Chula Vista Elementary School District

Department of Student Services

Community Schools

Last Updated: 5/21/2024

Chula Vista Elementary School District
Student Services
5/21/2024

84 East J Street, Chula Vista, CA 91910
(619) 425-9600
Learn more at cvesd.org

Contents

Executive Summary

The Chula Vista Elementary School District (CVESD) was founded in 1892 and has grown to serve more than 28,600 primarily K-6 students across 50 school sites. The district provides high quality instruction, 21st century learning environments, visual and performing arts and other innovative partnerships. Class sizes average 22 or fewer students per teacher in grades transitional kindergarten through third, and 28 or fewer students per teacher in grades fourth through sixth. The district employs more than 3,300 certificated and classified employees and has an annual operating budget of $431 million, not including charter schools.

Community Schools is a component of CVESD's Student Services. The department is responsible for coordinating all early intervention, student health, physical education, student/school safety, intergenerational, adult education, family literacy, and extended-day programs and services for students, families, and the community.

The purpose of this guide is to provide departments, school sites and charter schools with CVESD Community Schools procedures, templates, and resources. The Community School team developed this guide. If you have questions or feedback on this guide, please email Joshua Kohler at joshua.kohler@cvesd.org.

Roles and Responsibilities

CVESD Community Schools is comprised of three employees that cover Director of Community Schools and Site Community School Coordinators. Each section below identifies each member of the team and the role they play in each of these areas.

Joshua Kohler, Director
joshua.kohler@cvesd.org
Ext 181466

Department

Staff Member	Areas of Responsibility
Vacant	• District Community School Coordinator • District Office
Elsa Hernandez Elsa.hernandez@cvesd.org	• Site Community School Coordinator • Harborside Elementary
Gabriela Ochoa Ruvalcaba Gabriela.ochoaruvalcaba@cvesd.org	• Site Community School Coordinator • Palomar Elementary

The Dream

Every child deserves the opportunity to achieve their dreams. Every child deserves a public school that opens the doors to reach them.

Community Schools not only open doors but propels our children towards their dreams. By bringing students, families, staff, and the community together, we forge an unbreakable partnership dedicated to unlocking each child's full potential.

Entirely FREE of charge, every student will have access to the same opportunities. We believe that finances, backgrounds, and abilities should never stand in the way of a student's opportunities for success. Community Schools will ensure equal access to resources, creating a level playing field, for all students. Whether it is cutting-edge technology, comprehensive learning materials, or enriching extracurricular opportunities, every child will have the tools they need to thrive.

Each student's journey is unique, and so is the support they require. Our commitment to equity means tailoring those supports to meet their individual needs, whether it is providing tutoring, mental health services, or community outreach programs.

Together, we break down barriers and pave the way to student success. By being a part of Community Schools, you will transform your child's future. It will provide real-world support to students and their families. We believe that when students have all the resources they need to succeed, they can achieve their dreams.

Vision

Transform our schools into a place where students and families come first, where everyone in the community joins to help students succeed.

Mission

Improve students' lives by bringing more services into the school, offering more academic instruction, making more local community partnerships, and sharing decision making with the entire community.

CVESD Community School History

Apr. 2022-May 2022
- Community Schools Joint Resolution between CVE and CVESD adopted by the Board
- CVESD awarded a Planning Grant for $200,000

Aug. 2022-Sept. 2022
- Eligible Principal Meeting
- District Community Schools Steering Committee is formed

Oct. 2022-Dec. 2022
- Letter of Intent
- Application Process
- Two Community Schools selected: Harborside & Palomar

Jan. 2023-Jun. 2023
- District CS Coordinator hired
- Site CS Coordinator hired
- Analyzing strengths and needs around each pillar
- Applied for and Awarded Implementation Grant for each CS

Jul. 2023
- Founding Community Schools Open

Aug. 2023-Dec.2023
- Community School Launch Events
- Application and Selection process of Cohort 2

SCHOOL YEAR 22-23

Timeline of Community Schools Initiative in CVESD

Chula Vista Elementary School District (CVESD) and Chula Vista Educators (CVE) are committed to equitable access for all students to reach their full potential through the Community Schools evidence-based model as a partnered effort. This collaboration began with independent and joint resolutions in April 2022, which helped start CVESD's Planning Grant for 2022-23 CVESD Community Schools with wide-ranging collective support.

A District Community School Steering Committee (DCSSC) was formed by nominations from both CVESD and CVE with diverse educational partners and demographics represented. Principals of qualifying school's (according to California Department of Education requirements) were invited to an informational meeting about this opportunity with how this could benefit and elevate their students, families, and staff in their community. Through an internal application process, qualifying schools expressed their interest and collected community support in this opportunity to become a Community School. The DCSSC reviewed, scored, and recommended two schools, Harborside and Palomar to be our Founding Community Schools for school year 2023-24.

In preparation for the transition from the Planning Phase into the Implementation Phase, the DCSSC hired a District Community School Coordinator with relevant, local experience in facilitating Community School transformations. Recommendation and shared decisions were made regarding job descriptions and duties for Site Community School Coordinators (CSC). Together with diverse site teams of Administrators, Teachers, and Families with DCSSC members, all worked together to hire their Site CSC.

Onboarding, training, and preparations for Site CSC began towards the launching of Community Schools, where community engagement strategies and opportunities were employed to elevate the entire community perspectives. Strengths, challenges, and ideas were shared during focus groups, where Site Community School Steering Committees were established to lead localized projects and priorities. With public celebrations and launch events early in the 2023-24 school year, CVESD and CVE Community Schools is just getting started.

CVESD School Board Resolution for Community Schools

PASSED AND ADOPTED by the Board of Education of the Chula Vista Elementary School District, County of San Diego, State of California, this 13th day of July 2022.

WHEREAS the students at Chula Vista Elementary School District deserve a public school system that delivers on the promise of educational justice, so that every student has the opportunity to succeed academically and, in their life, to achieve their dreams, and contribute to the well-being of their community and our society; and

WHEREAS, according to recent data, 57.9% of Chula Vista Elementary School District students are considered "unduplicated." As a result, some students may face more challenges than others in succeeding in school and in life and need additional support; and

WHEREAS, Community Schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families so students can reach their full potential; and

WHEREAS, Community Schools are a proven effective model that have been shown to contribute significantly to higher graduation rates, and to closing the opportunity gaps; and

WHEREAS, the California state government has committed to more than $3 billion in grants to school districts to expand the Community Schools model, indicating strong support for Community Schools as a model to transform educational outcomes; and

WHEREAS, according to a report from the Learning Policy Institute, the four key pillars of an evidence-based Community Schools approach – integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices – promote conditions and practices found in high-quality schools, as well as address out-of-school barriers to learning; and

WHEREAS, Chula Vista Elementary School District defines a Community School as a school that includes each of the following:

Integrated student supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a Community School Coordinator, which may include but are not limited to: medical, dental, vision care and mental health services, or counselors to assist with housing, transportation, nutrition, immigration, or legal issues;

Expanded and enriched learning time and opportunities, including before-school, after-school, weekends, summer programs, and school breaks which provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities that emphasize real-world learning and community problem-solving and which may include, but are not limited to: art, music, drama, creative writing, applied learning experience with engineering or science, tutoring and homework help, and recreational programs/youth sports and athletics that enhance and are consistent with the school's curriculum;

Active family and community engagement, which brings students' families and the community into the school as partners in a student's education and makes the school a neighborhood hub providing adults with educational opportunities they want, including but not limited to: English as a Second Language classes, job development opportunities, assistance with immigration issues, computer skills, adult literacy, art, and other programs; and

Collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies which shall, at a minimum, include a school-based leadership team, a Community School Director, and a community wide leadership team and may include, but are not limited to: other leadership/governance teams, teacher learning communities, and other staff to manage the multiple, complex joint work of school and community organizations; and

WHEREAS, Chula Vista Elementary School District recognizes the positive impact community school evidence-based strategies can have on schools and communities; and

WHEREAS, Chula Vista Elementary School District supports the development of Community Schools that create school environments that are welcoming and led by an integrated belief system that transmits to students and communities a sense of pride, opportunity, and high expectations through the collective efforts of youth, parents, community members, businesses, and community organizations; and

WHEREAS, Chula Vista Elementary School District supports the development of Community Schools that intentionally serve the youth and community, through providing support and access to resources equitably to the broader community. The health and climate of schools is mutually dependent on the health and climate of the surrounding community and as such, this strategy is both multi-generational as well as focused on the needs, assets, and opportunities beyond the school itself; and

WHEREAS, school sites throughout the District will adopt community school strategies and mechanisms into their approaches to teaching and community engagement to ensure underserved communities receive equitable resources, create community partnerships, and foster the self-empowerment necessary to support student learning, strong families and thriving communities; and

THEREFORE, BE IT RESOLVED the Board of Education shall direct staff to create a District Community Schools Steering Committee to: 1. Lead the process to advise the district and the board as to which schools are qualified and recommended (through an application) to enter the implementation process; 2. Evaluate community school implementation using benchmarks developed by the District Community Schools Steering Committee; and 3. Continually facilitate, support and refine the community school implementation process.

THEREFORE, BE IT RESOLVED, the District Community Schools Steering Committee shall be co-led by one (1) representative from District staff and one (1) representative from Chula Vista Educators. Each co-chair will select five (5) members from key stakeholder groups comprised as the following:

Chula Vista Elementary School			Chula Vista Educators	
1	Chair	1	Chair
2	District Staff	2	Chula Vista Educators Members
1	Chula Vista Classified Employee Organization Member	1	Chula Vista Classified Employee Organization Member
1	Parent	1	Parent
1	Community Member*	1	Community Member*
1 Community Schools Coordinator				

*Community member is defined as someone who lives or works (as a partner or potential partner of Chula Vista Elementary School District) within the boundaries of the City of Chula Vista.

