Chula Vista Elementary School District

Department of Student Services

Community Schools

Semi-Annual Progress Report

July-December 2025

Chula Vista Elementary School District
Student Services

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

Table of Contents

Introduction 1

Pillars of Community Schools 3

Progress Report Summary 6

Referrals & Resource Connections 7

Outreach & Community Engagement 12

Attendance Comparison 15

State Data Comparison 17

Conclusion 19

Introduction

Chula Vista Elementary School District's Community Schools

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. Qualifying schools (according to California Department of Education requirements) were invited to informational meetings 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 the grant application for: Harborside, Palomar, Loma Verde, Los Altos, Rice, Camarena, Rohr, Valle Lindo, Castle Park, Lauderbach, Montgomery, Otay, and Vista Square. Through a combination of state and federal grant opportunities, each was awarded with Implementation Grants.

Together with diverse site teams of Administrators, Teachers, Staff and Families with DCSSC members, all work together with the community for engagement strategies and opportunities to elevate the entire community perspectives. Ideas are shared during focus groups, which inform Site Community School Steering Committees to lead localized projects and priorities.

This report aims to reflect the shared work and contributions among all the communities educational partners working together to transform our schools to help our students succeed, including: students, families, community members and partners, staff, teachers, and administrators.

Introduction

Community Schools: A California Definition

“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.”

California State Board of Education, January 2022 Agenda, Item #02 Attachment 1 pg. 1-2

Pillars of Community Schools

In order to achieve these transformational outcomes, The CCSPP Framework leans heavily on the four established pillars of the community schools movement. 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 SUPPORTS

Support student success by meeting their academic, physical, social-emotional, and mental health needs. Effectively supporting students requires that they be well known so that they can be well served.



FAMILY AND COMMUNITY ENGAGEMENT

Actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students.



EXTENDED LEARNING TIME AND OPPORTUNITIES

Including academic support, enrichment, and real-world learning opportunities through before and after school and intercession programs. Expanded learning opportunities can also include tutoring and other learning supports during school hours.



COLLABORATIVE LEADERSHIP

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.

California State Board of Education, January 2022 Agenda, Item #02 Attachment 1 pg. 2

Community School Dept Goals

As determined by the District Community School Steering Committee, Community Schools goals are based on data and feedback from student, family, community partner, staff, and administrator voice. Whole community voice inclusion and participation incorporates surveys, public meetings, focus groups, and empathy interviews. Goals are categorized by programmatic pillar for CCSPP alignment. Below are some goals for the first semester this year.



INTEGRATED STUDENT SUPPORTS

Incorporate resources responsive to students, families and staff requests and needs



FAMILY AND COMMUNITY ENGAGEMENT

Assess engagement strategies and increase participation at site meetings and events.



EXTENDED LEARNING TIME AND OPPORTUNITIES

Enhance access to existing afterschool programs/clubs



COLLABORATIVE LEADERSHIP

All Community Schools elect site Community School Steering Committees by the end of the first semester.

Community School Expansion

Through an internal application process, qualifying schools expressed their interest and collected community support in this opportunity to become a Community School. The District Community School Steering Committee reviewed, scored, and facilitated schools applications to the California Department of Education for the CCSPP Implementation Grant, as well as a supplemental grant in partnership with National University ENLACES, the Full-Service Community School grant (FSCS). These collective efforts have supported approximately 30% of CVESD's non-charter schools becoming Community Schools.

2023/2024 - COHORT 1

Harborside Elementary (CCSPP)
Palomar Elementary (CCSPP)

2024/2025 - COHORT 2

Lilian J. Rice Elementary (CCSPP)
Loma Verde Elementary (CCSPP)
Los Altos Elementary (CCSPP)
Enrique S. Camarena Elementary (FSCS)
Rohr Elementary (FSCS)
Valle Lindo Elementary (FSCS)

2025/2026 - COHORT 3

Castle Park Elementary (CCSPP)
J. Calvin Lauderbach Elementary (CCSPP)
John J. Montgomery Elementary (CCSPP)
Otay Elementary (CCSPP)
Vista Square Elementary (CCSPP)

Progress Report Summary

2025-2026 1st Semester Implementation

This report encapsulates the early deliverables, successes, challenges, and insights gleaned during the inaugural stages of our program's implementation. Through transparent communication and a commitment to excellence, the aim is to provide a comprehensive overview of our progress, ensuring alignment with our shared objectives and aspirations for the Community School initiative and continual progress.

