APPENDIX A: Needs Assessment Findings

In July 2014, Hatchuel Tabernik and Associates (HTA) produced the *San Pablo Community School Needs Assessment Report (link)* in partnership with the City of San Pablo to understand the needs of students, families and school staff in the six San Pablo schools. The findings of the needs assessment were intended to inform the planning of community school strategies. In order to align Youth Services with Full Service Community Schools, the findings also inform this Strategic Work Plan.

HTA identified a list of the top ten needs through confidential surveys, focus groups, and interviews.[41]

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

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[41] The assessment did not include data on high school students.

APPENDIX B: 2015-2016 Evaluation Questions

During the 2015-2016 program year, data collection and reporting will be guided by a set of five evaluation questions, derived from the Theory of Action.

1. To what extent do City of San Pablo Youth Services programs recruit and retain youth?
   a. *To what extent are programs serving the targeted number of youth and families?*
   b. *What is the pattern of participant attendance? Do youth attend frequently and regularly?*

2. To what extent are City of San Pablo Youth Services programs providing a high quality experience for participants? Are the programs safe, supportive, interactive and engaging?

3. To what extent are City of San Pablo Youth Services programs benefitting youth?
   a. *To what extent do participants perceive stronger community assets of Empowerment and Support?*
   b. *To what extent do participants report stronger internal assets of Social Competencies and Commitment to Learning?*

4. To what extent have Community Schools Coordination projects made progress toward their system design and service coordination goals?
   a. *To what extent have Community School Coordinators established robust systems of communication with their host school?*
   b. *In what ways have Community School Coordinators supported greater service coordination?*

5. To what extent have Community Schools Coordination projects enhanced the quality and availability of Family Engagement and Wellness programs at their host schools?