

2026-2027 Community Schools Department



Board of Trustees Meeting

November 18, 2026

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What We'll Cover

1. Overview & Context
2. Strategic Priorities
3. Learning & Opportunities
4. Moving Forward
5. Questions

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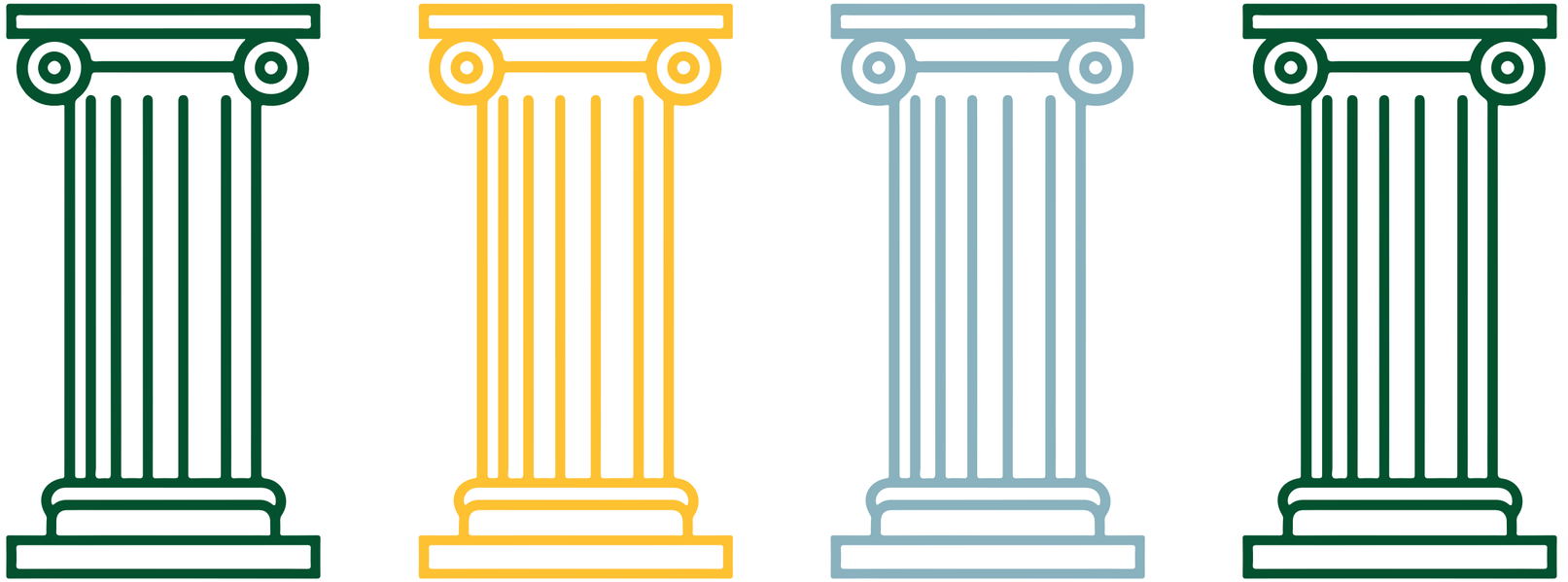
Community Schools Framework

Integrated Support Services

Expanded Learning Time & Opportunities

Collaborative Leadership & Practices

Active Family & Community Engagement



“Community schools aim to break down the barriers that limit student and family access to needed services and resources, ensuring that the school site itself can become a place for a variety of services.”- Tony Thurmond, State Superintendent of Instruction

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Partners

Thank you!