Key Indicator	Activity / Project	Data / Outcome
Integrated Supports: Resource Connections	Increase referrals and services accessed by students and families	**13,047 Resource Connections** • 5,615 Basic Needs • 5,493 Recreation & Enrichment • 651 Academic
Community Engagement: Outreach Activities	Improve engagement and outreach efforts towards the community	• 269,469+ views Digital Outreach • 12,070 flyers In-person Outreach • 74 School Events
Extended Learning: Expand Opportunities	Increase quantity and quality of opportunities and participants	• 2,471 in LEAD Club • 911 in LEAD Hub
Collaborative Leadership: Shared Decision Meetings	Offer additional opportunities for educational partners	**41 CS Steering Committee Mtgs** • 66 Focus Groups • 1,438 Focus Group Participants

Measuring Progress

Referrals & Resource Connections

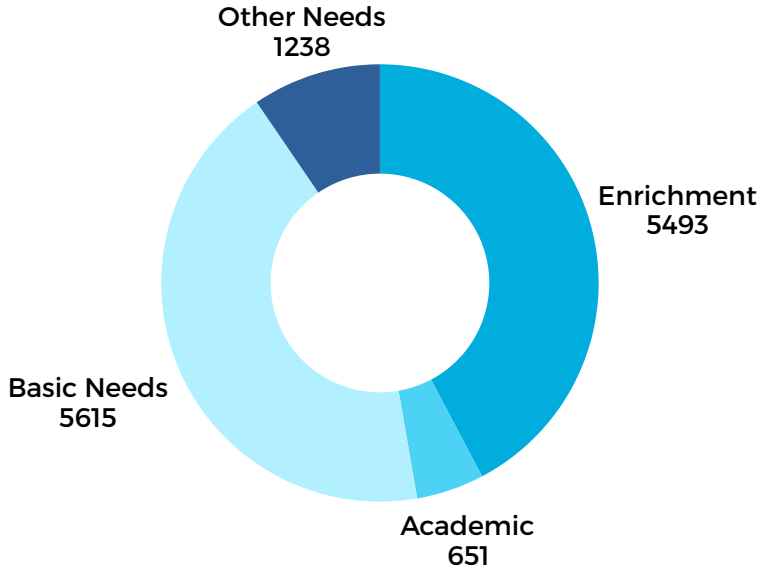
Referrals are collaborative communication to connect resources based on needs, observations, and requests for the whole child.

