CTA 5 STEPS TO COMMUNITY SCHOOLS
MARCH 2023

CALIFORNIA
TEACHERS
ASSOCIATION

CTA 5 Steps to Community Schools

STEP 1

Build Chapter Leader Support

Chapter leaders understand the importance and benefits of community school.

Ex: Executive Board and/or Rep Councill resolutions

STEP 2

Build Member Support

Members understand the importance and benefits of community schools.

Ex: Site visits and regular communication with all members

STEP 3

Build Community Support

Families and the community understand the importance and benefits of community schools.

Ex: House visits and regular engagement with the community

STEP 4

Build Toward Collaborative Planning

District commits to an open, inclusive, and collaborative planning process.

Ex: District signs MOU agreeing to engage with interest-holders at regular planning and implementation meetings

STEP 5

Build Structures for Shared Decision Making

District commits to permanent, ongoing, open, inclusive, and collaborative shared decision-making governance structures.

Ex: District agrees to permanent contract language describing a Steering Committee

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GENERAL COMMUNITY SCHOOL RESOURCES

Toolkits and Reports:
1. National Education Association (NEA), *The Six Pillars of Community Schools Toolkit: NEA Resource Guide for Educators, Families, and Communities*
2. NEA *System-Level Structures for Effective Community School Implementation & Support*
   1) Community Schools Implementation Team
   2) Community School Steering Committees
   3) Community-wide Community School Collective Impact Committee
   4) Sample MOU language in Appendix B
3. NEA Midwest Academy Strategic Campaign Institute for Community Schools, overview flier
4. NEA Midwest Academy Strategic Campaign Institute for Community Schools, self-assessment categories
5. Partnership for the Future of Learning, *Community Schools Playbook*
6. Partnership for the Future of Learning, *Community Schools Playbook*, "Section III: Messaging: How to Effectively Communicate for Community Schools"
7. Reclaim Our Schools LA, *The Schools Students and Families Deserve: The Community Schools Model as a Blueprint for Transforming Public Education in Los Angeles*

California Teachers Association (CTA) Communications and Resources:
1. CTA President's letter (January 6, 2022)
2. CTA, Community Schools webpage (includes videos and downloadable information)
3. CTA, Community Schools 1-page flier (September 23, 2022)
4. CTA, *Community Schools 101* factsheet
5. CTA, *Community Schools: What Are They and How Can We Win Them?* presentation
6. CTA, *Community Schools: CDE/SBE Update (1/19/22)* presentation
7. CTA, *Community Schools: CDE/SBE Update (2/16/22)* presentation
8. CTA, *5 Steps to Community Schools*, Version 1.0

California Department of Education (CDE)/State Board of Education (SBE) Documents and Resources:
1. Community Schools EdCode, 8900-8902
2. CDE, California Community Schools Partnership Program (CCSPP) webpage
3. CCSPP overview (October 15, 2021)
   a. California Community Schools Partnership Program (CCSPP) overview, longer version (October 15, 2021)
4. CDE, CCSPP FAQs (March 25, 2022)
5. California Community Schools Framework, proposed to SBE (January 2022)
6. California Community Schools Framework, approved by SBE (January 2022)

News Articles:
1. *Alternet*, "How the increasingly popular community schools model is boosting rural America," (September 17, 2021)
2. *CA Educator* magazine, "Community Schools: Building the Heart and Hub," (October 12, 2021)
3. *EdSource*, "California ready to launch $3 billion, multiyear transition to community schools," (January 21, 2022)
4. *EdSource*, "Every school can, and should, be a community school," (March 6, 2022)
5. *EdSource*, "California set to launch hundreds of community schools with $635 million in grants," (May 12, 2022)
6. *EdSource*, "California must consider rural districts' unique realities for community schools grants," (May 18, 2022)
7. *EdSource*, "Let's advance racial justice through community schools," (May 23, 2022)
8. *EdSource*, "How an East Bay school turns into a community school under California's model," (June 10, 2022)
9. *KQED*, "California Launched a $3 Billion Community Schools Grant Program, Some Say More Funds Needed to Meet Demand," (June 13, 2022)
10. *EdSource*, "Advocates for community schools support more funding but call for fixes to program," (June 17, 2022)
11. *LAist*, "What Are 'Community Schools'? And Why Is California Betting Big That They'll Remake Public Education?" (July 7, 2022)
12. The Brookings Institute, "Why local leaders should champion 'community schools' to improve student, family, and neighborhood well-being," (December 12, 2022)

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STEP 1: BUILD CHAPTER LEADER SUPPORT

WHAT are the goals at this stage?
Chapter leaders understand the importance and potential benefits of community schools and embrace chapter involvement.

