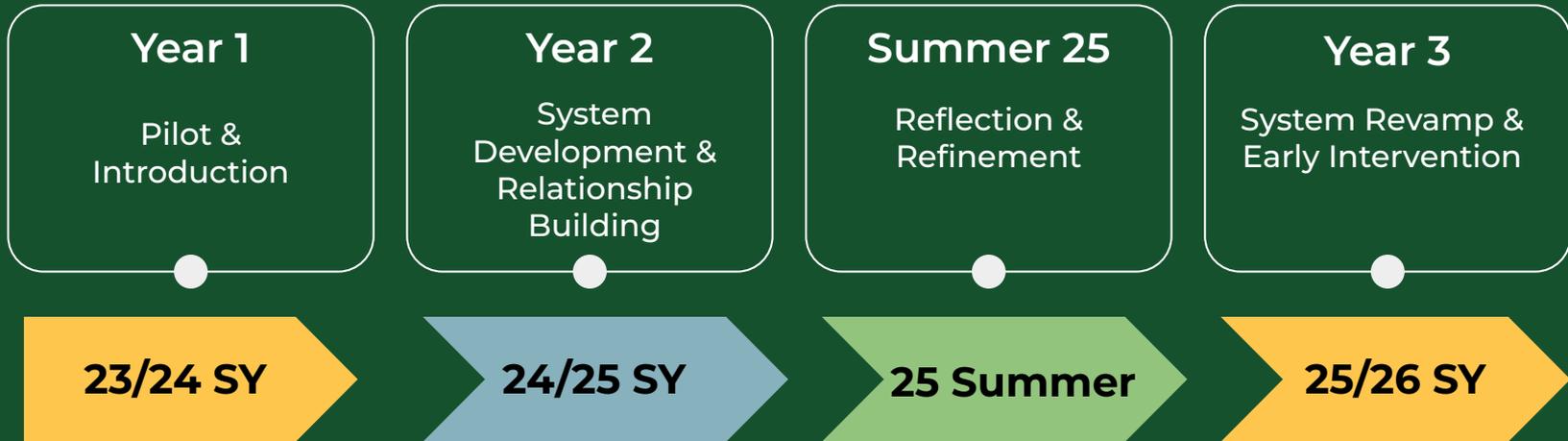
"It has been Amazing! My son has been in the program since Kindergarten. They support with homework and communication has been key with the partnership within our family and the after school program!"

Community School Specialist Program

Community School Specialists/Dean of Students collaborate with the MTSS TOSA & Community School Coordinator to improve attendance

| Student Re-Engagement | |
|-----------------------|---|
| Phase 1 | Building Trust & Relationships: Intake & Goal Setting |
| Phase 2 | Goal Monitoring |
| Phase 3 | Exiting & Monitoring |

Community School Specialist Program



Attendance Data - 2024/25 SY

- Community School Specialists and Dean of Students focus on providing Tier 2 & Tier 3 supports & services
- Total number of students served 24/25 school year:
 - CSS/DOS have had **476** check-ins with students
 - CSS/DOS have had **315** check-ins with parents/caregivers
- Over **124** services have been provided

| Baseline Average Attendance Rate (24/25 SY) | Current Average Attendance Rate (24/25 SY) | Average Attendance Rate (shift in attendance rate from baseline to now) |
|---|--|---|
| 77% | 82% | +5% |

Overall, there has been a 5% increase in the attendance rate of students on CSS/DOS' caseload



T.H.R.I.V.E. PROGRAM

Garfield • Taft • Hoover • MIT

VISION

We envision a community where all our families - regardless of status - are stably housed and have access to resources and knowledge to thrive

PROGRAM DESCRIPTION

The RCSD Thrive program serves households with students that identify as **Mckinney Vento**[®] and/or are experiencing other forms of housing insecurity and/or homelessness.