THEREFORE, BE IT RESOLVED, the Community Schools Steering Committee shall include school community stakeholders comprised as the following:

School Steering Committee Composition

1	Administrator
1	Site Community Schools Coordinator (Chula Vista Educators Member)
1	Chula Vista Educators Member
1	Chula Vista Classified Employees Organization Member
1	Parent
1	Community Member*

*Community member is defined as someone who lives or works (as a partner or potential partner of Chula Vista Elementary School District) within the boundaries of the City of Chula Vista.

THEREFORE, BE IT RESOLVED, the Community Schools Steering Committee will co-construct with staff guidelines outlining a proposed implementation procedure by which a school site desiring to become a community school, may proceed systematically through a community school implementation process, after undergoing a school/community-based asset and needs assessment; and

THEREFORE, BE IT RESOLVED, the Community Schools Steering Committee must also engage extensively with interested stakeholders, community members, parents, and students in developing implementation guidelines for community schools; and

THEREFORE, BE IT RESOLVED, the Community Schools Steering Committee must represent the diversity and cultural composition of underserved communities in Chula Vista Elementary School District, and furthermore must work to uplift underrepresented community members by working alongside community partners focused on diverse groups and empowerment within communities; and

THEREFORE, BE IT RESOLVED, the Community Schools Steering Committee shall prepare a roadmap for implementation of this Resolution during the 2022-23 school year, such that the initial cohort of Community Schools are designated for the 2023-24 school year; and

THEREFORE, BE IT RESOLVED, the board shall direct the superintendent to meet with Chula Vista Educators to bargain the impacts and effects of this Resolution and to reach an agreement that is consistent with this Resolution and further define the implementation of and funding for Community Schools in Chula Vista Elementary School District; and

THEREFORE BE IT RESOLVED, the guidelines will also include a proposal for: 1. The optimal location(s) of school sites for an initial cohort of school sites that shall be supported to undergo a Community School implementation; 2. The selection criteria for this initial cohort of Community Schools; 3. Mechanisms to ensure school sites are transparent in shared decision-making processes (in alignment with school governance teams/bodies) with community partners and accountable to community concerns addressed through community needs assessment including the composition of Community School Site Steering Committee; 4. An assessment of the direct costs to the District for each community school; 5. The process to build the capacity of stakeholders at the highest need Chula Vista Elementary School District schools in preparation for application for Community School implementation; 6. The qualifications, job description, hiring process, training and criteria for evaluation of the district and site community school coordinator/directors; and 7. The benchmarks used to guide the evaluation of the success of community schools.

NOW, THEREFORE, BE IT RESOLVED, that the Chula Vista Elementary School District Board of Education commits to recognizing the approval of this Resolution requires sustaining funding of Community Schools, as long as it is fiscally possible, in collaboration with San Diego County, City of Chula Vista, State of California, philanthropic resources and entities at the federal level to ensure the success of this policy.

Memorandum of Understanding between CVESD and CVE

SIGNED AND AGREED by designate representatives of the Chula Vista Elementary School District, County of San Diego, State of California and the Chula Vista Educators, this 18th day of December 2023.

Community schools provide services and support which fit each neighborhood's needs; created and run by the people who know our children's 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** addressing 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 wisdom throughout the community.
2. A **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 CVE agree to the following:

1. **District Infrastructure for Successful Community Schools:** The CVESD and CVE agree to the following minimum staffing to support the CVESD Community Schools program:

   1.1 **District Community Schools Director**
       1.1.1. The District Community Schools Director 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 Site Community School Coordinator.

1.2.2. The community school coordinator will be a district classified or a certificated bargaining unit member.

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 with 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 CVE 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 (refer to School Board Resolution 2022-23.004).

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 CVE 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 CVE agree to reappoint them.

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

2.5. The co-chairs, with support from the District Community Schools Director, 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 a 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. CVE members in good standing will be selected by CVE leadership. 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 within five (5) duty days 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. The District will comply with any matching funds grant requirements to continue supporting community schools. (Subject to state funding). 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, CVE, CVCEO, and AACV commit to creating racially just and restorative school climates. This includes:

4.1. Culturally Proficient and Relevant Instruction:

4.1.1. Our Community School shall work together 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.

This MOU shall become effective upon signature by authorized officials from CVESD and CVE and will remain in effect until modified or terminated by any one of the partners by mutual consent and subject to ongoing state funding. The Parties agree to review this MOU on an annual basis no later than May 1" of each school year to determine the effectiveness of the MOU. In the absence of mutual agreement by the authorized officials from CVESD and CVE this MOU shall end on June 30, 2026.

Agreed and signed by designated representatives from CVESD and CVE on 12/18/2023.
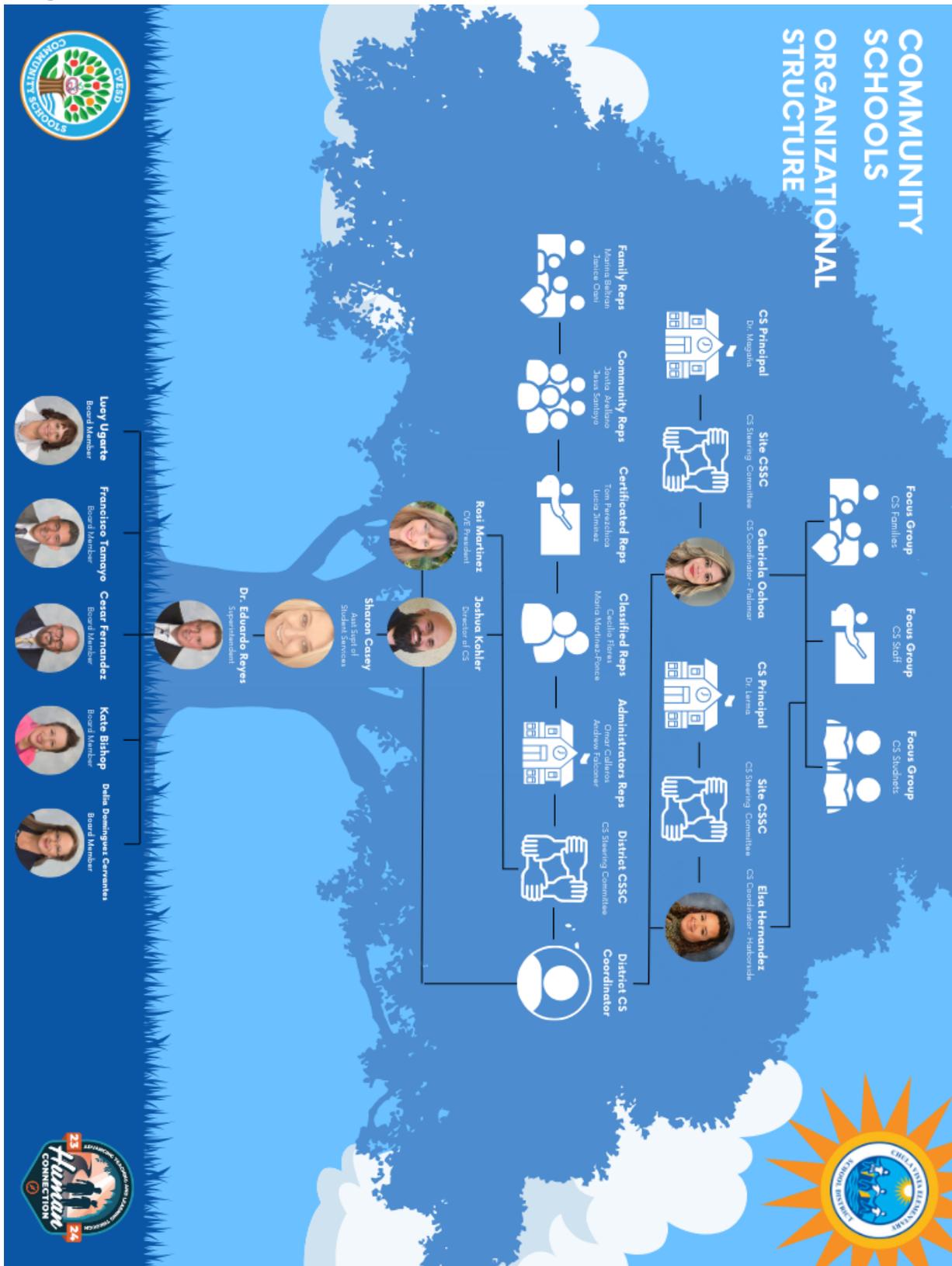
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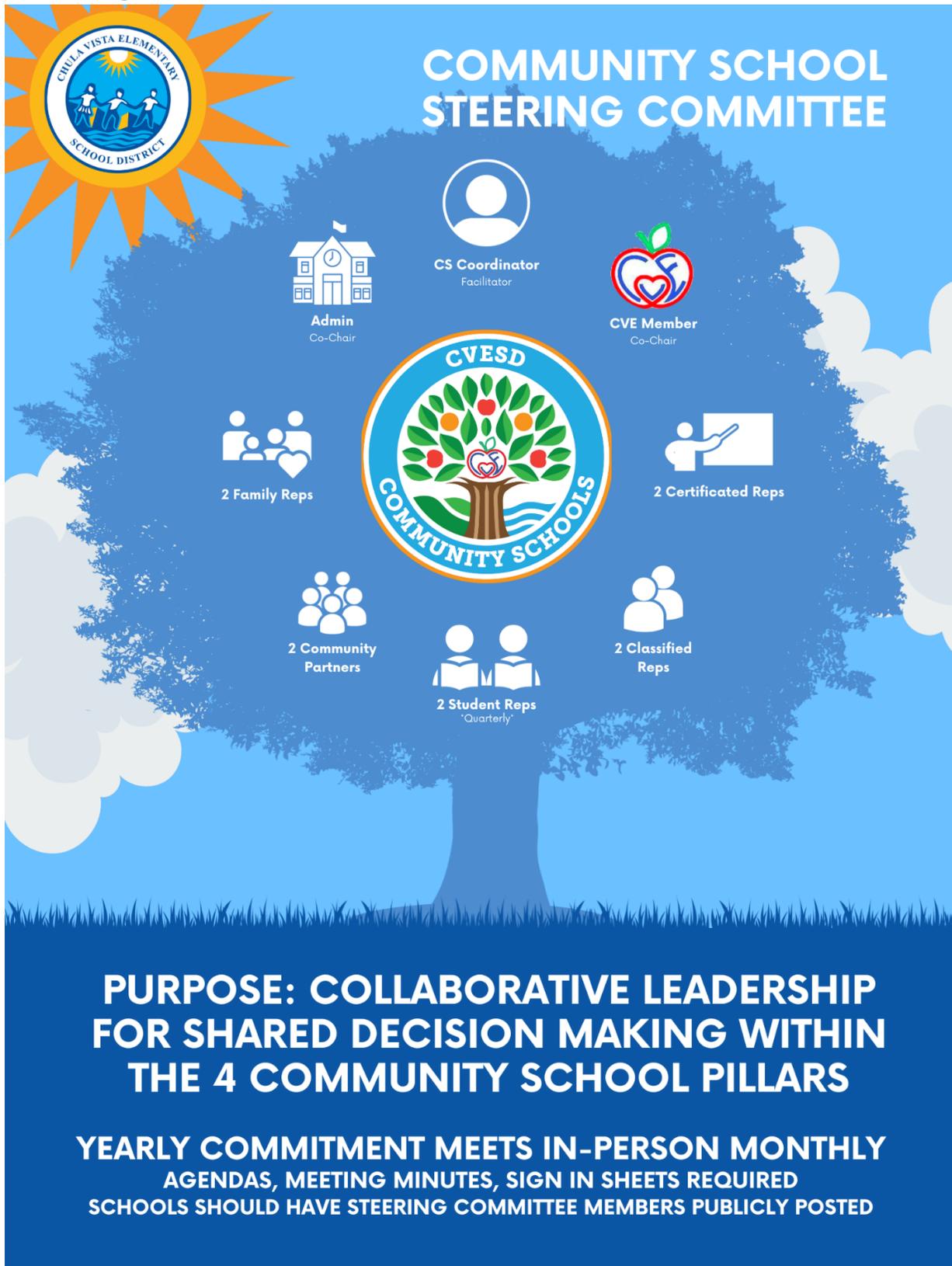
Bylaws: Site Community School Steering Committee