WHAT concrete objectives should you work toward?
Executive Board passes a resolution endorsing community schools, advocating for the district to engage interest-holders in an open, inclusive, collaborative planning and implementation process.

Rep Council passes a resolution endorsing community schools, advocating for the district to engage interest-holders in an open, inclusive, collaborative planning and implementation process.

WHY are these goals and objectives important?
A resolution by either the Executive Board or the Rep Council (depending on chapter practices/culture) will establish the official position of the chapter as being in favor of community schools and sets the public expectation that planning and implementation will be open, inclusive, and collaborative.

A resolution also makes sure everyone within chapter leadership is informed, knowledgeable and onboard, which will be especially important if the district resists and the chapter is forced to organize a public pressure campaign.

HOW can you achieve these goals and objectives?
- One-on-one conversations with chapter leaders
- Invite CTA staff to present to Executive Board/Rep Council on community schools
- Attend a regional community schools information session as a leadership team to learn more about community schools
- Attend CTA conferences like the CTA Issues Conference and/or the CTA Summer Institute as a leadership team to learn more about community schools
- Visit community schools in another district and meet with leaders of the local chapter to learn about their community schools
- Identify who among chapter leaders (or possibly a new leader) will be the point-person/lead on the chapter's community schools work

WHERE can you find more resources?

Sample Presentations to Executive Boards/Rep Councils
1. [Twin Rivers UE presentation to Executive Board](#)
2. [Twin Rivers UE presentation to Rep Council](#)

Sample Executive Board/Rep Council Resolutions
1. [Hacienda La Puente TA Executive Board Resolution](#)
2. [Montebello TA Rep Council Resolution](#)

STEP 2: BUILD MEMBER SUPPORT

WHAT are the goals at this stage?
Members understand the importance and potential benefits of community schools and embrace chapter involvement.

WHAT concrete objectives should you work toward?
Regular communication and engagement with all members regarding community schools - the Why, updates on district activities and district/chapter collaboration (or lack thereof), celebrate wins and accomplishments, etc. Communication should be two-way, both sharing information out to members and listening to members' suggestions and concerns. Member feedback should inform chapter actions.

WHY are these goals and objectives important?
Member support is essential for a sustainable community schools initiative; if it remains completely leadership-driven, chapter leadership will constantly have to expend time and energy encouraging members to participate and support when members don't see the value of the community schools.

Good communication also makes sure members are informed, knowledgeable and onboard, which will be especially important if the district resists and the chapter is forced to organize a pressure campaign.

HOW can you achieve these goals and objectives?
- Develop a member engagement plan
- Send out/publicize Executive Board/Rep Council resolutions in support of community schools
- Road show/site visits - listen, explain, answer questions, build support
- Public forum - listen, explain, answer questions, build support
- Zoom meetings - listen, explain, answer questions, build support; post recordings/highlights to chapter website
- Newsletters and print communications
- Digital communications, social media
- Form a Community Schools Committee and draw on a diverse cross-section of members to work toward community schools and advise the organizing team and/or bargaining team or whichever group is driving the chapter's community schools work.

WHERE can you find more resources?

Sample Member Communications
1. Twin Rivers UE presentation to members
2. Anaheim Secondary TA community schools site visit presentation and script (August 8 & 9, 2022)

Member Feedback Gathering Tools
1. Lennox TA, LCAP Input Posters, 2019-20 - pdf and Word – not directly related to community schools, but could be adapted to collect member input on community schools
    a. Lennox TA, LCAP Input Posters parent feedback, 2019-20 - pdf
    b. Lennox TA, blank Input Posters - Word
2. Lennox TA, LCAP SGRM-Focus Group Protocols, 2019-20 - pdf and Word

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STEP 3: BUILD COMMUNITY SUPPORT

WHAT are the goals at this stage?
Families and the community understand the importance and potential benefits of community schools to students, educators, families, and the community, and embrace union-community partnerships.

WHAT concrete objectives should you work toward?
Regular communication with families and the community regarding community schools – the Why, updates on district activities and district/chapter collaboration (or lack thereof), celebrate wins and accomplishments, etc. Communication should be two-way, both sharing information out to the community and listening to the community's suggestions and concerns. Community feedback should inform chapter actions.

WHY are these goals and objectives important?
To be true to community school models and values, families and the community MUST be involved as equals and co-leaders.

Having partnerships with families and the community will help ensure that the district engages in an open, inclusive planning and implementation process and agrees to shared-leadership proposals.