During the program, case managers assist families in addressing housing difficulties by offering essential resources tailored to each family's specific needs. **Households/families** are expected to collaborate with their assigned case manager to work towards set goals that support housing stability.

The duration of the program, and frequency of meetings with case managers are based on the unique needs of each family.

SERVICES

- One on one case management
- Housing Services
- Employment Services
- Financial Literacy
- Referrals to community resources

MEET THE TEAM



Adriana Najera
Case Manager



Eloisa Vasquez
Case Manager



Referrals submitted by Community School Coordinator

[®]Mckinney Vento: homeless children and youth who lack a fixed, regular, and adequate nighttime residence, which can include sheltering housing due to economic hardships, hotels, shelters, public places, etc. Contact the Redwood City School District Student Services Department for more information at 650.442.2200.

FOR ANY QUESTIONS ABOUT THE T.H.R.I.V.E. PROGRAM, PLEASE CONTACT:
MICHELLE GRIFFITH | DIRECTOR OF COMMUNITY SCHOOLS & PARTNERSHIPS | MGRIFITH@RCSDK8.NET
ELIZABETH CALDERON | DISTRICT COMMUNITY SCHOOL COORDINATOR | ELIZABETHCALDERON@RCSDK8.NET

THRIVE Program

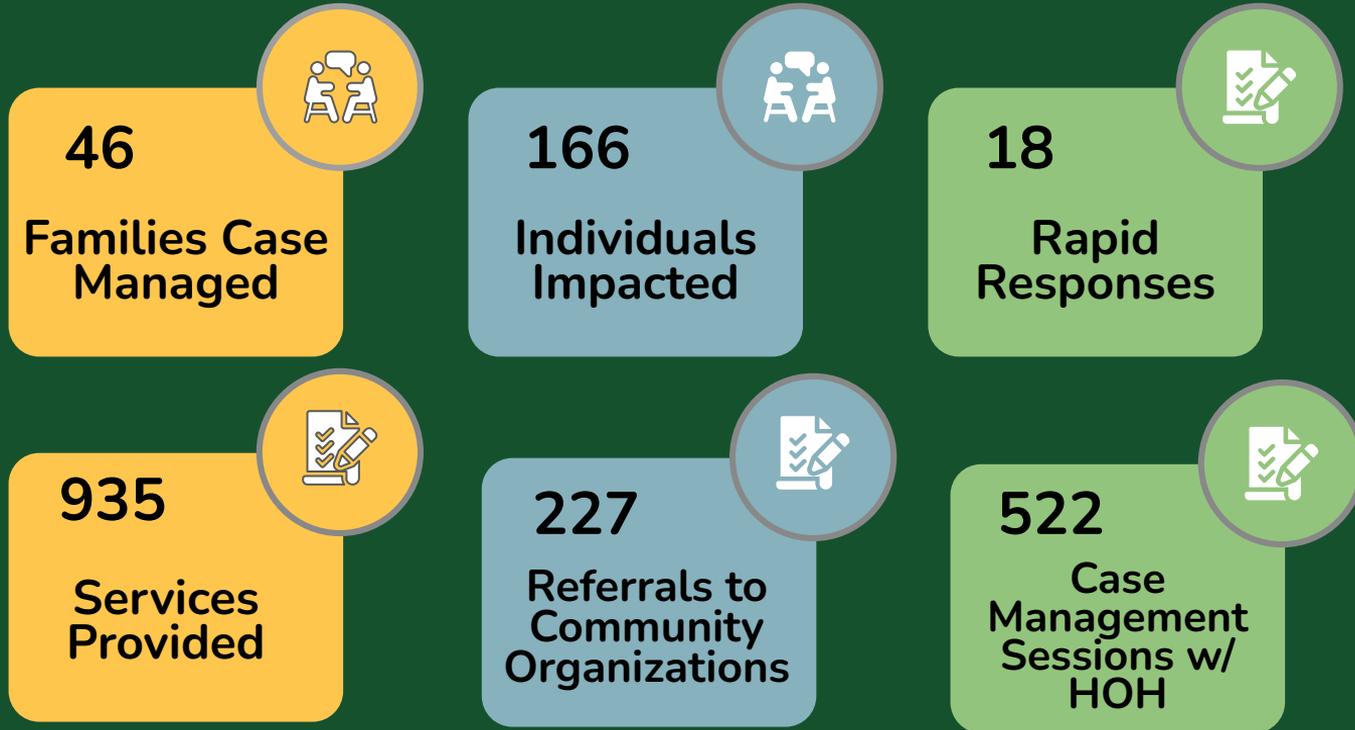
- Hoover, Taft, Garfield, & MIT
- Families experiencing housing instability or homelessness
- Provides case management and connection with resources and build housing stability