LIBRE

MoxieBoxArt.com

ONE LIFE

Siena Youth Center of the St. Francis Center

first tee silicon valley

Redwood City California Founded 1867

AV consulting

Stanford | John W. Gardner Center for Youth and Their Communities

Tipping Point CONSULTING

BOYS & GIRLS CLUBS OF THE PENINSULA

pal CENTER

the YMCA

YMCA OF SILICON VALLEY

PIQE PARENT INSTITUTE FOR QUALITY EDUCATION

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College Advising Prep Tutoring | Test Prep | Advising

after school MUSIC ACADEMY

HEALTHY CITIES TUTORING

Catalyst EXPANDED LEARNING

CASA CIRCULO CULTURAL

REACH REDWOOD CITY

Sequoia Healthcare District

raft RESOURCE AREA FOR TEACHING

NATURE WATCH

SFCESS SAN FRANCISCO COALITION OF ESSENTIAL SMALL SCHOOLS

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SECOND HARVEST of SILICON VALLEY

SAN MATEO COUNTY OFFICE OF EDUCATION

JURASSIC JABBER

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Program Funding & Supported Positions

Community Schools & Partnerships Department

Funding Source	Positions Supported
Expanded Learning Opportunities Program	• Expanded Learning Coordinator • Expanded Learning Project Administrator • Administrative Secretary III • Data Coordinator (Partial) • 8 Community School Coordinators (Partial)
After School Education and Safety Program	• 4 School Site Administrative Assistants (Partial)
California Community Schools Partnership Program	• 2 THRIVE (Housing Stability) Case Managers • 3 Community School Specialists • Data Coordinator (Partial)
CS Local Grants	• 5 School Site Administrative Assistants (Partial) • 6 Community School Coordinators (Partial)
Grove Program *(Ending 2026–2027)*	• 4 School Site Administrative Assistants (Partial)
Mental Health (Two Grants: Get Healthy Grant and Children and Youth Behavioral Health Initiative Grant)	• 1 Trauma Counselor *(Children and Youth Behavioral Health Initiative Grant)* • 1 Family Intake Counselor *(Get Healthy San Mateo Grant)*
Local Control and Accountability Plan	• 8 Community School Coordinators (Partial) • 6.5 Mental Health Counselors
General Fund	• Director of Community Schools & Partnerships • 1 Lead Mental Health Counselor

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LCAP Goal #1

The primary focus of Goal 1 is to address attendance, absenteeism, and student supports, particularly for underserved populations. This includes continued outreach to families of unduplicated pupils, trauma-based training for teachers, targeted Community School support, mental health services, and monitoring of Multi-Tiered System of Supports implementation across the district.

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Strategic Priorities in Action

1.4 Trauma-Based

Integrated Support Services

YEAR 1
2024-2025

Trained staff at Kennedy, Garfield, Taft, and Hoover

<u>Training</u>

Trauma Informed Skills for Educators

~100 school staff trained

YEAR 2
2025-2026

Added Henry Ford, MIT, and Clifford to the schools in year 1

<u>Funding</u>

State grant and Local Control and Accountability Plan

(Discontinued this year due to the end of the grant)

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Strategic Priorities in Action
1.4 Trauma-Based

Feedback from teachers:

“Importance of recognizing the position of power of the teacher and how important it is to show humility. Teachers can become overly escalated. As we ask students to reflect on their behavior, we need to reflect on ours and be transparent about this - e.g., telling students “I wish I would have acted differently in that moment; I wish I would have done this instead.”

“We really learned and felt that it is so important to build relationships with students – don’t know what they are going through, get to know the student. You must go out of your way to listen to them, spend time with them after school, it’s really important to get to know them.“

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Strategic Priorities in Action



1.5 Community School Supports

Community School Coordinators: Connecting Students, Families & Schools

Community School Coordinators serve as a bridge between home and school, connecting families to resources and collaborating with school leadership to support student success.



Wraparound Services & Family Support
Connect families to essential resources and services through Family Centers, addressing barriers to student success.



Student Success & School Collaboration
Partner with administrators and staff to implement targeted attendance interventions and connect students to academic supports.