Total Referrals by Resource Categories

Which resources are being sought

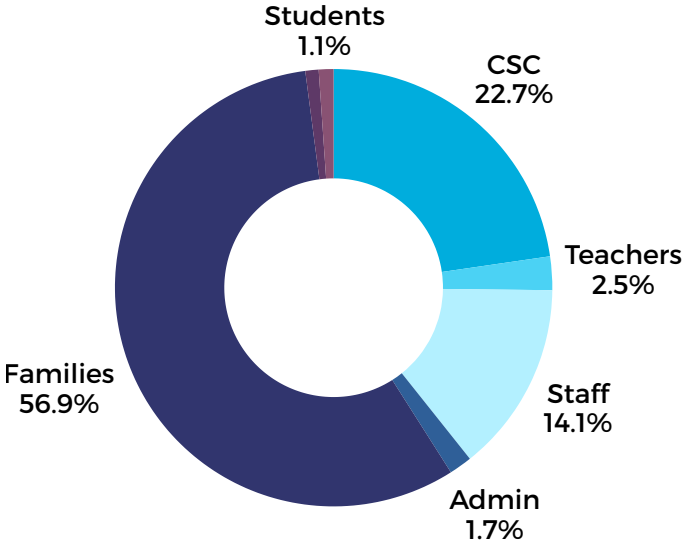
13,047 Total Referrals

42% Basic Needs Referrals



Total Referrals by Referring Party

Who is submitting the referrals



41% School Referrals

59% Communal Referrals

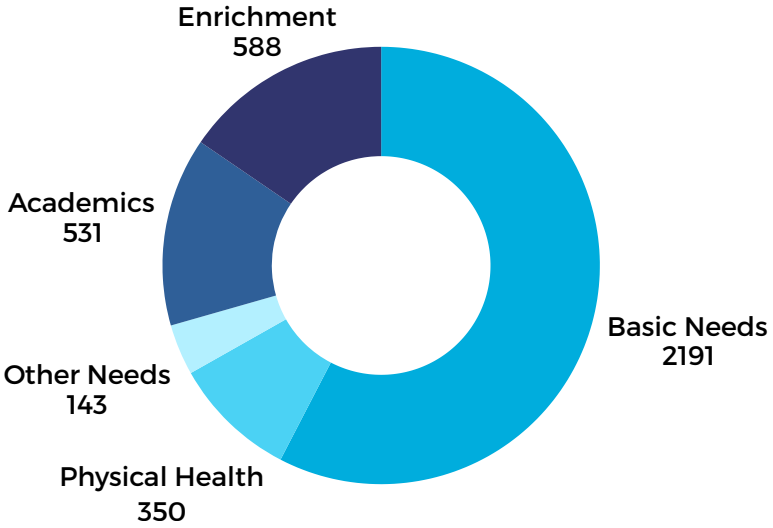
Measuring Progress

Referrals & Resource Connections

Referrals are collaborative communication to connect resources based on needs, observations, and requests for the whole child.

Total School Referrals by Resource Categories

Referrals created by Admin, Teachers, Staff, and CS Coordinators



57% Basic Needs Referrals

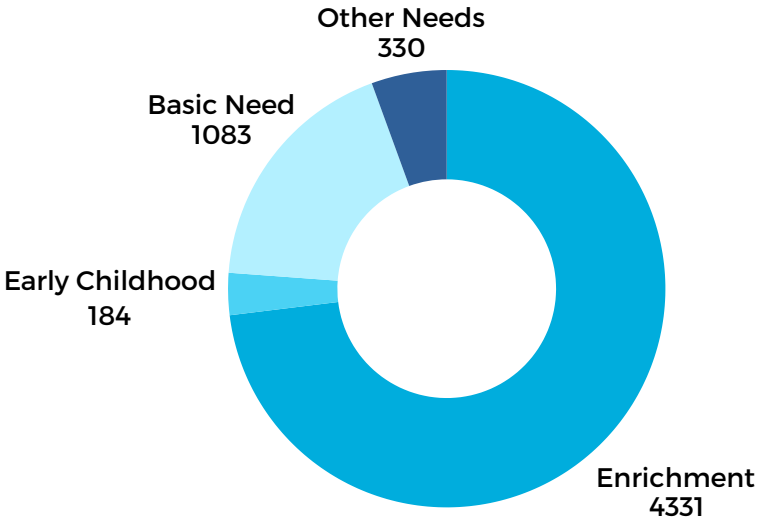
3,821 Total School Referrals

Total Communal Referrals by Resource Categories

Referrals created by Families, Community Members, Partners, & Students

73% Enrichment Referrals

6,044 Total Communal Referrals



Measuring Progress

Referrals & Resource Connections

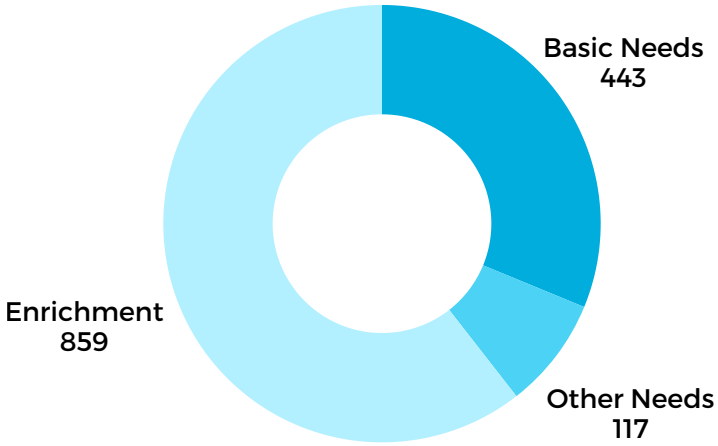
Referrals are collaborative communication to connect resources based on needs, observations, and requests for the whole child.