HOW can you achieve these goals and objectives?
- Form a chapter Community Engagement Team and train members to speak with/listen to community members and community groups (provide them with talking points). Coordinate with the chapter's organizing team and/or bargaining team or whichever group is driving the chapter's community schools work.
- Do community mapping to identify potential allies
- Do a power analysis of the community to identify influential people/organizations, potential allies, and roadblocks
- Develop a community engagement plan
- Send out/publicize Executive Board/Rep Council resolutions in support of community schools
- Visits parent centers at schools and local community centers, attend community meetings and events, organize house meetings - explain, answer questions, build support
- Community Zoom meetings - listen, explain, answer questions, build support; post recordings/highlights to chapter website
- Parent-targeted newsletters and print communications
- Parent-targeted digital communications, social media
    - *Remember that communications with parents may be more effective if they are multilingual*
- Reach out to and develop more formal relationships with like-minded community organizations
- Consider contacting local press and local elected officials about the benefits of community schools and the current opportunities, and the importance of an open, inclusive planning and implementation process and shared leadership

WHERE can you find more resources?

Sample Community Communications
1. [Twin Rivers presentation to the community](#)

Community Feedback Gathering Tools
1. Lennox TA, LCAP Input Posters, 2019-20 - [pdf](#) and [Word](#) – not directly related to community schools, but could be adapted to collect community input on community schools
    a. Lennox TA, LCAP Input Posters parent feedback, 2019-20 - [pdf](#)
    b. Lennox TA, blank Input Posters - [Word](#)
2. Lennox TA, LCAP SGRM-Focus Group Protocols, 2019-20 - [pdf](#) and [Word](#)
3. Lennox TA, LCAP parent flyers, 2019-20 - [pdf](#) and [Word](#)

Community Engagement Resources
1. Community mapping tools – CTA *7 Steps to Community Engagement* toolkit
2. Power analysis tools – CTA *7 Steps to Community Engagement* toolkit

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STEP 4: BUILD TOWARD COLLABORATIVE PLANNING & IMPLEMENTATION

WHAT are the goals at this stage?
District commits to an open, inclusive, and collaborative planning and implementation process that includes students, educators, families, and the community.

WHAT concrete objectives should you work toward?
School board passes a resolution endorsing community schools and committing the district to engage interest-holders in an open, inclusive, collaborative planning and implementation process.

District signs an MOU agreeing to engage interest-holders in an open, inclusive, collaborative planning and implementation process.

Regular planning and/or implementation meetings are held involving a variety of interest-holders with different perspectives. All input is considered and impacts the design of the community schools plan and/or implementation.

An open, inclusive, multi-lingual, multi-modal community needs assessment is conducted to determine which schools should participate as well as what services and supports the community believes they need.

Community School Coordinator positions are collaboratively developed, flown, and hired (and possibly negotiated) for each community school. During the planning phase, Community School Coordinators focus on building relationships with the community and making the needs assessment more inclusive by engaging with traditionally underserved and under-listened-to members of the community.

WHY are these goals and objectives important?
Without an MOU between the district and unions, the district is under no legal or regulatory obligation to collaborate with educators, unions, or the community. Ideally, the district will welcome open, inclusive collaboration, or can at least be reasoned with and convinced to collaborate, but a stubborn/intransigent district will need to be pushed to collaborate through chapter and community organizing and public pressure campaigns.

HOW can you achieve these goals and objectives?
Create an organizing plan focused on ensuring an open, inclusive, and collaborative planning and implementation process. As we work through the first and second rounds of Community School Grants, we are seeing three distinct starting positions from districts, each of which will require a different organizing response from chapters and the community to secure an open, inclusive, and collaborative planning and implementation process:
   a. uninformed
   b. interested and willing to plan collaboratively with unions and other interest-holders
   c. interested but unwilling to plan collaboratively with unions or other interest-holders

Each district stance will require a different response from chapters and communities during the application and planning phases, working toward the goal of inclusive and collaborative planning and implementation.

STEP 4: BUILD TOWARD COLLABORATIVE PLANNING & IMPLEMENTATION (continued)

HOW can you achieve these goals and objectives? (continued)