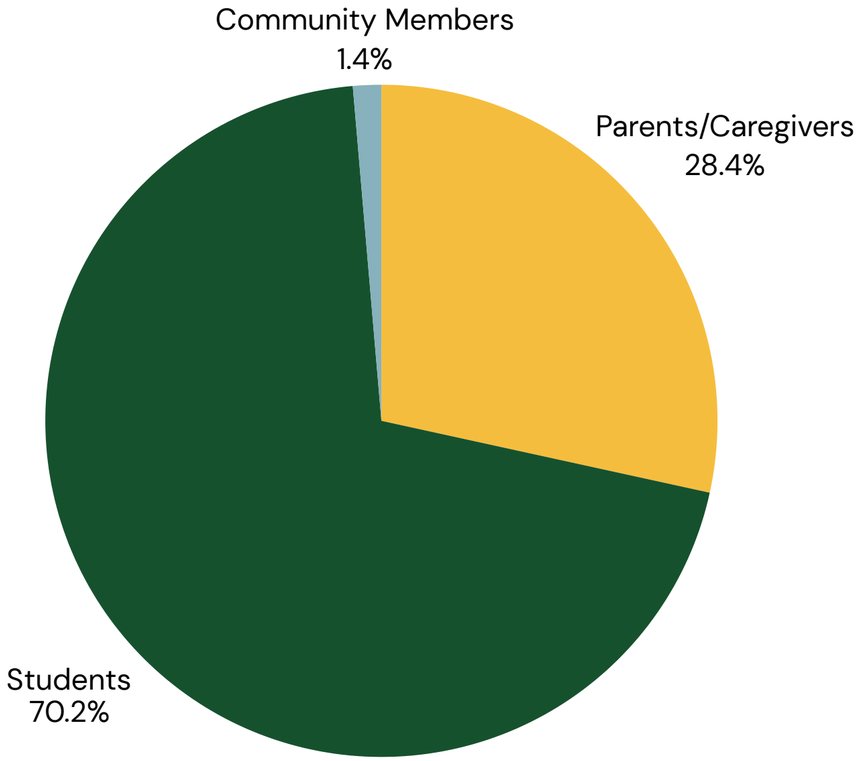
Home–School Connections
Build trusting relationships and strengthen family engagement, communication, and collaboration between home and school.

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25-26 Data Overview

Family Center Visits



*Based on data available as of 8/18/26

Highlights for the Year...

- Based on the Visitor/Outreach Summary of Services:
  - Referrals: 1,143
  - Resources Provided: 5,894
  - Services Provided: 6,430
  - Enrolled in a Program: 1,140
  - Applications Submitted: 1,236
  - Follow-Ups: 1,653
  - System Navigation: 1,148
  - Appointments/Meetings Scheduled: 820
- 8,810 units of food distributed to families
- 2,011 individuals received clothing/uniforms for school

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2025-26 Community School Data Overview

>95% of all respondents (n=543) “extremely satisfied” with the Family Center’s support responding to and developing a plan to address their concerns/needs and making them feel comfortable enough to reach out again for additional support.

Families Value:

- **Staff** - professional, kind, helpful, attentive, language accessibility
- **Access** to essential resources
- **Support** understanding & navigating educational system
- **Building capacity to support child’s learning**
- **The sense of community**, safety and belonging experienced in the Family Resource Centers

>95% of respondents to the Family Resource Center Survey (n=543) “extremely satisfied” that they can better support their child’s learning (attendance, academic, social-emotional).

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Data Sources: Family Resource Center Survey and Intake Families Survey, n=543

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Strategic Priorities in Action



1.5 Community School Supports

Strengthening Student Attendance Through Coordinated Supports

01

Collaborative Attendance Team

Community School Coordinators and Community School Specialists meet weekly with school teams and collaborate with Multi-Tiered System of Supports TOSAs to identify attendance barriers and coordinate support.

02

Community School Coordinators: Schoolwide & Family Support

Lead and support Tier 1 attendance efforts, strengthen family engagement, and connect families to resources and additional services.

03

Community School Specialist: Individualized Attendance Support

Provide weekly student and family check-ins, establish attendance goals, identify barriers, and collaborate with teachers to develop individualized plans.

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Strategic Priorities in Action



2025-2026:

- 51.28% of students on Community School Specialist/Dean of Students caseloads: attendance rate above 90%
- 32% of students had growth of 5% or more in their attendance

(*7.69% of students did not have attendance data for the 24/25 school year to compare growth)

Community School Specialist (CSS) Role

- Provide attendance-focused case management, including weekly check-ins with students and families and regular communication with teachers and support staff.
- Identify barriers to attendance and connect students and families with appropriate resources and services.
- Collaborate with students and families to establish individualized attendance goals and monitor progress.