Teacher Referrals by Resource Category

Referrals from Teachers to CS Coordinators

1,419 Total Referrals

61% Enrichment Referrals

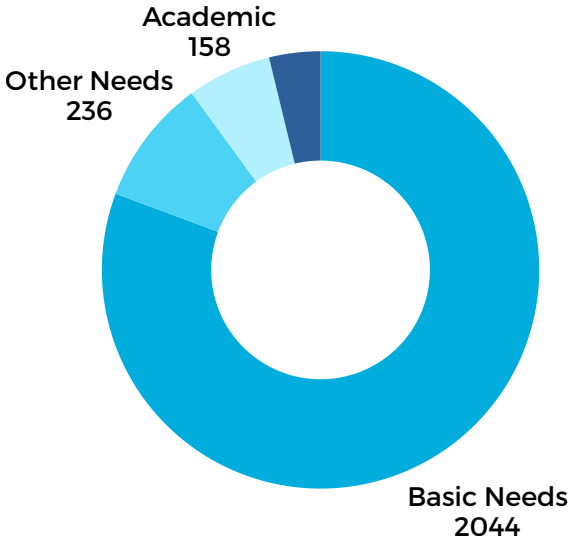


Referrals by Community School Coordinator

Resource connections through the CS Coordinator

2,534 Total Referrals

81% Basics Needs Referrals

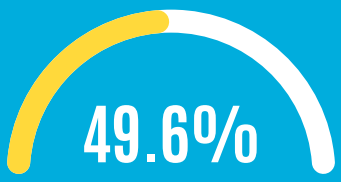


Measuring Progress

Extended Learning Opportunities

The district's LEAD Program is a free program funded by the Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) grants.