If the district is:

uninformed	*interested and willing to plan collaboratively with unions and other interest-holders*	*interested but unwilling to plan collaboratively with unions or other interest-holders*
• Chapter leaders, members, families, and the community educate district leaders and school board members in multiple formal and informal venues as to how community schools benefit students, educators, families, and the community.	• Chapter leaders, members, families, and the community lobby school board members. Advocate for the school board to pass a resolution in favor of community schools and an open, inclusive, and transparent planning and implementation process.	• Chapter leaders, members, families, and the community lobby school board members. Advocate for the school board to pass a resolution in favor of community schools and an open, inclusive, and transparent planning and implementation process.
• Formal union conversations with district leaders and school board members about benefits of community schools, opportunities for students and districts.	• Work with the district and other interest-holders to establish a Planning Committee that meets regularly and includes a variety of interest-holders with different perspectives. The Planning Committee is likely to be different from a permanent, ongoing Community Schools Steering Committee.	• Plan an escalating campaign to pressure the district to allow interest-holder participation. This may require levels of organizing and coordination with community allies on par with what chapters are accustomed to doing during contract negotiations over traditional subjects like salary and benefits.
• If necessary, begin a subtle campaign focused on educating district leaders and the school board rather than on publicly shaming them.	• Work with the district and other interest-holders to conduct an open and inclusive community needs assessment.	o THIS is also why building member support and community coalitions in prior steps is essential.
— then —	• Work with the district and other interest-holders to collaboratively write job descriptions for Community Liaisons. Fly the positions, interview candidates and hire for the positions.	• Keep members and the community informed on progress (or lack of progress), even once the district agrees to work more inclusively and collaboratively. This keeps engagement up and maintains public pressure on the district.
• Continue to "*District is interested and willing to plan collaboratively with unions and other interest-holders.*"		*— then —*
		• Continue to "*District is interested and willing to plan collaboratively with unions and other interest-holders.*"

STEP 4: BUILD TOWARD COLLABORATIVE PLANNING & IMPLEMENTATION (continued)

WHERE can you find more resources?

Sample School Board Resolutions
1. NEA, Sample Resolution for Community Schools Model of School Improvement
2. Los Angeles USD, School Board Resolution: Embracing Community School Strategies in the Los Angeles Unified School District (June 13, 2017)
3. San Diego USD, School Board Resolution: Supporting the San Diego Community Schools Coalition (July 28, 2020)
   a. San Diego USD/San Diego TA, Community Schools Implementation presentation

Bargaining Tools & Sample MOUs on Planning and Implementation
1. CTA C4OB, Community Schools Organizing and Bargaining Strategies Advisory (October 3, 2022) – Includes sample request for information and demand to bargain letters
   a. sample demand to bargain letter (Sacramento City TA)
2. CTA, sample MOU language on community schools
3. UTLA, Tentative Agreement on Community Schools (January 20, 2019)
4. UTLA, *Beyond Recovery* proposal (May 27, 2022) – includes community school language
5. Twin Rivers UE, proposal on planning, implementation, and steering (January 11, 2022)
6. CACS, draft contract language on community schools (June 2022)
   a. CACS, Contract Campaign Coordination document (May 19, 2022)
7. Anaheim Secondary TA, MOU on release time for Association Community Schools Lead, final (May 24, 2022)
8. Anaheim City Council, resolution supporting community schools (September 2022)
9. Anaheim Secondary TA, contract language on community schools (October 25, 2022)
10. Montebello TA, Tentative Agreement on Community Schools (January 12, 2023)
11. UT Richmond, Tentative Agreement on Community Schools (February 10, 2023)

Sample Agendas/Minutes from Planning and Implementation Meetings
1. Anaheim UHSD/Anaheim Secondary TA, Community Schools Meeting Agenda, 8-31-22 (August 21, 2022)

Sample Needs Assessment Tools
1. Anaheim UHSD/Anaheim Secondary TA, *Needs and Assets Assessment Process* (March 2022)

Sample Community School Job Descriptions
1. Anaheim UHSD, Community Schools Teacher Lead Job Description (June 2022)
2. Anaheim UHSD, Community Schools Teacher Lead Interview Questions (June 2022)

News Articles
1. *EdSource*, "California teachers call on their districts for contractual commitment to community schools," (January 27, 2023)
2. *California Educator*, "United Teachers of Richmond Wins Tentative Agreement," (February 13, 2023)

STEP 5: BUILD STRUCTURES FOR SHARED DECISION MAKING

WHAT are the goals at this stage?
District commits to a permanent, ongoing, open, inclusive, and collaborative shared-decision-making governance structure for the community schools that includes students, educators, families, and the community.

WHAT concrete objectives should you work toward?
District agrees to permanent contract language describing the shared-decision-making governance structure of the community schools, including:
- who will be part of the "Steering Committee,"
- who will select/elect/appoint Steering Committee members,
- how often the Steering Committee will meet,
- the scope of the Steering Committee's authority, and
- how Steering Committee decisions will be made.