2026-2027 Reflection & Continuous Improvement:

Reflection: Reviewed attendance data and current practices to identify gaps and opportunities for earlier intervention.

Moving Forward: Refined attendance support processes to prioritize early identification, connecting students and families to support before attendance challenges lead to chronic absenteeism.

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Community School Specialist Program Student Survey Result

	I enjoy coming to school.	I have at least one adult I can talk to if I have a problem.	I feel included in my classroom and in the playground.	Do you have friends you can play or talk with during recess/breaks?	School is a place where I feel safe.	If I have a problem, I can solve it or find someone who can help me solve it.
Pre-Survey Results	3.97	4.07	4	98% of students reported having someone to play/talk with during recess/breaks.	4.22	4.14
Post- Survey Results	4.24	4.45	4.09	98% of students reported having someone to play/talk with during recess/breaks.	4.32	4.34

Strategic Priorities in Action

1.6 Mental Health Supports

Integrated Support Services

- 4,666 check-ins with an average time of 17 minutes
- On a scale of 1-3 asking students to rate how helpful the check-in was, the average response was 2.86
- 282 students received group therapy
- 704 students received individual therapy
- 117 crisis interventions for self harm and suicidal ideation

Total number of students served in Tier 2 and 3 interventions - 2,004
(32.7% of enrolled students)

Tier 2 services are in green and Tier 3 services are in blue

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Strategic Priorities in Action

1.6 Mental Health Supports

1,748 student survey responses (grades 4-8)

77% of students feel comfortable talking with a counselor about their feelings

“I have been able to become happier with my friendships and others have became mentally healthier.”

“They are always there if we need help with dealing with hard experiences. When they notice when one of us is having a hard time, they will take us aside and talk to us.”

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Strategic Priorities in Action

1.6 Mental Health Supports

Did receiving a Tier 2 or 3 intervention help your student?

"They return to class more focused, relaxed, confident, and more engaged"

"High-need situations affecting students (family stress, divorce, trauma, etc) had a professional addressing them in the moment"

Did these services help your students stay more engaged in school?

"Better able to focus on learning when emotional needs are met"

"Students use self-regulation techniques learned in counseling when leads to fewer behavior issues resulting in more instructional time"

90 Teacher SurveyResponses

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Strategic Priorities in Action

1.6 Mental Health Supports

"Provided dedicated space to talk about feelings and to get eyes on potential concerns quickly. These services also added [our school's district mental health counselor] to our list of trusted grownups that our child can talk to or go to for help. It feels like we added a villager to our village which is a real gift."

"I think it is an essential program. Essential learning starts with kids that are confident and supported."

"I believe it is very valuable to have these services available at school. I am encouraged to hear that the school/district is considering creative ways to fund and offer counseling to our kids."

"I love the idea of making services billable to insurance!"

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176 parent survey responses

95% of parents are aware of counseling resources

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STRATEGIC PRIORITIES IN ACTION

1.7 Unhoused Student Supports



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01

Community School Coordinators check in with all families identified under McKinney-Vento to connect them with resources, coordinate support across departments, and help them navigate community services and systems.

02

Across four Community School sites (Hoover, MIT, Taft, and Garfield), two THRIVE case managers provide intensive case management to help families achieve household stability. They work with families to establish goals related to housing stability, school engagement, and navigating resources and next steps.

THRIVE Case Manager Data

Attendance Rate

92.43%
2025-2026

Parent Survey

93.3% of participants stated that their housing situation improved with the completion of the THRIVE program.

Parent Survey

As a result of working with my case manager, I feel like I can better support my child's learning (attendance, academic, social emotional, etc).

93.3% responded with a 5

"I am grateful for all the support I received my family and I were living in our car and we were struggling alot. She helped us navigate through resources that excited and helped me advocate for my family and I to obtain housing. I am so grateful for all her help."
-Parent

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LCAP Goal #2

Strengthen academic interventions and targeted supports for English Learners and underserved students to increase English language proficiency, improve reclassification rates, and reduce the number of Long-Term English Learners.

