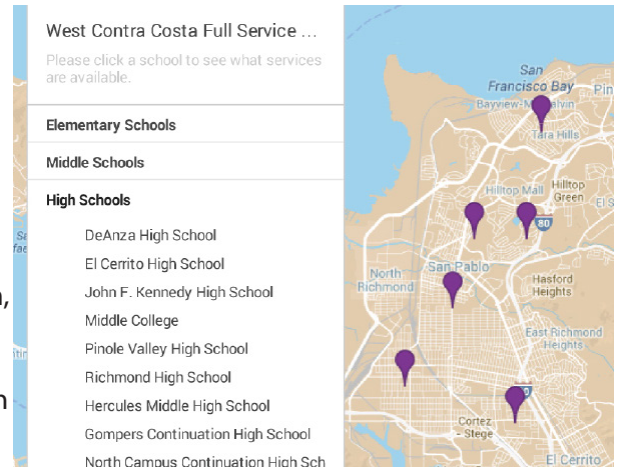# Mapping for Alignment: Inventorying School-Based Services in WCCUSD
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ISSUE

Aiming to support the "whole child," many public schools are complementing their academic focus with physical and mental health services, as well as family support programs. These efforts are particularly important in low-income neighborhoods where children may experience social and physical challenges to their wellbeing. West Contra Costa Unified School District (WCCUSD) has committed to this important cause in their 2014-2019 Strategic Plan, which details a district-wide vision for Full-Service Community Schools (FSCS). However, WCCUSD does not have a complete inventory of all programs at each school.

West Contra Costa Full Service ...

Please click a school to see what services are available.

Elementary Schools

Middle Schools

High Schools

    DeAnza High School

    El Cerrito High School

    John F. Kennedy High School

    Middle College

    Pinole Valley High School

    Richmond High School

    Hercules Middle High School

    Gompers Continuation High School

    North Campus Continuation High Sch

To strategically plan for FSCS implementation, this project sought to identify existing programs at school sites in WCCUSD and analyze how the distribution of services aligns with local needs.

METHODS

Services Inventory. We created an inventory of services offered at each school site by surveying principals, school personnel, and community-based service providers through email, phone calls, and in-person meetings. WCCUSD staff used the data to construct an interactive services map on the district website.

School Family Needs Index. To assess how well aligned the current distribution of services is with the level of academic/community need in each school "family" (e.g., high school catchment zone in WCCUSD), we developed a simple School Family Needs Index. Academic need was measured by indexing three factors (selected in alignment with LCFF)[1]: *% students receiving free/reduced meals, % English Learners, and Academic Performance Index score[2].* Community need was measured by indexing two factors (selected due to impact on K-12 education): *% HS grad or higher, % below poverty line[3].* Values of 1 (Low Need), 2 (Medium Need), or 3 (High Need) were assigned to each school as indicated in the table below, and then averaged for each school family.

	Academic Factors *(by school)*			Community Factors *(by zip code)*	
	% FRPM (2012)	**% ELL (2012 -13)**	**Growth API (2013)**	**% HS Grad or Higher (2008-12)**	**% Below Poverty Line (2008-12)**
High Need - 3	55% or more	55% or more	699 or below	80% or less	17% or more
Medium Need - 2	21-54%	21-54%	700-799	81%-90%	9-16%
Low Need - 1	0-20%	0-20%	800 or more	91% - 100%	0-8%

1   Foster youth data was excluded because it was not available at the school level.

2   Academic Factors from California Department of Education.

3   Community Factors from 2008-2012 American Community Survey.

FINDINGS

	School Family						
	De Anza 9 schools (19%)	**El Cerrito** 8 schools (17%)	**Hercules** 5 schools (10%)	**Kennedy** 9 schools (19%)	**Pinole** 8 schools (17%)	**Richmond** 9 schools (19%)	**WCCUSD** 48 total schools (100%)
Program Count	55 (13%)	50 (11%)	29 (7%)	103 (24%)	40 (9%)	158 (36%)	435 (100%)
Average Academic Need (High need=3)	2.1	1.8	1.7	2.6	2.0	2.7	2.1
Average Community Need (High need=3)	1.8	1.5	1.0	2.7	2.1	2.8	1.9

RECOMMENDATIONS

Data Collection & Mapping

1. Conduct a "deep dive" to fill in remaining data from school sites. Although every school site is represented on the services map, some sites provided incomplete information. Complete information is necessary to strategically implement a district-wide FSCS plan.

2. Develop a sustainable process to keep services map updated. An open-source community schools database has been identified as one option to manage the data collection in a sustainable manner moving forward.

Strategic Planning

1. Use map as a communications tool to promote the FSCS strategy. Many stakeholders expressed excitement and enthusiasm about the mapping project. Sharing the map may help establish momentum for the FSCS plan rollout.

2. Conduct a district-wide needs assessment to better understand community perspectives. Our data collection process captured raw program counts, but it did NOT capture whether principals, teachers, parents and students feel that there are untapped strengths or unmet needs in their schools and communities.

3. Use the data to drive horizontal collaboration across and vertical collaboration within families. This strategy was promoted in the 2014-2019 WCCUSD Strategic Plan. Our hope is that the data we collected can provide a starting point to ground conversations about collaboration among schools and service providers.