THRIVE Model

The THRIVE Program supports RCSD families at Hoover, Taft, Garfield & MIT who are experiencing housing instability or homelessness

| | | |
|---|-----------------------------|--|
| 1 | Identification | Identify households experiencing housing insecurity & provide community-centered case management support |
| 2 | Case Management | To provide identified households with case management |
| 3 | Housing/Household Stability | To leverage resources through collaboration & integration of services to improve housing security & stability in our community |

THRIVE Data



THRIVE Exit Survey Highlights

89.5 %

Families reported that their housing situation improved with the completion of this program

4.6

Families reported that program supported their ability to better understand and engage in their child's school setting

4.9

Families felt that the case manager was helpful in responding to their questions and concerns

4.5

Families felt that as a result of working with a case manager, they could better support their child's learning (attendance, academic, social emotional, etc)

Some of the most utilized resources to meet goals...

Housing, Employment, Income, Mental Health Services, Government Benefits, Legal Assistance, School System Navigation, Collaboration with Case Manager, Food, Primary Care/ Medical

THRIVE Parent Quotes

“Que sigan ayudando a más Familias que necesitan ayuda como la que yo necesite .. Muchas gracias “

“May they continue helping more families in need, like I did. Thank you so much.”



“I am grateful for the support I received from my case manager and happy to give my kids their own space to live now.”



“Le agradezco el apoyo a encontrar el shelter y estoy feliz de ya no estar en la calle”

“I appreciate the support in finding the shelter & I’m happy to finally be out off the street.”



“Loved the improvement in my mental health & professional goals, as my son who got into the High School he wanted and he’s an active soccer player thanks to you guys!”



Lived Experience

Our **Lived Experience Parent Group** centers the experiences and voices of RCSD parents identified as McKinney Vento or who have experienced an episode of housing insecurity. Through this group we center the wisdom of parents to address the barriers faced by many in our community.



Lived Experience



Next Steps

1 Lived Experience

- School Site Parent Groups
- Lived Experience Guidebook

2 CSS/Dean Program

- Strengthen Data Systems and Analysis
- Enhance Alignment Across Sites
- Increase Student Attendance and Re-engagement
- Monitor Progress and Continuous Improvement

3 THRIVE

- Rollout Salesforce
- Strengthen Data Systems and Analysis
- Enhance Alignment Across Sites
- Monitor Progress and Continuous Improvement

RCSD Community Schools: Intentional Collaboration

Hoover: Integrated Student Supports

Mental Health & Wellness

- Spanish Group Counseling
- SEL through Wayfinder
- Kimochi Kits (Grades K–3)
- Mental Health Skill Building (Grades 4–5)

Nutrition & Physical Health

- Second Harvest food distributions & pantry access
- Access to Costco items
- Vision to Learn screenings
- On-site nurse
- Stanford Health Education (Middle School)

Hoover: Integrated Student Supports

Basic Needs & Family Support

- THRIVE referrals for family stabilization
- Fair Oaks Community Center - rent assistance
- El Concilio - overdue bills
- Faith in Action - immigration connections
- Operation School Bell & HOPE Uniforms - student clothing
- Hygiene supplies for families
- LIBRE - support navigating county services