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Integrated Support Services | Collaborative Leadership & Practices | Expanded Learning Time & Opportunities | Active Family & Community Engagement

Strategic Priority



2.3
High School Transition Support

2.4
PIQE Implementation Support

2.4
New Family Intakes

ELD Bootcamps

Strengthen Collaboration with the Multilingual Learners Department

LCAP Goal #3

Improve student achievement in English Language Arts and Math through targeted academic interventions, tutoring, and enrichment opportunities, with a focus on supporting English Learners and underserved students.

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Strategic Priorities in Action

Expanding Access & Strengthening Participation

2,600+

Students enrolled during the school year and summer

4

Programs expanded to accommodate increased enrollment

WHAT'S WORKING: Expanded access at Clifford, Adelante Selby, Orion, and Roosevelt.

AREAS OF FOCUS: Attendance, retention, and sustained student engagement.

NEXT: Enrollment is growing. Consistent attendance and engagement remain key priorities. Use participation data and family outreach; explore expansions at two additional sites

2026 Kent Award Recipient

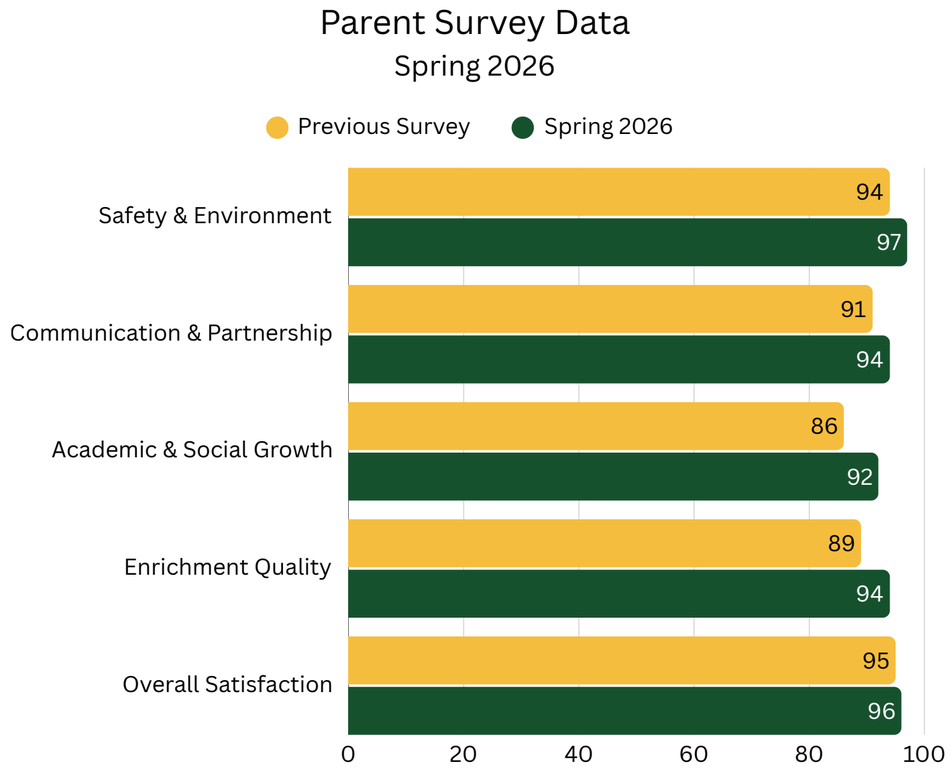
Recognized as 1 of 2 Exemplary Programs by the San Mateo County School Boards Association for RCSD's Expanded Learning Program Model.