Students Enrolled in After-School Clubs

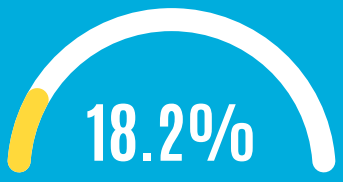


School population that participated in LEAD Clubs

2,471 Total Students who participated in a club

393 Total Staff Club Facilitators

Students Enrolled in After-School Enrichment



School population that participated in LEAD Hub

911 Total Students who participated in LEAD hub

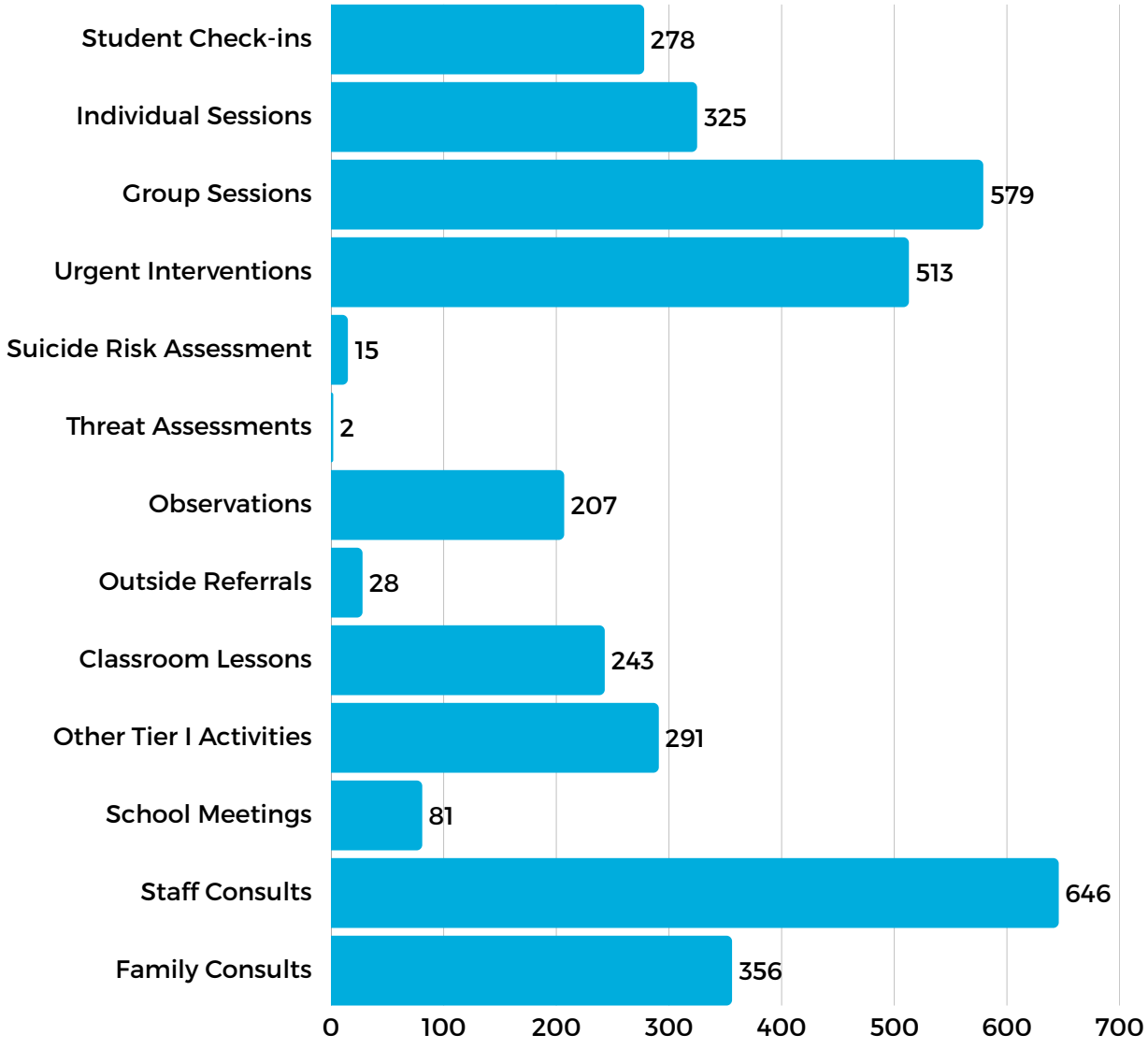
LEAD
LEARN • ENRICH • ASPIRE • DEVELOP

Measuring Progress

Mental/Social/Emotional Wellness

Mental health supports and resources include individual and group counseling, crisis intervention, and much more, all designed to equip students with coping strategies and resilience to promote mental wellness.

Mental Health Supports by Counselors/Social Workers



Measuring Progress

Outreach and Community Engagement

Outreach activities are initiatives designed to reach out to and support specific individuals or groups, often with the goal of providing resources, information, or assistance. Community engagement involves actively involving and collaborating with local communities to address their needs, strengthen relationships, and promote collective action for shared goals.

CS Survey

CS Interest Survey from Staff and Families

- 3,115 Responses
- 76% Average Response Rate

CS Presentations

Foundational Presentations sharing information on CS

- 11 presentations to staff
- 15 presentations to families

Digital Outreach

ClassDojo is a popular medium

- 924+ posts published
- 269,469+ views

In-person Outreach

Connecting face-to-face

- 74 events with CS booths
- 12,070 flyers handed out

Focus Groups

Quarterly focus groups with staff, families, and students

- 66 focus groups held
- 1,438 participants

CSSC

CS Steering Committees with representatives to share leadership

- New CS elected members Q1
- 41 CSSC meetings held

Measuring Progress

Community Events

Community engagement refers to the process of building active, collaborative relationships with local communities to address shared goals, needs, and concerns, fostering a sense of collective responsibility and involvement.

Adult ESL Classes (Harborside)

Families participated in SWC ESL classes to improve English and engage with the school community.



Family Art Night (Rohr)

Data collected showed opportunity to increase family events across 3 stakeholder groups!

- Collaborated with parent volunteers
- Partnered with Little Ants Art



Students and families showcasing their artwork during Family Art Night.

Operation School Bell (Castle Park)

- 35 families were gifted $125 Target gift cards to spend on school clothing
- assisted some families in gathering clothes and shoes for their child





Measuring Progress

Community Events

Community engagement refers to the process of building active, collaborative relationships with local communities to address shared goals, needs, and concerns, fostering a sense of collective responsibility and involvement.