ARTICLE I. CHARGE

The District Community Schools Steering Committee (DCSSC) will:

1. Lead the process to advise the district and the board as to which schools are qualified and recommended (through an application process) to enter the implementation phase.
2. Evaluate community school implementation using benchmarks developed by the District Community Schools Steering Committee.
3. Continually facilitate, support and refine the community school implementation process using guideline resources developed by the DCSSC, including:

a. Mechanisms to ensure school sites are transparent in shared decision-making processes (in alignment with school governance teams/bodies) with community partners and accountable to community concerns addressed through community needs assessment

b. An assessment of the direct costs to the district for each community school.

c. The process to build the capacity of stakeholders at the highest need Chula Vista Elementary schools designated for Community School implementation.

d. The hiring process, training and criteria for evaluation of the district and site community school coordinators.

ARTICLE II. MEMBERSHIP

The CVESD Community Schools Steering Committee (DCSSC) seeks to model the tenets of collaborative leadership through an infrastructure that leverages the expertise of diverse school and community leaders serving on the site Community School Steering Committee (CSSC) based on the outline supported in the CVESD Board approved Community Schools Resolution with representation from families, community partners, administrators, classified and CVE members.

ARTICLE III. OFFICERS AND MEMBERS

There are 12 voting members of the CSSC and membership includes the following officer positions: two co-chairs (site administrator and CVE member), two certificated staff, two classified staff, two families representatives, two community partners representatives and two students (quarterly). All present active members shall cast votes. Site Community School Coordinator only votes in the circumstance where a tie-breaker vote is necessary. If a decision needs to be made between steering committee meetings, the officers can facilitate an electronic vote through email.

Duties of the co-chairs:

- Facilitate meetings to allow for differing opinions to be heard and build consensus.
- Develop and finalize agendas.
- Communicate and collaborate with the working group leaders.
- Custodian and distributor of documents to include meeting minutes, bylaws, working group actions, minutes from working groups.
- Conduct elections for CSSC members and officers.

Duties of voting members:

- Attend and actively participate in all CSSC meetings and communications.
- Facilitate quarterly focus group meetings within their working group to allow for constituent opinions to be heard and represented in CSSC meetings.

Section 1   Terms
All members shall be elected to one year terms. Terms begin in July and end in June. The CSSC members shall serve a term from July to June. At the conclusion of their term, all elected members may be re-elected to a new one (1) year term.

All CSSC officers shall be elected for a one (1) year term. No one person may hold more than one office at the same time.

Section 2   Elections
Starting in 2024, elections shall be organized by the secretary. Nominations submitted in May, elections conducted in June, with results announced by July. Newly elected officers start new terms in July. Elected members representing a group will be nominated and elected by the respective group it represents.

Newly elected members will participate in an onboarding session at the beginning of the term which will review CVESD Community Schools mission, vision, history, handbook, and CSSC bylaws.

Section 3   Quorum
A quorum will consist of a simple majority (51% or 7 out of 13 participants) of the CSSC. A quorum of the team must be present to conduct business.

Section 4   Meetings
Regular meetings of the CSSC shall be held monthly. Special meetings of the CSSC may be held at any time upon twenty-four (24) hour notice, oral or written, in person or electronically, by the Co-Chairs, and notified by the Secretary.

Section 5   Notice of Meetings
Written notice stating the place, date, and hour of any regular meeting of the CSSC shall be delivered electronically to each member with a minimum of two weeks notice.

Section 6   Electronic Meetings
Members of the CSSC may participate in a meeting by means of video conference. Active participation in a meeting pursuant to this section shall constitute presence at such meeting.

Section 7   Resignations, Removal, and Absences
Resignation from CSSC members must be in writing and received by the Co-Chairs. Upon recognition of resignation, DCSSC members will conduct an exit interview prior to membership vacancy.

Removals of CSSC members may occur due to excessive absences (which is more than two unexcused absences from CSSC meetings in a year), inactive participation, neglected duties, or misaligned conduct. A CSSC member may be requested for removal for other reasons. Requests for member removal will be submitted to the DCSSC for consideration. DCSSC will process requests and vote on removal of CSSC members by a three-fourths vote of the quorum. Upon recognition of removal, DCSSC members will conduct an exit interview.

Section 8   Midterm Vacancies
All members of the CSSC will elect new members for any midterm vacant seats. All new members will be recommended and nominated by current and/or outgoing members of the CSSC with justification provided for the recommendation. Following nominations for new members for a midterm vacant seat, prospective members must accept the nomination and notify the Co-Chairs. New members for midterm vacant seats will be elected by the Steering Committee.

Midterm vacancies occurring on the CSSC may be filled by the procedures described in Section 3 at any time by approval of three-fourths vote of the quorum. The term length will be for the remaining term of the position. Midterm vacancies caused by a member representing a labor group or organized community group will be nominated by the labor group or organized community group it represents and elected by the CSSC.

Section 9   Translation and Interpretation
There should be interpretation services provided for committee members in necessary languages as available during committee meetings and also translation of any documents necessary for key CSSC decisions that are attached to any agenda items.

ARTICLE IV. SUBCOMMITTEE WORKING GROUPS
Section 1   Subcommittee Working Group Formation
The CSSC may create subcommittee working groups as needed. All subcommittee working group chairs must be drawn from the membership of the CSSC. The composition of each subcommittee working group will be no more than 50% of the CSSC. Each member may be part of a working group. Limited term ad-hoc working groups may be formed at any time as needed by the CSSC; subcommittee working groups shall be formed with the affirmation of the CSSC.

Section 2   Subcommittee Working Group Meetings
Subcommittee working groups will meet as needed, either in person or virtually, and should report out during regularly scheduled CSSC meetings.

ARTICLE V. AMENDMENTS
Section 1.   Amendments
The CSSC shall review the Bylaws at its first yearly meeting. In order to request an amendment to the Bylaws, notice of the proposed amendment shall be delivered in writing to the Co-Chairs at least two weeks prior to the time of the vote on the proposed amendment. The Bylaws shall be amended by a decision of the DCSSC. Bylaws can also be amended as needed in alignment of the DCSSC charge, and in service of students.

ARTICLE VI. STRUCTURE OF MEETINGS
Section 1.   Process of Decision-Making
Matters will be discussed with a goal of seeking complete consensus. If it becomes apparent that complete consensus cannot be reached at the meeting, the facilitator will take a vote as to whether the issue must be decided at the meeting or can be tabled for future discussion and decision. If three-fourths or more of members present indicate a need for a decision at the meeting, voting will be held on proposals regarding the issue. The proposals can then be carried by three-fourths or greater of members present.

Section 2.   Procedures
Meetings will be conducted using Robert's Rules of Order, however, striving towards consensus as described in Section 1.

Robert's Rules of Order – Simplified

Guiding Principles:

- Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.
- Everyone has the right to know what is going on at all times. Only urgent matters may interrupt a speaker.
- Only one thing (motion) can be discussed at a time.

A **motion** is the topic under discussion (e.g., "I move that we add a coffee break to this meeting"). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. If there is no second, the matter is not considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

How to do things:

You want to bring up a new idea before the group.
After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

You want to change some of the wording in a motion under discussion.
After recognition by the president of the board, move to amend by
- adding words,
- striking words or
- striking and inserting words.

You like the idea of a motion being discussed, but you need to reword it beyond simple word changes.
Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

You want more study and/or investigation given to the idea being discussed. Move to refer to a committee. Try to be specific as to the charge to the committee.

You want more time personally to study the proposal being discussed.
Move to postpone to a definite time or date.

You are tired of the current discussion.
Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3^{rds} vote.

You have heard enough discussion.
Move to close the debate. Also referred to as calling the question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3^{rds} vote.