Academic & Attendance Support

- North Fair Oaks Library tutoring & homework help
- AIR Reading tutoring for literacy growth
- Dean Program: case management & attendance support

Family Resource Center (FRC)

- Builds trust and community
- Triage family needs
- Coordinates supports across all programs

Clifford: Active Family & Community Engagement

Data Based Inquiry Days

- 24/25 SY site team attended DBI days: analyzed site data, developed a problem of practice with an equity lens & set goals for 25/26 SY
 - Utilized reading & math data from Fall & Spring (disaggregated data based on race due to district wide racial discrepancies in performance)
 - Found extreme gaps in performance between our white & asian students & our black & latino students
 - Root cause → Problem of Practice → 2 Strategic Goals



Problem of Practice

Our current teaching practices and approaches to family engagement primarily reflect the culturally dominant norms.

To create a more inclusive and equitable environment, we must intentionally develop the knowledge, skills, and commitment necessary to become culturally responsive.

SMART Goals 24/25 SY

- By the end of the school year, teachers will engage in professional development and collaboration to enhance their knowledge, skills, and will to be culturally responsive. This will result in more equitable teaching practices that support Latino students, leading to an improvement in grade-level skills and standards as measured by summative assessments.
- By the end of the school year, family engagement strategies will be redesigned to prioritize the cultural and linguistic needs of our Latino families. This will include holding culturally relevant events and increasing direct communication with families. Success will be measured by an increase in family participation rates in school events.

Key Strategies to Develop...

Culturally Responsive PD

- Leverage allyship
 - RCSD Community Liaison led PD on culturally responsive practices for Latino community, principal and MTSS team
- Continue Clifford iGroup
- Assembly on hate speech
- Collaboration with Student Government



Shifting Family Engagement Prioritizing Latino Culture & Linguistics

- Latino Heritage Month Door Contest
- Multicultural Night
- El Día del Niño
- ELAC
- Mentorship for 20 students of color
- Prioritizing tutoring for MLLs & recently reclassified students

Impact

Fall Mathnasium Improvement

- 24 Student Participants
 - 19 duplicated or MLLs
 - 24 grew from pre to post assessments
 - Average growth rate 50.5%
 - 17 grew at least 1 grade level
 - 4 grew 2 grade levels