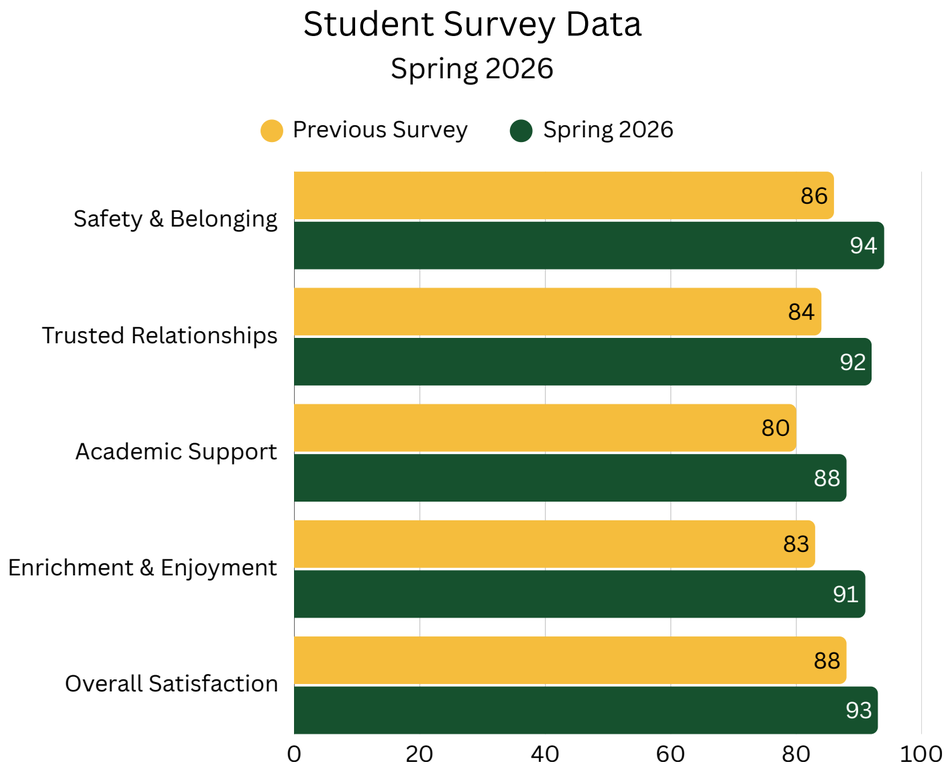
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Strategic Priorities in Action

3.10 Academic Support & Enrichment





What the Data Tells Us

Strengths: Parent safety: 97% (+3); Student belonging: 94% (+8); Trusted relationships: 92% (+8)
Opportunities: Student academic support: 88% (+8)

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Strategic Priorities in Action

Building Staff Capacity Through Targeted Support

Organization-Wide Professional Development
Beginning-of-year and ongoing trainings with individual partner organizations focused on foundational program practices.

Site Lead Support
Establishing program non-negotiables, identifying mentor strengths and needs, and supporting consistent implementation.

Individual Mentor Coaching
Differentiated coaching to strengthen specific staff practices and respond to student support needs.

Tier 1: Foundational Practices

Expectations, routines, transitions, lesson planning, engagement and redirection strategies.

Tier 2: Targeted Supports

Identifying students needing additional support and matching specific behaviors with appropriate interventions.

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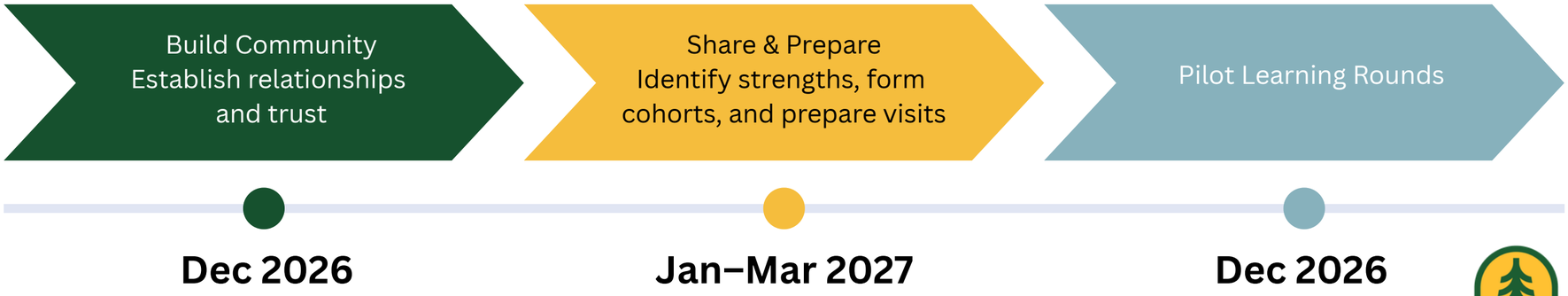
Strategic Priorities in Action

Strengthening Expanded Learning Through Collaboration & Continuous Improvement

Responding to Student & Family Feedback
Expanding tutoring, launching art and Nature STEM curricula, offering wildlife presentations, and developing middle school career exploration with Riekes Center.