You want to postpone a motion until some later time.
Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3^{rds}vote. A majority is required to table a motion without killing it.

You believe the discussion has drifted away from the agenda and want to bring it back.
"Call for orders of the day."

You want to take a short break.
Move to recess for a set period of time.

You want to end the meeting.
Move to adjourn.

You are unsure the president of the board announced the results of a vote correctly. Without being recognized, call for a "division of the house." A roll call vote will then be taken.

You are confused about a procedure being used and want clarification.
Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side.
Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

You want to change an action voted on at an earlier meeting.
Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3^{rds} vote is required.

Unanimous Consent:
If a matter is considered relatively minor or opposition is not expected, a call for unanimous consent may be requested. If the request is made by others, the president of the board will repeat the request and then pause for objections. If none are heard, the motion passes.

- **You may INTERRUPT a speaker for these reasons only**:
    o to get information about business –point of information to get information about rules– parliamentary inquiry
    o if you can't hear, safety reasons, comfort, etc. –question of privilege
    o if you see a breach of the rules –point of order
    o if you disagree with the president of the board's ruling –appeal
    o if you disagree with a call for Unanimous Consent –object

Quick Reference					
	Must Be Seconded	Open For Discussion	Can Be Amended	Vote Count Required To Pass	May Be Reconsidered Or Rescinded
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3rds	√
Close Discussion	√			2/3rds	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√			Majority	
Postpone Indefinitely	√	√	√	Majority	√

Job Descriptions

Director of Community Schools (Management)

Job Summary:

Under the general direction of the assigned department or division head, coordinate and provide leadership and direction to site community school coordinators, administrators, school teams in the establishment, and District Parent Engagement Liaison, and development of community schools as it relates to the defined program pillars and structures. Reports regularly to the District Steering Committee on progress towards implementation of Community Schools.

Essential Job Functions:

- Coordinate and provide leadership and direction to site community school coordinators, site administrators and school teams in one or more areas of the community school pillars.
- Provide support to site community school coordinators and school teams to build relationships and partnerships in order to provide needed services for students and families.
- Supports and supervises District Parent Engagement Liaison.
- Assist in the coordination and evaluation of coaching cycles and professional development offered to school sites in partnership with the site community school coordinator; recommend best practices and strategies for the development of model community schools.
- Lead assigned community school development projects and lead the implementation of new programs or services associated with supporting community schools.
- Identifies and recruits organizations and agencies willing to offer programs and services for students and families in the community in order to create partnerships beneficial to the District to support community school sites; develop effective partnerships that foster participation and collaboration.
- Plan, organize and conduct site community school coordinator professional development.
- Assist in the formulation and development of policies, procedures, and programs for community schools.
- Assist in the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to the effectiveness of assigned activities and personnel related to community schools; participate on district committees and provide regular reports to the District Steering Committee on progress towards implementation of community schools.
- Assist site community school coordinators and school teams to conduct a strengths and needs assessment to inform the development of partnerships and services for the community; conduct observations and research, gather and evaluate data to provide support and feedback.
- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; develop procedures to encourage effective and efficient management controls within assigned area.
- Perform other related duties as assigned.

Essential Job Requirements - Qualifications:

- Ability to effectively work with communities in need with dignity and respect.
- Ability to relate to a variety of ethnic and cultural groups; work in team environment; work effectively and efficiently with minimum supervision; model a caring and welcoming behavior.
- Knowledge of the social, emotional, and physical problems of children and families, crisis intervention, and effective methods of school intervention; community resources, structure and operations of human services and health care agencies, school, and neighborhood-based organizations.

- Ability to provide leadership and direction in the administrative and instructional functions of the district.
- Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
- Plan and organize programs.
- Analyze problems, make decisions, and be responsible for those decisions.
- Communicate effectively both orally and in writing. Interpret, apply, and explain rules, regulations, policies, and procedures.
- Meet schedules and timelines.
- Any combination of training, experience, and/or education equivalent to a master's degree, seven years of experience working with students and families in the TK-12 educational system or with organizations that serve school communities, and experience in establishment of community partnerships to support the development of comprehensive school systems and structures.

District Community School Coordinator (Management)

Job Summary:
Under the general direction of the assigned department or division head, coordinate and provide leadership and direction to site community school coordinators, administrators, and school teams in the establishment and development of community schools as it relates to the defined program pillars and structures. Reports regularly to the District Steering Committee on progress towards implementation of Community Schools.

Essential Job Functions:
- Coordinate and provide leadership and direction to site community school coordinators, site administrators and school teams in one or more areas of the community school pillars.
- Provide support to site community school coordinators and school teams to build relationships and partnerships in order to provide needed services for students and families.
- Assist in the coordination and evaluation of coaching cycles and professional development offered to school sites in partnership with the site community school coordinator; recommend best practices and strategies for the development of model community schools.
- Lead assigned community school development projects and lead the implementation of new programs or services associated with supporting community schools.
- Identifies and recruits organizations and agencies willing to offer programs and services for students and families in the community in order to create partnerships beneficial to the District to support community school sites; develop effective partnerships that foster participation and collaboration.
- Plan, organize and conduct site community school coordinator professional development.
- Assist in the formulation and development of policies, procedures, and programs for community schools.
- Assist in the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to the effectiveness of assigned activities and personnel related to community schools; participate on district committees and provide regular reports to the District Steering Committee on progress towards implementation of community schools.
- Assist site community school coordinators and school teams to conduct a strengths and needs assessment to inform the development of partnerships and services for the community; conduct observations and research, gather and evaluate data to provide support and feedback.
- Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; develop procedures to encourage effective and efficient management controls within the assigned area.
- Perform other related duties as assigned.

Essential Job Requirements - Qualifications:
- Ability to effectively work with communities in need with dignity and respect.
- Ability to relate to a variety of ethnic and cultural groups; work in a team environment; work effectively and efficiently with minimum supervision; model caring and welcoming behavior.
- Knowledge of the social, emotional, and physical problems of children and families, crisis intervention, and effective methods of school intervention; community resources, structure and operations of human services and health care agencies, school, and neighborhood-based organizations.
- Ability to provide leadership and direction in the administrative and instructional functions of the district.
- Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
- Plan and organize programs.
- Analyze problems, make decisions, and be responsible for those decisions.
- Communicate effectively both orally and in writing. Interpret, apply, and explain rules, regulations, policies, and procedures.
- Meet schedules and timelines.
- Any combination of training, experience, and/or education equivalent to a master's degree, seven years of experience working with students and families in the TK-12 educational system or with organizations that serve school communities, and experience in establishment of community partnerships to support the development of comprehensive school systems and structures.

Site Community School Coordinator (Certificated)

Job Summary:
Under the general direction of the school administrator, work collaboratively with the District Community School Coordinator and school teams in the establishment and development of the Community Schools program pillars. Serve as a school liaison for agencies and programs partnering with the school site; provide, facilitate, implement, and coordinate community partnerships, programs, and services for families, students, and staff. Collect, analyze, and monitor data and other resources to ensure alignment, expansion, and improvement of services.

Essential Job Functions:
- Coordinate and participate in collaborative leadership with their assigned community school, site administrators and school teams.
- Serve as the liaison between community partners, administrators, and school teams to secure appropriate space, resources and recruitment of families and students to implement community schools' programs.
- Conduct strengths and needs assessment to prioritize services, identify gaps in services, and build on existing supports.
- Identify and engage in community partnerships that meet the critical needs, support student achievement, and leverage those partnerships to bring needed programs and services to the community school; integrate and align resources to the school's goals and priorities.
- Create supportive and collaborative relationships with community school stakeholders to work towards meeting common goals; work collaboratively with all educational partners to build knowledge, connections, and services that are appropriately aligned with the community school pillars and structure.
- Collect and monitor data to evaluate effectiveness of partnerships and programs; collaborate with the school team to monitor outcomes, quality, and effectiveness of partnerships and programs.
- Serve our students and families in greatest need, removing barriers to access school/community support and resources and assisting in closing opportunity gaps; assist in addressing barriers of attendance and chronic absenteeism.

- Attend school-based meetings for collaboration with all staff, grade level, and committees as determined appropriate by the school administrator.
- Serve as on-site support during implementation of community schools' programs and services, including communication, preparation, and logistics.
- Directly coordinates and collaborates with Chula Vista Community Collaborative.
- Perform other related duties as assigned.

Essential Job Requirements - Qualifications
- Ability to effectively work with communities in need with dignity and respect.
- Ability to relate to a variety of ethnic and cultural groups; work in team environment; work effectively and efficiently with minimum supervision; model a caring and welcoming behavior.
- Ability to work collaboratively as a member of a team.
- Excellent networking, communication, and interpersonal skills.
- Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
- Knowledge of Federal, State, and County community resource organizations, resources, and public services available for students and families.
- Knowledge of organizational development principles and practices.
- Communicate effectively both oral and written; ability to compose and comprehend written communication.
- Flexibility to work evenings and/or weekends based on and around parent and/ or community events and needs.
- Analyze situations, identify alternatives, and implement recommendations in support of goals.
- Meet schedules and timelines.
- Bilingual in English/ Spanish is preferred.
- Any combination of relevant training, experience, and/or education equivalent to an associate degree, five years of experience working with students and families in the TK-6 educational system or with organizations that serve school communities.

Site Community School Coordinator (Classified)

Job Summary:
Under the general direction of the District Community Schools Coordinator, work collaboratively with the school administrator and school teams in the establishment and development of the Community Schools program pillars. Serve as a school liaison for agencies and programs partnering with the school site; provide, facilitate, implement, and coordinate community partnerships, programs, and services for families, students, and staff. Collect, analyze, and monitor data and other resources to ensure alignment, expansion, and improvement of services.

Essential Job Functions:
- Coordinate and participate in collaborative leadership with their assigned Community School, site administrators and school teams.
- Facilitate regular site Community School Steering Committee meetings.
- Organize, promote, invite, and facilitate Community School focus groups quarterly for students, families, and staff.
- Serve as the liaison between community partners, administrators, and school teams to secure appropriate space, resources and recruitment of families and students to implement Community Schools programs.
- Conduct strengths and needs assessment to prioritize services, identify gaps in services, and build on existing supports.