Spring Mathnasium Improvement

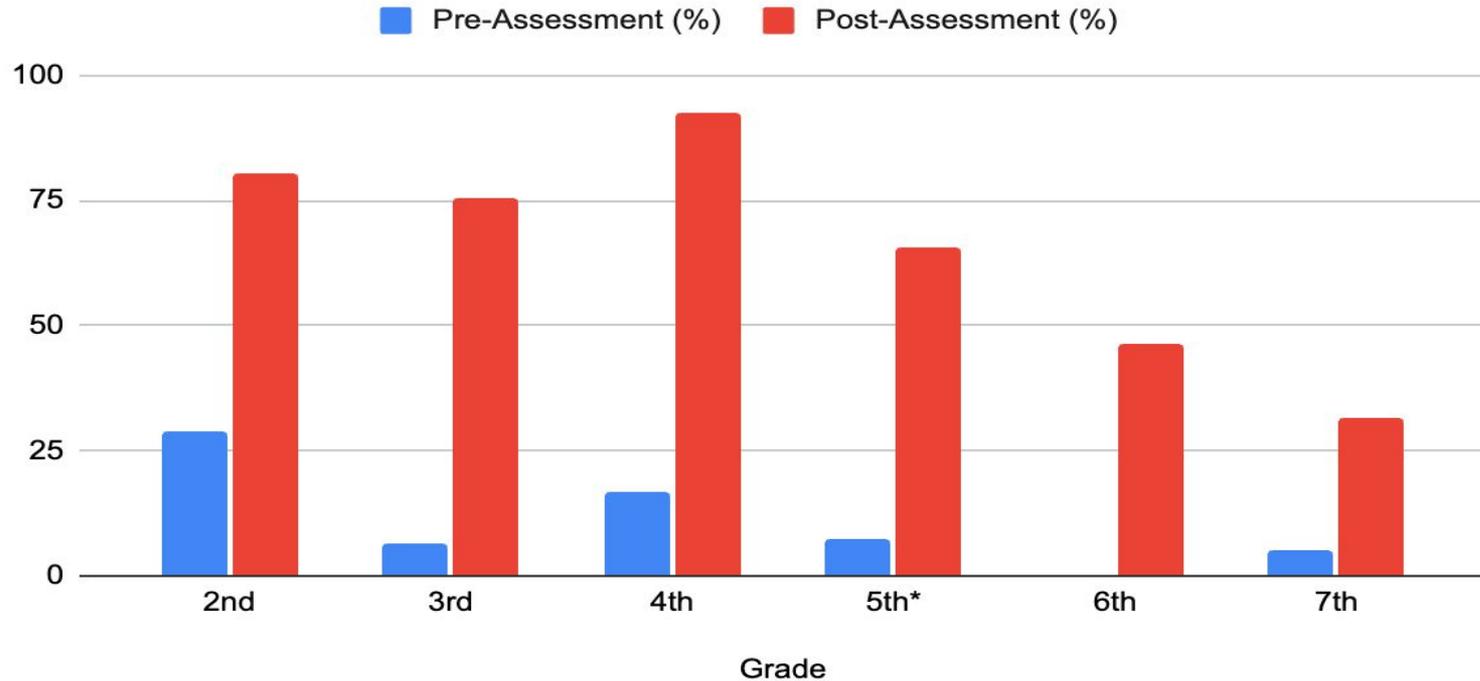
- 30 Student Participants
 - 29 Improved on final Mathnasium math scores
 - Average growth rate 21%

Healthy Cities Tutoring Improvement

- 28 MLL Participants
 - 25 grew at least 1 grade level in ELA from Fall to Spring.
 - Grew an average of 35 lexile points