Bike Rodeo (Vista Square)

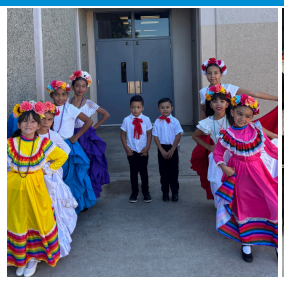
Collaboration with Kiwanis Club of Chula Vista as the first community event as a Community school.

- 273 attendees
- 10 bikes were raffled



Dia de los Muertos (Los Altos)

- 150+ attendees
- 8 community resource booths
- 5 raffle prizes from community partners
- Los Altos Foklorico and Montgomery Middle Mariachi performances





Science Fleet Center (Camarena)

- Science Fleet Center bringing bringing fun and learning for the whole family.
- 200+ attendees



Measuring Progress

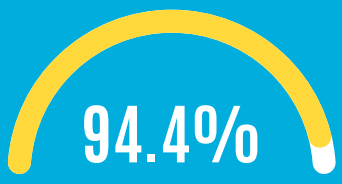
Attendance Comparison - All CS Sites

Chronic absenteeism refers to when a student misses a significant number of school days—typically 10% or more of the school year. Daily attendance rate measures the percentage of students who are present in school each day, reflecting the overall consistency of student participation in their educational experience.

First Semester 2024-25 School Year (Last Year)



Average Chronic Absenteeism Rate



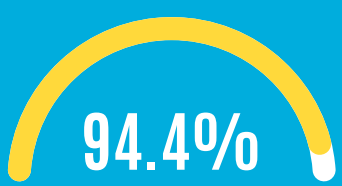
Average Daily Attendance Rate

First Semester 2025-26 School Year (This Year)



Average Chronic Absenteeism Rate

0.2% increased



Average Daily Attendance Rate

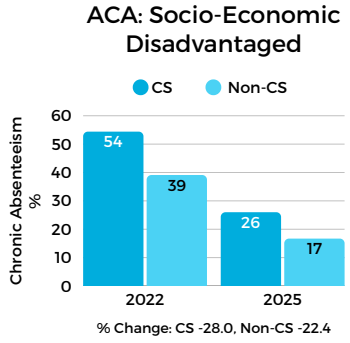
0.0% improved

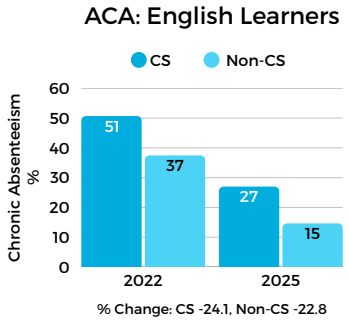
Measuring Progress

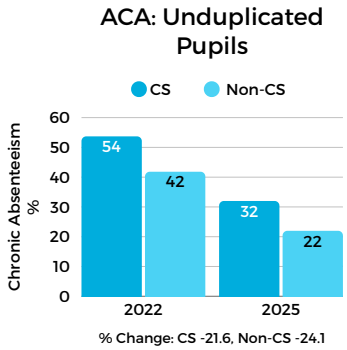
Attendance Comparison - Cohort 1

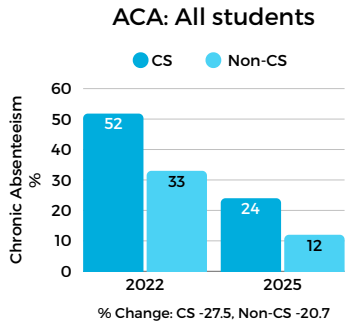
Founding Community Schools, Harborside and Palomar, demonstrate the long-term impacts of CS strategies on chronic absenteeism, specifically with the most-underserved and most-vulnerable. Data below compares the founding CS in contrast with non-charter non-CS sites over the same period with the same population groups.