- Identify and engage in community partnerships that meet the critical needs, support student achievement, and leverage those partnerships to bring needed programs and services to the Community School; integrate and align resources to school's goals and priorities.
- Create supportive and collaborative relationships with Community School educational partners to work towards meeting of common goals; work collaboratively with all educational partners to build knowledge, connections, and services that are appropriately aligned with the Community School pillars and structure.
- Collect and monitor data to evaluate effectiveness of partnerships and programs; collaborate with the school team to monitor outcomes, quality, and effectiveness of partnerships and programs.
- Documentation for site community school projects, including referrals, resource connections, case files, etc.
- Collect, organize, and analyze site data to drive shared leadership decisions.
- Serve our students and families in greatest need, removing barriers to access school/community support and resources and assisting in closing opportunity gaps; assist in addressing barriers of attendance and chronic absenteeism.
- Attend school-based meetings for collaboration with all staff, grade level, and committees as determined appropriate by school administrator.
- Serve as on-site support during implementation of Community Schools programs and services, including communication, preparation, and logistics.
- Directly coordinates and collaborates with Chula Vista Community Collaborative.
- Perform other related duties as assigned.

Essential Job Requirements - Qualifications:
- Ability to effectively work with communities in need with dignity and respect.
- Ability to relate to a variety of ethnic and cultural groups; work in team environment; work effectively and efficiently; model a caring and welcoming behavior.
- Ability to work collaboratively as a member of a team.
- Excellent networking, communication, and interpersonal skills.
- Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
- Knowledge of Federal, State, and County community resource organizations, resources, and public services available for students and families.
- Knowledge of organizational development principles and practices.
- Communicate effectively both oral and written; ability to compose and comprehend written communication.
- Flexibility to work evenings and/or weekends based on and around family and/ or community events and needs.
- Analyze situations, identify alternatives, and implement recommendations in support of goals.
- Meet schedules and timelines.
- Bilingual in English/ Spanish is preferred.
- Any combination of relevant training, experience, and education equivalent to an associate degree with five years of experience working with students and families in the TK-6 educational system or with organizations that serve school communities in student/ family support areas including academic support, mental health, afterschool, youth development, family support, or leadership development.

Role Chart: Site Community School Coordinator

CS Coordinators do...	CS Coordinators do not....
• Think of the whole child • Utilize a strength-based lens • Know they are the only CSC at their site. Work at school site (MTThF) • Committed activities for evenings (flex) • Need to flex your days for meetings (8 hr./day, 12 month/year) • Communicate with Principal (admin meetings, email, check-ins) • Participate in site-meetings (staff meetings and leadership meetings) • SSC and ELAC (English Learner Advisory Council) meeting attendance • Meet families as they enter/exit school • Meet with families (includes home visits) • Family workshops • Stay In-the-know about community recreation programs • Find resources for site • Initiate health partnership and coordinate services • Work with Health technician and Nurse • Work as a team - share with other schools CSCs	• Cover as a sub for classes • Serve as Administrative Assistants • Serve as Attendance Clerks • Supervise ELOP • Manage EL programs • Support ELPAC testing • Translate/interpret for IEPs • Drive families • Serve as phone answering service (not answering phones in the front office)

Role Chart: Community School Principal

CS Principals do...	CS Principals do not...
• Lead site CS Application process • Serve as co-chair of CS Steering Committee (or designate other admin) • Actively participate in CS projects • Participate in site CS Steering Committee meetings • Guide Site CS Coordinator • Delegate CS projects to Site CS Coordinator and other staff • Have executive decision making for all CS efforts • Meet monthly with CS Principals • Work as a team - share with other CS Principals • Meet weekly with Site CS Coordinator • Utilize insights from surveys and focus groups for informed decision making • Stay in-the-know about CS programs & pillars updates	• Facilitate day-to-day CS projects • Do all the CS work • Create/process MOUs • Organize raw data/feedback • Manage CCSPP funds in isolation

Community School Meeting Infrastructure

Community School Coordinator Team Meeting:
a.   Weekly
b.   At ESSC
c.   CSC's work at ESSC one day a week to collaborate, document data, and plan

Community Schools Principals' Meeting:
a.   Monthly
b.   Site check-in
c.   Needs and information sharing

Site-Based Meetings for CS Coordinator to attend:
a.   Staff Meeting
b.   Admin Meeting
c.   SSC - School Site Council
d.   ELAC - English Language Learner
e.   Community School Steering Committee
f.   MTSS/PBIS Team
g.   Attendance Support Team meetings
h.   Student Body Association
i.   PTA/PTO - Parent Teacher Association/Organization
j.   SST- Student Support Team
k.   Other relevant site meetings

Community School Resources: New Partnerships

Community School Resources: Reading Links

Link to Building Community Schools: A Guide for Action
https://www.nccs.org/wp-content/uploads/2021/10/NCCS_BuildingCommunitySchools.pdf

Leading with Purpose and Passion: A Guide for Community School Directors
https://www.nccs.org/wp-content/uploads/2021/10/NCCS_CS_Directors_Guide_compressed.pdf

Community Schools Forward: Framework: Essentials for Community School Transformation
https://www.nccs.org/wp-content/uploads/2023/03/CSF_Visual_Framework_Essentials_Community_School.pdf

Community Schools Forward: Stages of Development
https://www.nccs.org/wp-content/uploads/2023/01/CSF_Stages-of-Development-Jan-2023.pdf
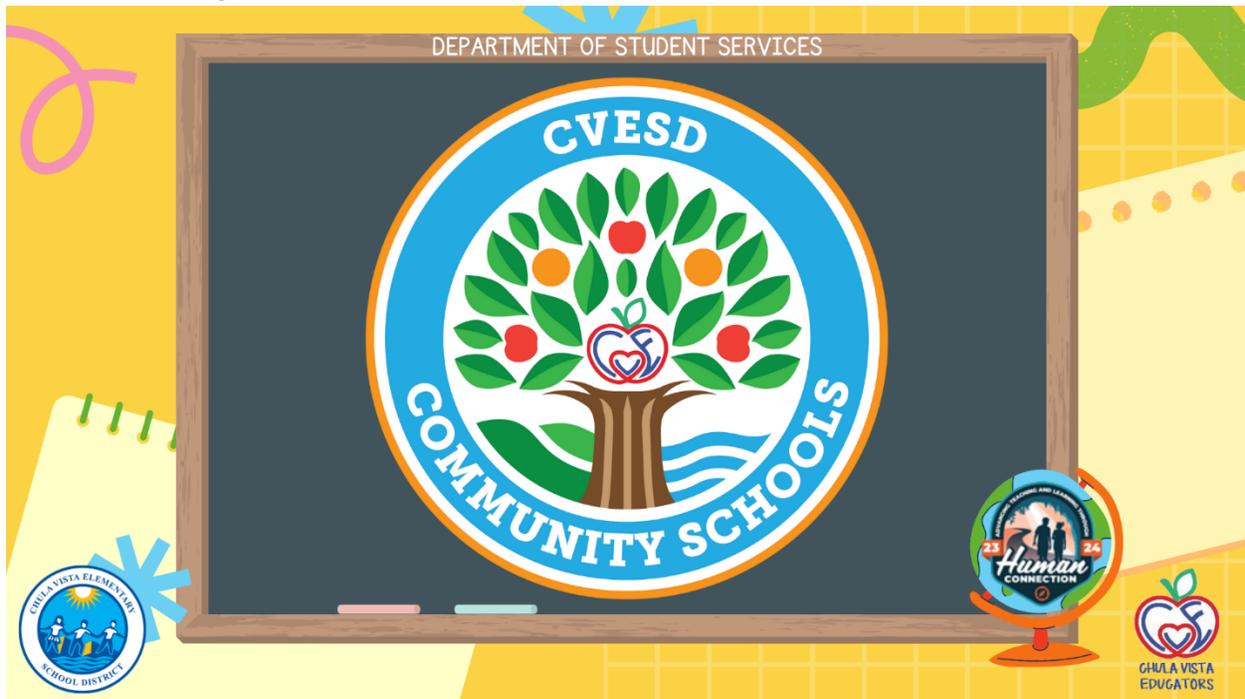
AN EQUITY STRATEGY

Transform our schools in student-centered and family-centered hubs
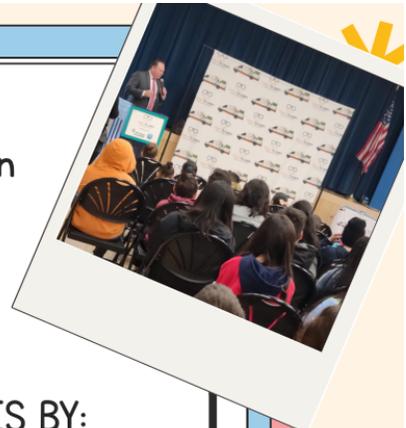
IMPROVE STUDENTS' LIVES BY:

- bringing services into the school
- expanding before & after school opportunities
- making local community partnerships
- sharing decision making with the _entire_ community

PRE-PLANNING

2021-2022 Timeline
- CVE coaching with NEA Institute
- Educational Justice Resolution passed by CVE Rep Council
- Joint effort between CVE and CVESD to apply for Planning Grant.

STRATEGY

- Training and systematic coaching from NEA Strategic Campaign on CS
- NEA Community Advocacy and Partnership Engagement

COLLABORATIVE LEADERSHIP

Education Support & Service Center
District CS Coordinator
District CS Steering Committee

School Sites
CS Principals
Site CS Coordinator
Site CS Steering Committee
Focus Groups: Students/Families/Staff
Public Meetings/Town Halls

CVESD & CVE COMMUNITY SCHOOLS ORGANIZATIONAL STRUCTURE

WHAT DO COMMUNITY SCHOOLS RECEIVE?

