

Chula Vista Educators

Proposal

To Chula Vista Elementary School District

April 26, 2023

Article 60: Community Schools

Community schools provide services and support which fit each neighborhood's needs, created and run by the people who know our children best – families, educators, community organizations, local governments, and the students themselves – all working together. Transformational community schools utilize the evidence-based four pillars and four proven practices for community schools implementation established by the California State Board of Education. The four community schools pillars are:

1. **Integrated student supports** that address out-of-school barriers through the coordination of trauma-informed health, mental health, and social services
2. **Expanded and enriched learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning)
3. **Family and community engagement**, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students
4. **Collaborative leadership and practices** for educators and administrators that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members

The four proven practices for community schools implementation consist of:

1. **Community needs and assets assessments** that engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community
2. A full-time **community school coordinator** who is responsible for the overall implementation of community school processes, programs, partnerships and strategies at the school site

3. **Site-based and districtwide community schools shared decision-making bodies (steering committees)** that engage interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort
4. **Integration and alignment** where the community schools initiative is cross-stitched with other racial justice, education justice and equity initiatives at the district and school site level

To build quality community schools the CVESD and the Association agree to the following:

1. **District Infrastructure for Successful Community Schools:** The CVESD and the Association agree to the following minimum staffing to support the CVESD Community Schools program:
 - 1.1. **District Community Schools Coordinator**
 - 1.1.1. The District Community Schools Coordinator will be responsible for implementing the district-wide community schools program, as determined by the District Wide Community Schools Steering Committee (see 2.1 of this article).
 - 1.1.2. The District Community Schools Director will also be responsible for supervising community school coordinators.
 - 1.1.3. Responsibilities include facilitating a professional learning community that will support Site Community School Coordinators and promote ongoing stakeholder participation in the site-based community school problem-solving process.
 - 1.2. **Site Community School Coordinator**
 - 1.2.1. Each designated community school will be assigned a full time Site Community School Coordinator.
 - 1.2.2. The community school coordinator will be a district employee and a certificated bargaining unit member in good standing.
 - 1.2.3. Responsibilities include participating in collaborative leadership with their assigned school communities in the establishment and development of the community school program pillars and structures.

- 1.2.4. Appropriate Workspace. Site Community School Coordinators shall be provided an appropriate workspace which shall be private and confidential when necessitated by the nature of the work.

1.3. Professional Development for Site Community School Coordinators

- 1.3.1. CVESD will partner with the CVE/CTA/NEA to provide professional development and build capacity of site community school coordinators in order to align with the national model for Community Schools.

2. **District-Wide Community Schools Steering Committee:** The CVESD and the Association will establish a Community Schools District-Wide Steering Committee. The Steering Committee will be composed of partners that share a commitment to support the purpose and creation of a Community School model in CVESD.

- 2.1. Responsibilities of District-Wide Steering Committee will include:

- 2.1.1. Facilitating a democratic designation process for district community schools
- 2.1.2. Determining benchmarks for evaluation of community school implementation
- 2.1.3. Continually supporting and refining the community school implementation process in partnership with district staff

- 2.2. Selection Process: CVESD and the Association will appoint an equal number of members each to the Steering Committee.

- 2.3. Term: Steering Committee members will agree to serve on the committee for one year from the date of commencement. Steering Committee members may serve more than one year if the district and the Association agree to reappoint them.

- 2.4. CVESD and the Association shall designate a co-chair for the Steering Committee.

- 2.5. The co-chairs, with support from the District Community Schools Coordinator, will set the schedule of the meetings and determine the agenda.

3. **Site-Based Community School Shared Decision-Making Body:** Each designated community school site shall have a Site-Based Community School Shared Decision-Making Body that works with the Site Community School Coordinator to support community school programs.

- 3.1. Composition: The composition of Site-Based Community School Shared Decision-Making Bodies shall be as follows:
 - 3.1.1. 50% families, students and/or community partners
 - 3.1.2. 50% school staff including CVE site representative and site administrator (or designee)
 - 3.1.3. A minimum of eight (8) members
- 3.2. Selection Process: Representatives shall be elected by their respective constituency. The community school site coordinator would serve in a non-voting support role to the Site-Based Community School Shared Decision-Making Body. The community school site coordinator shall cast tie-breaking votes as necessary.
- 3.3. Term: Members will serve for one school year and can be re-elected.
- 3.4. Responsibilities: Needs/Asset Assessment Process and Ongoing Democratic Community School Problem-Solving Process.
 - 3.4.1. The needs/asset assessments and the problem-solving process will be facilitated by the Site Community School Coordinator in partnership with the Site-Based Community School Shared Decision-Making Body.
 - 3.4.2. The Site-Based Community School Shared Decision-Making Body will determine problem-solving teams of school community stakeholders to develop solutions to the issues that emerge from the needs assessment and monitor the implementation of solutions.
- 3.5. Meetings/Procedures:
 - 3.5.1. Meetings will be held at least once a month and by mutual agreement as often as deemed necessary. The agenda(s) will be developed by the site coordinator with input and approval by the members. The site coordinator and/or members of the committee may invite resource people to attend meetings of the committee from time to time as necessary.
 - 3.5.2. Minutes of the meetings shall be recorded by a person mutually selected by the committee and the site coordinator. Published minutes shall be distributed to all staff members and families as soon as possible following the completion of the meeting. The person responsible for distribution of the minutes will endeavor to distribute the minutes of the previous

meeting at least three (3) duty days prior to the next meeting. The minutes shall reflect the mutual concurrence of the site coordinator and the committee members relative to the content of the minutes.

- 3.6. Resource Matching: Each community school will be allocated ongoing discretionary funds to support the implementation of solutions to the issues that emerge from the needs assessment. These funds can be used for systematic and ongoing investment in parent/community/youth organizing, outreach, and training; partnership opportunities; and, both curriculum training time and collaborative curriculum planning time for educators, specifically around culturally-responsive and community/civically-connected curriculum.
4. **Racially Just Community Schools:** The CVESD and the Association commit to creating racially just and restorative school climates. This includes:
 - 4.1. Culturally Proficient and Relevant Instruction:
 - 4.1.1. CVESD and the Association shall contract with a proven and successful partner to facilitate a democratic design process of deep engagement of parents, youth, educators, and community members, at all Community Schools to inform curriculum audits, training, and planning.
 - 4.1.2. CVESD shall provide adequate planning time for educators to calibrate community-based curriculum with criteria that emerge from the democratic design process referenced above.
 - 4.2. Protection from School Closures, Consolidations, and Co-Locations:
 - 4.2.1. Any school that is designated a Community School shall be protected from closure, new charter co-location, or renewed charter co-location.