Districtwide Professional Learning
Cross-organization staff development focused on inclusive environments, restorative practices, behavior management, and effective group management.

Site Director Collaborative Learning & Rounds
Building a trusted learning community across organizations to share strengths, observe effective practices, and implement improvements.



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Learning & Opportunities

01 Developing a Districtwide Partner Vetting Process

Establish a consistent process to evaluate potential community partners, ensuring safe, high-quality partnerships aligned with district priorities and school needs.

02 Strengthening Expanded Learning Practices & Student Engagement

Provide foundational coaching for program directors, strengthen PBIS alignment, and conduct walkthroughs for early identification of student needs. Prioritize student attendance, retention, and ongoing engagement in Expanded Learning programs.

03 Refining & Expanding California Community Schools Partnership Program Implementation

Refine processes and strengthen ongoing support to ensure consistent implementation and improve student outcomes while expanding California Community Schools Partnership Program to Kennedy (implementation), Henry Ford (planning), and Roosevelt (planning). .

04 Expanding Mental Health & Family Support Services

Provide suicide prevention training and resources for school staff while expanding access to family counseling, workshops, and individualized support in families' preferred languages.

05 Aligning Data-Based Inquiry with District Local Control and Accountability Plan & School Plan for Student Achievement

Refine Data-Based Inquiry days to support a coordinated districtwide approach aligned with Local Control and Accountability Plan and School Plan for Student Achievement goals.

06 Deepening Interdepartmental Collaboration

Strengthen collaboration with other departments around attendance, Multilingual Learners, Multi-Tiered System of Supports, and McKinney- Vento

07 Improving California Community Schools Partnership Program Implementation & Support

Refine processes and embed additional touchpoints for California Community Schools Partnership Program site programs to improve fidelity of implementation and student outcomes

08 Expanding Family Counseling & Support Services

Hired a family intake counselor to offer family counseling, facilitate workshops, and deliver individualized assistance to parents in their preferred language.

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Moving Forward

Children and Youth Behavioral Health Initiative Grant (CYBHI)

With support from the Sand Hill Foundation, Stanford's John W. Gardner Center for Youth and Their Communities is partnering with Redwood City School District and San Mateo Union High School District to understand the strategies, successes, and challenges that emerge as districts implement the Fee Schedule in an effort to sustain crucial mental health services for students and families.

Reearch Questions:

- What are key stakeholders' perceptions of and experiences with the Fee Schedule and how to implement it, and how do those perceptions evolve over time?
- What routines, roles, and infrastructure have staff developed or changed at the school or district level to facilitate implementation of the Fee Schedule, and what further support or changes are still needed?

With a focus on the first year of implementation,
preliminary findings are expected in summer/fall 2027.

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Moving Forward

Children and Youth Behavioral Health Initiative Grant (CYBHI)

Fall 2024

RCSD joined Cohort 2 in the state-wide rollout

April 2026

Signed a contract with Tad Health to be the EHR and billing vendor

August 2026

Staff trained and onboarded into TadHealth and parents started signing new consent forms allowing district counselor to bill insurance plans

October 2026

Meetings between RCSD, SMCOE, Tad Health, and One Life Counseling Center for additional partnership/billing opportunities for 2027-2028 SY

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Moving Forward

Children and Youth Behavioral Health Initiative Grant (CYBHI)

Challenges:

1. Obtaining accurate health insurance information for students
2. Cannot bill for all reimburseable services based on current practices

Growth Opportunities:

1. Refining the processs for obtaining consent to bill
2. Expanding the number of providers billing for services
3. Learning from the Gardner Center's implementation study to inform next steps

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Indicators of Progress

01

Family Engagement

Provide ongoing family outreach and at least two opportunities for meaningful family participation annually.

02

Sustainability

Continue implementing Children and Youth Behavioral Health Initiative billing for mental health services and explore billing opportunities for Community Schools to support the long-term sustainability of both programs.

03

Expanded Learning

Review attendance and retention data each trimester to inform program improvements.

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