An Implementation Grant of
$250,000 to $300,000
for the next 5 years
based on school size
(possibility for two-year extension)

Each has their own
designated ELOP funds
(covers Intercession at their site,
as well for their own students)

WHAT ELSE DO COMMUNITY SCHOOLS RECEIVE?

Site Community School Coordinator (year-round/full-time) to facilitate the Community Schools transformation and implementation

Support from the District Community Schools Coordinator

Supports and services for each pillar with focus on Extended Learning Time & Opportunities and Integrated Student Supports

ESSENTIAL 4 PILLARS

- Integrated Student Supports
- Expanded and Enriched Learning Time and Opportunities
- Active Family and Community Engagement
- Collaborative Leadership and Practices

- Student Supports
- Expanded Learning
- Community Engagement
- Shared Leadership

Community School Resources: HeyTutor Tutoring System

CVESD Community School mission is to 'improve students' lives by bringing more services into the school, offering more academic instruction, making more local community partnerships, and sharing decision-making with the entire community. Commitment to this mission has led to the development of these expanded learning opportunities including intensive tutoring through HeyTutor, with a collaboration between Community Schools, LEAD and MTSS as part of CVESD's equity strategy.

For localized and site-specific efficiency, all expanded learning responsibilities, delegations, and qualifiers are to be determined by the school Principal. Within adherence to contract language, the following systems are to serve as a reference guide and recommendations for best practices.

Tiers for Academic Support
Intensive Support: HeyTutor – small group tutoring as referred
Intervention Support: Internal Tutoring – academic support offered through staff as referred
Universal Support: Homework Assistance per afterschool programs provided for all students
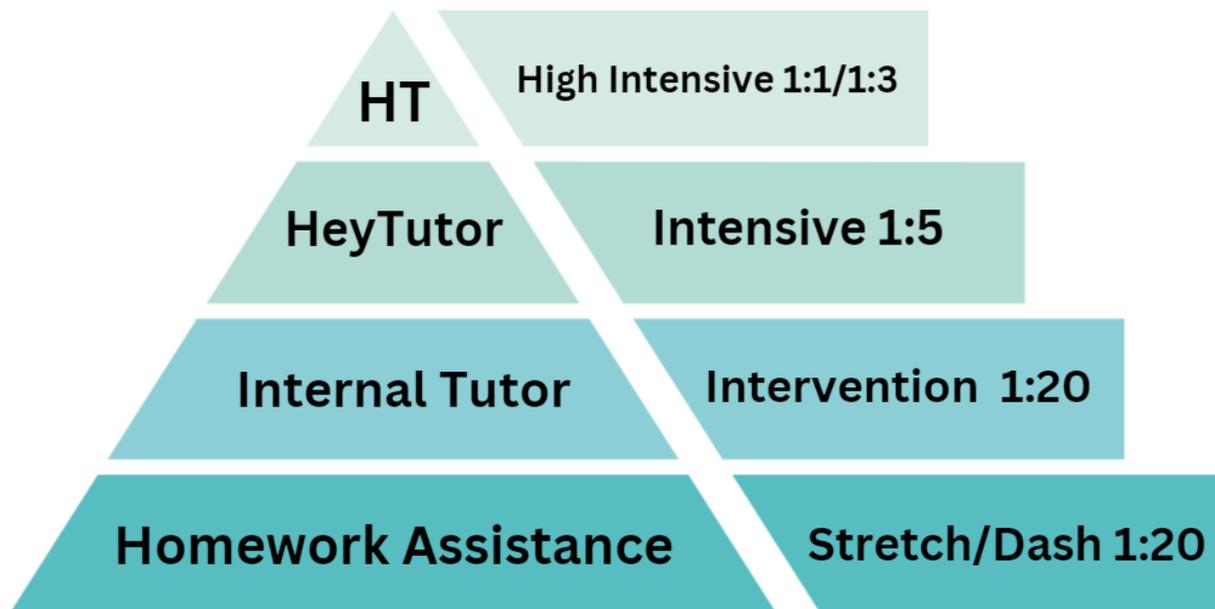
Implementation of Academic Support

Intensive tutoring will be offered on a quarterly basis in alignment with other LEAD programming under the direction of the principal.

Participants will be connected to tutoring support by authority and decision of the principal. Consultations with other site teams including their MTSS, ILT, SST, IEP, etc. and base referrals on site specific goals, measurable outcomes, and other applicable data points are recommended for participant determination. Community School Coordinators will contact referred participant's families for recruitment and engagement to their referred tier of academic support. LEAD waivers and other forms (rosters, attendance, and others as applicable) will be provided and collected through the Site LEAD.

Academic Supports are not intended to be punitive, nor detention practices for students. For students experiencing attendance issues, the recommendation is to start such students with homework assistance before progressing onto other tiers of academic support.

1 Referred by Principal
may consult site teams

2 Engaged by CS Coordinator

3 Enrolled by Site LEAD

4 Begin support in academic tier

Role Summary for Implementation of Academic Support
Principal – Determine participating students
CS Coordinator – Engage referred student families
Site LEAD – Enroll and coordinate tutoring
HeyTutor – Provide intensive tutoring
Internal Tutor* – Provide intervention tutoring
Afterschool Provider – Provide homework assistance
Student – Attend and learn

District Support
In instances where additional support is required, the following departments are available for site-based programmatic help upon request: Community Schools, LEAD, and MTSS.

*Primarily Educators (based on availability), other hired staff, as necessary.

California Community School Partnership Program (CCSPP)
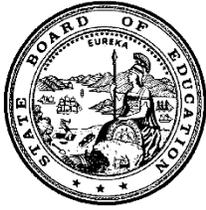
**California State Board of Education
January 2022 Agenda
Item #02 Attachment 1**

Proposed California Community Schools Framework

Community Schools: A California Definition

A community school is any school serving pre-Kindergarten through high school students using a "whole child" approach, with "an integrated focus on academics, health and social services, youth and community development, and community engagement." As a school improvement strategy, community school initiatives enable the local education agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations (CBO) and local government agencies to align community resources to realize a shared vision for success. They improve student outcomes by addressing students' academic, cognitive, physical, mental, and social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.

To address student, family and community needs, some community schools are open beyond the hours of the traditional school day for after school activities which often include tutoring and enrichment activities for children, as well as workshops and community services. Many community schools operate year-round to serve both children and their families. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps.

Recent events, such as the COVID-19 emergency, have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community school strategies can be an effective approach to mitigate the academic and social impacts of current events, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.

The California Community Schools Partnership Program (CCSPP) is an important opportunity for California to build a cohesive statewide approach that mitigates the disparate impacts of COVID-19 on student learning, cognitive and social development, and emotional well-being. This initiative is designed to accelerate efforts across the state to reimagine schools in ways that are aligned with the equity goals that support the hopes, dreams, and aspirations of California's families.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California districts, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives. This includes large state investments in youth-focused behavioral health, nutrition, universal preschool, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college, and career readiness, and ultimately, the Statewide System of Support for school improvement.

The Four Pillars of Community Schools

To achieve these transformational outcomes, The CCSPP Framework leans heavily on the four established pillars of the community school's movement. The current statute regarding the CCSPP aligns well with the research. Specifically, community schools are defined in statute as public schools with "strong and intentional community partnerships ensuring pupil learning and whole child and family development," including the following features:

- Integrated student support, which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health, and social services." Effectively supporting students also requires that students be well known so that they can be well served.

- 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. Statute defines this as including "home visits, home-school collaboration, [and] culturally responsive community partnerships." Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

- 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. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice."

- Extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both "extended learning" and "expanded learning" and defines them as including "before and after school care and summer programs." Expanded learning opportunities can also include tutoring and other learning supports during school hours.

These four pillars have served as the basis for California's community schools' investments in 2020 and 2021. As a comprehensive transformation strategy California's community schools will implement authentically developed and community driven strategies in all four pillar areas.

Moreover, while direct services are critical, the California community schools model is far more than the delivery of integrated student and family support. The CCSPP Framework also expands these

definitional elements to specific strategies that will guide community schools' implementation. Every district and every school are different, and there will therefore be variation in design and practice, but to be a California Community School, each of the four pillars must be evidenced in implementation and practice.

The Four Key Conditions for Learning

As a critical part of the evolution of community schools, today's community schools are taking to heart an essential lesson learned—a good student support system cannot compensate for a weak core instructional program that is not responsive to individual student development and learning needs (including social, emotional, and cognitive). To strengthen their core instructional programs and achieve school transformation, today's community schools are guided by the emerging consensus on the 'science of learning and development' (SoLD) which synthesizes a wide range of educational research findings regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning into a developmental systems framework. These key conditions for learning provide the foundation for the four pillars described above.

The SoLD framework posits that the following are necessary for student learning and development:

- Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose.
- Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks.
- Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action.
- Systems of support that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social support that provides personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

Critical among these strategies are relationship-centered student, family, and community engagement, as foundational to community school development and all its other elements and strategies as well as a related commitment to building positive, nurturing school environments that build in restorative practices, opportunities for SEL and the professional development and coaching required to deliver these.

The Four Cornerstone Commitments

While recognizing and appreciating the vast diversity of our state in every way, the CCSPP is an explicitly equity driven initiative in statute, principle, and practice. As such this Framework also identifies the following four commitments as essential components to all California community schools. These commitments are aligned with consistent themes expressed in the initial phase of our community engagement process.

- A Commitment to Assets-Driven and Strength-Based Practice: California's community schools view students, their families, and their community through the lens of their assets, strengths,

and value the collective wisdom derived from experience, family, history, and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized, and culturally fluent.

- A Commitment to Racially Just and Restorative School Climates: California's community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.

- A Commitment to Powerful, Culturally Proficient and Relevant Instruction: California's community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multimodal, collaborative, interactive and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, Community schools redefine traditional constructs: who teaches, where we learn and how we build understanding.

- A Commitment to Shared Decision Making and Participatory Practices: California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensure information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.