The ideal (the "gold standard") would be to have permanent contract language on shared governance signed before the district applies for an Implementation Grant, but more realistically (the "silver standard"), the chapter may have to negotiate a shared governance agreement during early implementation. But be advised – it will be more difficult to secure agreement and shape the governance structure once the district has begun to implement its own model. Delay and it will become a struggle to restructure what has already been put in place rather than to establish something correctly and inclusively from the inception.

WHY are these goals and objectives important?
For long-term stability and success of a democratic community schools model, leadership structures and authorities must be written, clear and binding on all parties (particularly districts). This is what guarantees that educators and community members will have a voice and shared leadership with school and district leaders.

HOW can you achieve these goals and objectives?
Create an organizing plan and escalating campaign to publicly pressure the district to come to agreement on a permanent, ongoing shared-decision-making governance structure. This may require levels of organizing and coordination with community allies on par with what chapters are accustomed to doing during contract negotiations over traditional subjects like salary and benefits. [And again, THIS is why building member support and community coalitions in prior steps is essential.]

Develop a system of regular communication to keep members and the community informed on community schools governance as well as successes and challenges. This will help sustain engagement, transparent governance, and maintain public pressure on the district to continue to be a good partner.

WHERE can you find more resources?

Sample Contract Language on Permanent Steering Committees
1. [UTLA, Tentative Agreement on Community Schools (January 20, 2019)](#)
2. [Anaheim Secondary TA, contract language on community schools (October 25, 2022)](#)
3. [Oakland EA Draft Contract Language on Community Schools (November 2022)](#)
4. [Montebello TA, Tentative Agreement on Community Schools (January 12, 2023)](#)
5. [UT Richmond, Tentative Agreement on Community Schools (February 10, 2023)](#)

Sample Permanent Steering Committee Ongoing, Regular Communications
1. Need examples

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The CTA Community Schools Team

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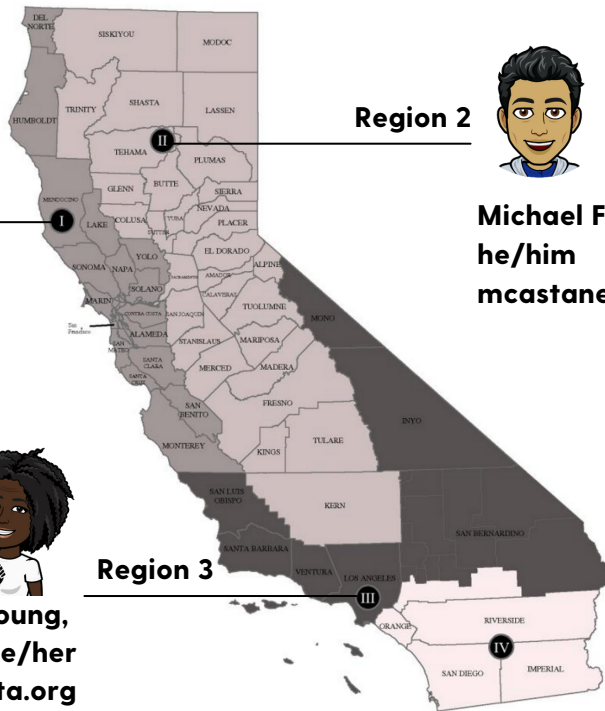**Region 2**
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CTA Community Schools Steering Committee

	Region 1	Region 2	Region 3	Region 4	Statewide Coordination	
						David Goldberg CTA VP
Local Leaders	Kampala Taiz Rancifer Oakland EA 2nd VP		Arlene Inouye UTLA Secretary	Rosa Martinez Chula Vista Edu Pres		Paul Barragan CTA Region 2 Ast ED
	Leslie Hu UESF Secretary			Grant Schuster Anaheim Sec TA Pres		Seth Bramble CTA GR Staff
				Kyle Weinberg San Diego EA VP		Romalda Lara CTA HRD Staff
State Leaders	Taunya Jaco District G	Eva Ruiz District F	Chris Bushée District I	Kisha Borden District P		Efrain Mercado CTA GR Staff
Partners			Billy Easton ROS - LA			Monica Thammarath CTA HRD Manager
Staff	Memo Durgin CTA C4OB Staff	Michael Flores-Castaneda CTA HRD Staff	Aisha Blanchard-Young CTA HRD Staff	Lisa Adams CTA HRD Staff		Katharine Fong CTA Comms Staff
	Muni Citrin CTA C4OB Staff		Brian Guerrero CTA IPD Staff		National Support	Anna Grant NEA CS Consultant
			Esperanza Martinez UTLA Staff			Marissa Glidden NEA CS Consultant
						Kyle Serrette NEA CS Director

General Questions? Email humanrightsdept@cta.org

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