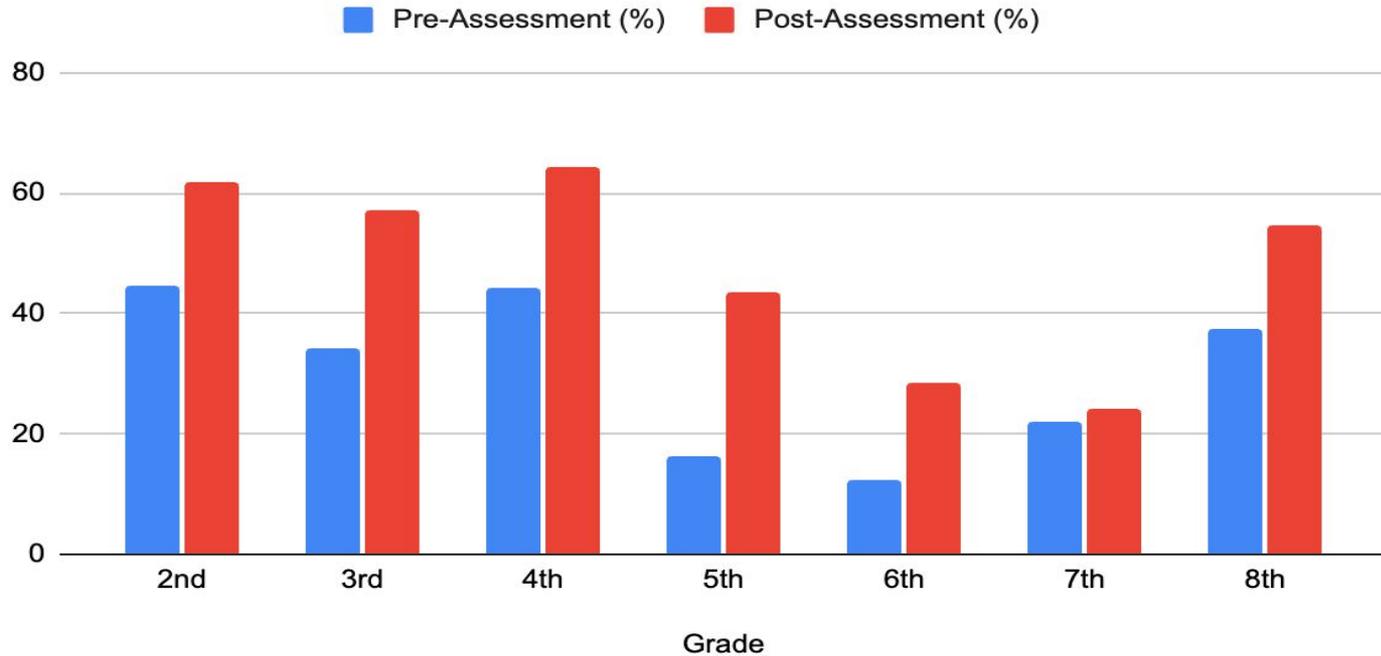
Fall Mathnasium

Pre-Assessment (%) and Post-Assessment (%)



Spring Mathnasium

Pre-Assessment (%) and Post-Assessment (%)



Focus for 25/26 SY

Problem of Practice: Clifford lacks cohesive, culturally responsive teaching practices and data analysis which consistently leads to an achievement gap between White/Asian students and LatinX/ Black students.

SMART(E) Goals

- **Goal 1:** By June 2026, Clifford School will decrease the math achievement gap by 10% between White/Asian students and LatinX/Black students, as measured by unit assessments and other common grade-level assessments. Progress toward this goal will be supported through the implementation of culturally responsive teaching practices and consistent data analysis in collaborative teacher teams.
- **Goal 2 (In development):** During our MTSS meetings, we are developing a goal focused on reducing the achievement gap for Multi-Language Learners (MLLs). The draft goal aims to ensure equitable growth in ELA performance across all student groups, with final wording and measurement tools to be determined collaboratively as part of our continuous improvement process.

RCSD Community Schools: Moving Forward

Moving Forward with TOA Guidance

Looking ahead:

- Integrate CS into district mission, vision, strategic plan, & goals
- Align district department & site goals with TOA
- Strengthen data practices & systems
- Evaluate & strengthen partnerships
- Support PD at each CS aligned with TOA

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STRATEGY AREAS

Pillar 1: Integrated student services. Schools connect students and families to resources that remove barriers to learning. Supports include on-site mental health care; food, housing, and clothing assistance; counseling, mentoring, and crisis intervention.

Pillar 2: Expanded and enriched learning opportunities. High-quality before-school, after-school, and summer programs provide students with academic instruction, individualized support, and experiences that emphasize real-world learning and community problem-solving.

Pillar 3: Active family and community engagement. Families and communities are supported and empowered to shape the school's culture and direction. Engagement includes: parent leadership and advocacy opportunities; two-way communication between home and school; partnerships with local organizations.

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School outputs and outcomes: Site leaders embrace the idea that being a community school is a school-wide approach, and work together to engage the school community and partners in implementing the TOA.

Student and family outputs and outcomes: Students and families like coming to school, are able to name an adult at school whom they trust, feel that they are part-of and contributing to the school community, advocate for themselves and understand how to access and engage with resources to support student learning, growth, and development.

GOALS

- Improved Student Learning
- Stronger Families:
- Healthier Communities

Translating this theory into practice hinges upon a number of factors, including district leaders' consistent support of the community school approach (e.g. centering community schools in RCSD's mission, vision, strategic plan, goals, and investment of resources such as funding, staffing, and community partnerships).



*Thank you for your continued support
of the district's Community Schools.*

Welcome: Liz Calderon-Garcia

Comments/Questions