The Four Proven Practices

As school districts and school sites have implemented versions of community school approaches across the nation, there are an array of approaches and practices that have been successful in diverse communities and school sites. California community schools should both attend to research and listen to interest holder voices to confirm appropriate best practices rooted in the ethos of the specific school community. There are a small set of proven practices that all California community schools should adopt and adapt to meet the needs of their school:

- Community Asset Mapping and Gap Analysis: An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services and resources that inhibit student achievement and community coherence.

- The Community School Coordinator: There are many models for staffing community schools for success. All these models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the

school site. While districts and schools will approach budgeting and staffing differently, the essential practice is that a discreet position is a threshold for community school success.

- Site-Based and LEA-Based Advisory Councils: Authentic shared decision making is a hallmark of the California community schools approach. Like the school coordinator position, LEA's and school sites may design shared decision-making models differently in terms of their composition and scope, but both school site-based and LEA-based shared decision-making councils are also a threshold mechanism for implementing the California community schools model. The threshold practice will engage interest holders including students, staff, families, and community members in determining the focus and direction of the community school effort.

- Integrating and aligning with other relevant Programs: The community schools' movement in California is intentionally situated in a suite of initiatives that stand to transform public education at schools throughout the State. Specifically, the work to expand restorative practices and racially just schools, multi-tiered systems of support, statewide systems of support, mental health services for students and families, expanded learning time, universal TK, and the state-wide literacy initiative are all initiatives that can be aligned to and integrated with the community school's movement. Proven positive practice will also align, integrate, and cross stitch with other education justice and equity initiatives at the district and school site level.

Key Roles

While community school grants are typically made for 'eligible' school sites, LEAs have a critical role to play in building a community-wide community schools initiative. Individual community schools are more likely to be successful and sustained when there is strong support and infrastructure in place for collaboration at the district and/or county level.

In addition, to ensure that community school development in California is transformational, technical assistance will play a critical role and include a wide range of capacity building support, from professional development and coaching to support for strategic planning and community engagement, as well as partnership development that brings meaningful resources to schools (e.g., direct staffing, service provision, and funding). Technical assistance will be provided at the school site, district and/or county level.

- LEA: The LEA has a key role to play in building a coherent, comprehensive, and sustainable community school effort across the district / community. To ensure the approach is responsive and focuses on serving high need populations, the LEA can establish a collaborative LEA team that is representative of all interested voices (including students and families, as well as community partners, educators, and administrators) to share in making decisions about how to implement the community school's initiative across multiple sites. To ensure capacity building, LEAs can put staff members in place to provide training and technical assistance to community school sites (e.g., onboarding community school coordinators, training school staff, and convening a learning community to share best practices and address common problems across school sites).

- The LEA has a key role to play in organizing resources to ensure that supports and services are efficiently and effectively provided. Rather than each school trying to coordinate all the elements on its own, the LEA should help to vet and formalize partnerships with community-based organizations and local government agencies on behalf of their schools. The LEA can also assist in aligning initiatives and building systems to support continuous improvement. County offices of education (COE) may best play this role in leading and managing a full community-wide initiative in rural settings and on behalf of small school districts.

- COEs as Service Coordinators: Even when they are not applying for funding on behalf of their schools, COEs can play an important role in convening local government service agencies to support community school initiatives on behalf of all the school districts in the county. COEs playing this role could support more efficient programs, systems, and resource allocation changes as it would avoid the complication of each school district negotiating its own partnership with county agencies. For example, county-level staff can also play an important role in helping to make county health departments or social services resources available.

- Regional Technical Assistance Centers: A state-wide central Technical Assistance Center (TAC) Hub will be selected to design technical assistance content, develop technical assistance delivery models, and organize a set of Regional TACs. These Regional TACs will be tasked with providing professional development, models of practice, coaching, and related supports to LEAs and schools for the following functions:
    - Conducting comprehensive school and community needs and asset assessments
    - Improving and empowering authentic family and community engagement in the languages spoken in the community.
    - Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices.
    - Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students' needs.
    - Developing expanded learning models that use school and community resources to enrich students' learning opportunities and remove obstacles to learning.
    - Establishing shared decision-making structures, processes and protocols that ensure students, families, educators, and community members collaborate on the decisions that most affect the conditions for powerful teaching and learning.
    - Developing models of service provision that integrate MTSS systems with health, mental health, social service, and expanded learning resources to efficiently and effectively serve the needs of children and youth.
    - Collecting data about student experiences and outcomes that inform a process of continuous improvement.
    - Creating community partnerships
    - Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources
    - Coordinating services across child-serving agencies and schools

- California Department of Education (CDE): The CDE's role is critical to setting up a coherent and effective statewide community schools initiative. Areas of essential state leadership include:
    - Gathering program evaluation data and reporting annually.
    - Building a robust community input and feedback process and infrastructure.
    - Utilizing the community input process to build a central framework (California's Community School Framework). This framework will guide grantee visioning, planning, and implementation processes (via RFA development) and provide a foundation for the technical assistance content and infrastructure.
    - Building an effective technical assistance infrastructure. Given the complexities of community schools planning, implementation, and sustainability, and the intention to build an initiative that delivers on school transformation, it will be important to consider the capacity of technical assistance providers to support schools across this broad developmental arc and will likely need to involve LEAs partnering with CBOs, institutions of higher education, and other technical assistance providers.
    - Monitoring the work of the central and regional technical assistance centers and ensuring continuous improvement and responsiveness in the technical assistance infrastructure.

- Engaging in statewide initiatives to increase or improve services for youth, to support improvement efforts and ensure alignment with the community schools initiative.

CCSPP Funding and Accountability
Request for Application Excerpts

Funding Levels

Legislation dictates that awards shall not exceed $500,000 per school and new, continuing, or expanding community schools shall be funded for at least five years. The CDE has determined that the award amount for the CCSPP Implementation Grant Cohort 2 is between $150,000 and $500,000 per school annually, depending on the size of the school, as described below. Implementation grant awards will be for a five-year period for LEAs to continue support for existing community schools and/or to establish and support new or expanding community schools. Annual grant amounts will step down in year five by 25 percent to encourage LEAs to ensure sustainability after grants expire.

Annual and total grant amounts per school, by enrollment categories are as follows:

Enrollment Category	Annual Grant Amount *Years One through Four*	Annual Grant Amount *Year Five*	Total Grant Amount over Five Years
Very Small: 25–150 students	$150,000	$112,500	$712,500
Small: 151–400 students	$250,000	$187,500	$1,187,500
Medium: 401–1,000 students	$300,000	$225,000	$1,425,000
Medium/Large: 1,001–2,000 students	$400,000	$300,000	$1,900,000
Large: 2,001 or more students	$500,000	$375,000	$2,375,000

Implementation grant awards must be matched by the qualifying entity or its cooperating agencies with a local match equal to one-third of the total CCSPP implementation grant (Cohort 2) amount. The local match shall be contributed in cash or as services/ resources of comparable value, as determined by the CDE.

The CDE will fund successful implementation grant applications at the level requested if the program application is well-justified, the budget is realistic and well-supported, and the program application is reflective of the entire student population and representative of all student groups. The CDE reserves the right to fund applications at a lesser amount if the CDE determines that the application can be

implemented with less funding, if the applicant is requesting more than the allotted amount above, or if state funding is not sufficient to fully fund all applications that are selected for funding.

Fund Distribution

The CCSPP implementation grant funds for Cohort 2 will be distributed annually beginning in July 2023. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance. Funds will be released annually when grantees comply with CCSPP Program Deliverables and Requirements. The grant period will cover the 2023–24, 2024–25, 2025–26, 2026–27, and 2027–28 school years. All funds must be expended by June 30, 2028.

An LEA grantee may retain up to the lesser of $500,000 or 10 percent of the total funds awarded for its sites each year. These funds shall be used to administer implementation grants locally, manage professional learning and networking, and coordinate services and funding streams for community schools under the LEA grantee. Funds retained by the LEA grantee to provide direct services to pupils may be retained separately from this administrative set-aside.

Allowable Activities and Costs

Budgets for the use of implementation grant funds will be reviewed and scored as part of the application process. Generally, all expenditures must contribute to establishing new community school sites and/or expanding or continuing programs at any community school site(s) to improve student outcomes. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. The CDE will require applicants to revise budgets that include non-allowable, excessive, or inappropriate items. Allowable expenditures may include, but are not limited to, the following:

Integrated Support Services

- Professional development, planning time, and staffing to discover, review, plan, and address student needs and learning loss related to the COVID-19 crisis, including through targeted instruction and intensive tutoring.
- Common planning time for teachers by school, grade, and/or subject area to develop a shared vision for what students should know and be able to do, and how to work with families and community partners.
- Professional development on and design of programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches, including the creation of advisory systems that ensure students are well-known and supported.
- Development of leadership coaching and support to strengthen collaborative leadership amongst site administrators, teachers, families, students, and community partners.
- Professional development and support for school and LEA staff to implement coordinated and integrated strategies for student supports within and across schools and districts, such as an MTSS, coordination of services team (COST), or other classroom and school day supports.

Family and Community Engagement

- Professional development and programmatic support for teachers and staff on strategies to develop trusting, inclusive, and collaborative relationships with families and community members.

- Professional development and staff time for building and strengthening connections between teachers, students, and families, such as culturally responsive engagement practices, strengths-based student-family-teacher conferences, virtual or in-person home visitation programs by school staff, and family engagement action teams.

Collaborative Leadership and Practices for Educators

- Funding for a comprehensive and collaborative assessment of school and community assets and needs.
- Training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region on the benefits of community schools.
- Funding for dedicated staff (including community school coordinators) to support and facilitate partnerships and discover professional development opportunities to build capacity for collaborative education and community leadership structures and practices.
- Participation in and utilization of programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches.
- Professional development that builds the capacity of educators and administrators to effectively engage input and leadership from students, families, and community members in community school decision-making processes.
- Planning for collaboration time among educators to identify and develop plans for meeting student needs.

Expanded Learning Time and Opportunities

- Professional development to expand and enrich curriculum through deeper learning strategies such as project-based learning that connects to concerns and/or organizations.
- Stipends, planning time, and support for educators (including teachers, expanded learning program staff, and other community partners working at school sites) to plan expanded learning time activities, including enhanced coordination between school-day and expanded learning time programs and activities for after school and/or summer programming.
- For LEAs serving elementary school students, stipends, planning time, and support for educators (including teachers, childcare and early learning program staff, expanded learning program staff, and other community partners working at school sites) to plan early learning programs, including enhanced coordination between kindergarten through grade twelve educators and school staff, expanded learning time programs and activities, and childcare and early learning programs.

Non-Allowable Activities and Costs

Funds provided under this grant may not be used to:

- Supplant existing services and funds;
- Provide sub-grants to members of the partnership or other agencies. This includes mini grants, which are different than service contracts;
- Acquire equipment for administrative or personal use;
- Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
- Purchase or lease facilities;

- Remodel facilities not directly related to accessibility to instruction or services;
- Purchase food services, refreshments, banquets, and meals—possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents;
- Purchase promotional favors, such as bumper stickers, pencils, pens, or t-shirts;
- Purchase items for personal gain, a benefit or advantage that relates to a particular person rather than to the program as a whole. (i.e., gift cards, stipends to families and students);
- Purchase subscriptions to journals, magazines, or other periodicals; and
- Travel outside of the United States.

Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE's Indirect Cost Rates web page at www.cde.ca.gov/fg/ac/ic/index.asp.

Accountability

Performance Measures

To ensure the successful implementation of the CCSPP, implementation grantees are required to submit the following to the CDE:

- Annual project expenditure reports;
- Annual implementation plan updates and progress reports;
- Annual sustainability plan updates (starting in year two);
- An end-of-project expenditure report; and
- An end-of-project report, including a sustainability plan.

These reports should detail demonstrated progress towards and improvements on (1) school-level outcome measures and (2) program outcome measures and identified goals. These must include any and all elements required by the CDE, as well as any locally determined measures. The applicant shall commit to providing program and expenditure data to the CDE, as specified by the CDE, and participating in overall program evaluation.

Failure to submit required annual reports or demonstrate evidence that deliverables have been met, and/or failure to show progress towards identified program and/or school level outcome measures, may result in the loss and/or remittance of some or all awarded funds.

School-Level Outcome Measures

To prepare a report to the Legislature at the end of the grant period, the CDE has determined a set of common outcome measures that all grantees will be required to establish and report baseline and improvement data, which includes the following, disaggregated by school sites and student subgroups.

- School attendance rates

- Chronic absenteeism rates
- Proficiency scores, English Language Arts and Mathematics, if available
- High school graduation rates
- Pupil suspension rates
- Pupil expulsion rates
- School climate surveys
- Other locally determined measures

Program Outcome Measures

The long-term measure of success for the CCSPP is the establishment and expansion of learning supports, learning opportunities, community-rooted and culturally relevant instructional practices, positive and nurturing school climates, and strong partnerships that better serve the needs of students and families, resulting in improved student outcomes.

An assessment of programmatic impact should reflect the LEA's as well as the community school's (schools') strategic implementation priorities as determined by the community school leadership team(s) (a collaborative body of educators, administrators, families, students, community and civic partners) and designed to measure progress using baseline assessment data of student outcomes and school quality. The assessment will help applicants make progress toward achieving goals and updating the community school's implementation plan(s).

This assessment of programmatic impact should examine the extent to which grantees plan to support and expand high-quality community school goals, to:

- Effectively and meaningfully engage students, teachers, families, and community partners;
- Establish and expand partnerships, supports, and services that intentionally address locally defined needs and compliment locally defined assets;
- Expand student-centered teaching practices and enrichment opportunities during and out of school time;
- Enhance positive, supportive, inclusive, and racially just school climates through relationship building, positive behavioral supports, and restorative practices;
- Demonstrate collaborative leadership and shared decision-making (inclusive of students, families, teachers, site administrators, and community partners); and
- Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

As the CDE is required to prepare a comprehensive report to the Governor and Legislature by December 31, 2025, and December 31, 2027, the items listed above may be addressed and collected from grantees by an external evaluator to help inform the report.

Program Deliverables

Grantees must meet program deliverables. Listed below are the deliverables:

- Annual Expenditure Reports
- Annual Implementation Plan Updates, Progress Reports
    - Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.

- o Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.
- o Progress report and summary of updates to the community school's implementation plans for the overall initiative and each of the schools involved in the project. The annual report includes a description and review of all activities and must include descriptions of the following:
  - Student, family, educator, and community partner engagement
  - Collaborative leadership and shared decision-making structure and process
  - Student-centered teaching practices and enrichment
  - Supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices
  - School(s) response to student and family needs including supports, services and related provider and cooperating agency partnerships
- o Grantees shall annually report and publicly present their community school plans, including data and outcomes from the prior year, at the school site and at a meeting of the LEA's governing board. The presentations should be developed with and presented by each school's CCSPP shared decision-making team or council.
- o Publicly post community school grant application and community school plans on the LEA website.
- Annual Sustainability Plan Updates, starting in Year 2
- End-of-Project Expenditure Report
- End-of-Project Report
  - o Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.
  - o Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.
  - o Final progress report and summary of updates to the community schools implementation plans for the overall initiative and each of the schools involved in the project. The final report must include a description of all activities and must also include descriptions of the following:
    - Student, family, educator, and community partner engagement
    - Collaborative leadership and shared decision-making structure and process
    - Student-centered teaching practices and enrichment
    - Supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices
    - School(s) response to student and family needs including supports, services and related provider and cooperating agency partnerships
  - o Community schools initiative sustainability plan including a description of the role the LEA will play in coordinating and supporting the overall initiative, established service provider and cooperating agency partnerships, and identified ongoing funding sources.
  - o Description of the community schools initiative data collection (including data sharing), and outcomes tracking, and continuous improvement system and processes.

Reporting Requirements

Date	Activity
June 2023	Grant Award Notification Letter Signed by Grantee and Received by the CDE
June 30, 2024	Annual Progress Report, Implementation Plan Update, and Expenditure Report Due
June 30, 2025	Annual Progress Report, Implementation Plan Update, initial Sustainability Plan, and Expenditure Report Due
June 30, 2026	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due
June 30, 2027	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due
June 30, 2028	End-of-Project Report (including Sustainability Plan) and Expenditure Report Due

Community School Resources: Making CCSPP Purchases
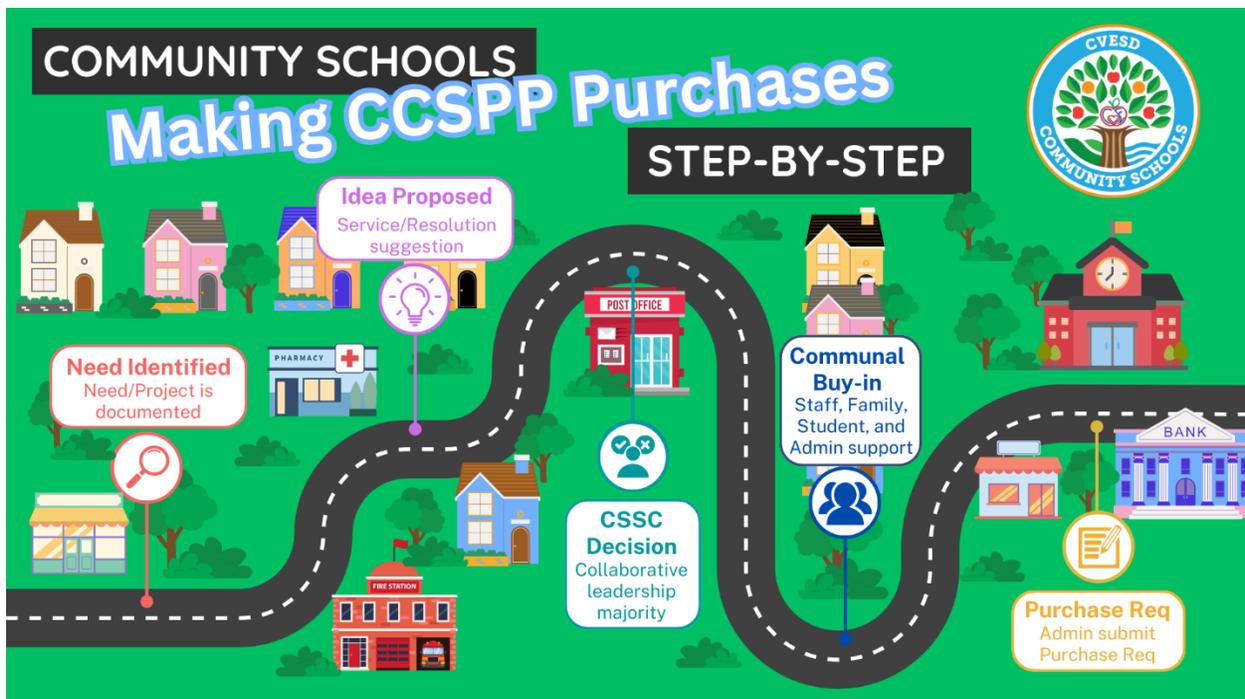
Definitions

ACSA	Association of California School Administrators
CABE	California Association for Bilingual Education
CDE	California Department of Education
CSAM	California School Accounting Manual
CVESD	Chula Vista Elementary School District
EDGAR	Education Department General Administrative Regulation
FRPM	Free and Reduced Priced Meal
ICA	Independent Contractor Agreement
IRS	Internal Revenue Service
LCAP	Local Control Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
PO	Purchase Order
SACS	Standardized Account Code Structure
SO	Student Organization
SOD	Student Organization Deposit
SPSA	School Plan for Student Achievement
SSC	School Site Council
TSA	Tax Sheltered Annuity
UPC	Unduplicated Pupil Count
US	United States
YTD	Year To Date