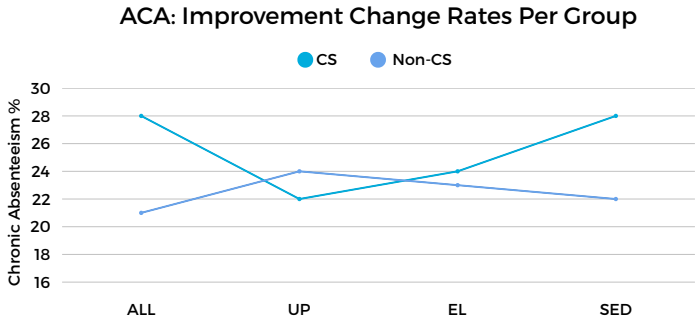
CS vs Non-CS: Average Chronic Absenteeism (ACA)



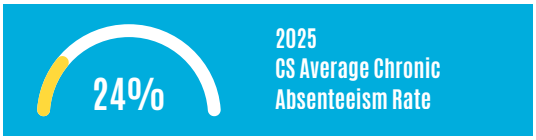




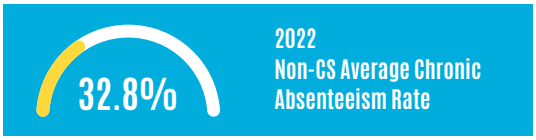


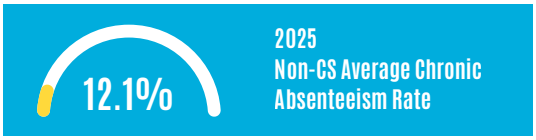














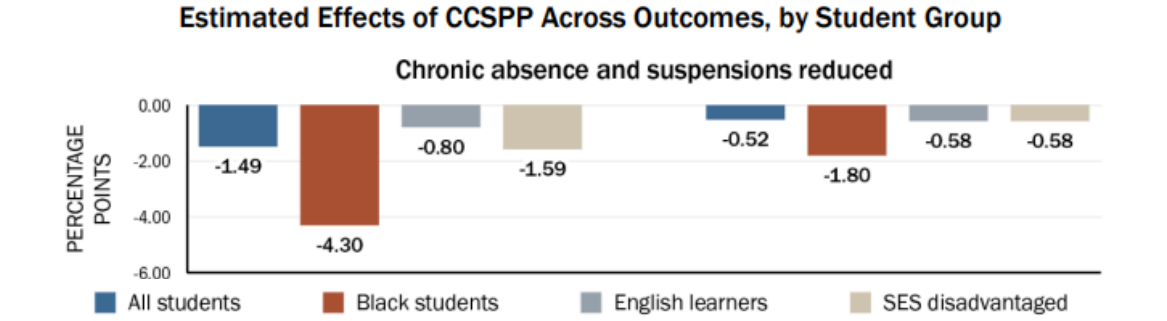
CS saw +6.75% greater improvement than non-CS

Measuring Progress

State CS Data Comparison - Cohort 1

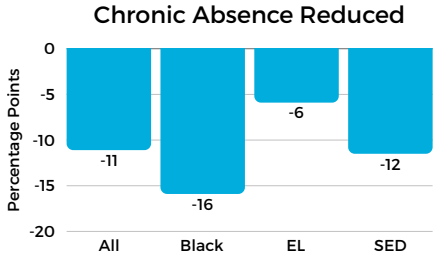
The Learning Policy Institute conducted a research case study on the early impacts of implementing California Community School Partnership Program based on comparing 23/24 data at Community Schools to themselves in 22/23, prior to implementation. The study was published in September 2025 with promising gains in target areas.

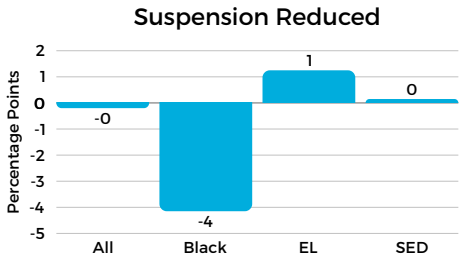
State CS Data (23/24 school year)



Notes: CCSPP = California Community Schools Partnership Program. SES = socioeconomic status. Chronic absence is calculated as the percentage of students who miss 10% or more of the school year. Suspensions are the percentage of students with at least one suspension. Math and ELA California Assessment of Student Performance and Progress (CAASPP) scale scores standardized by grade subject and year.

CVESD CS Data (23/24 school year)





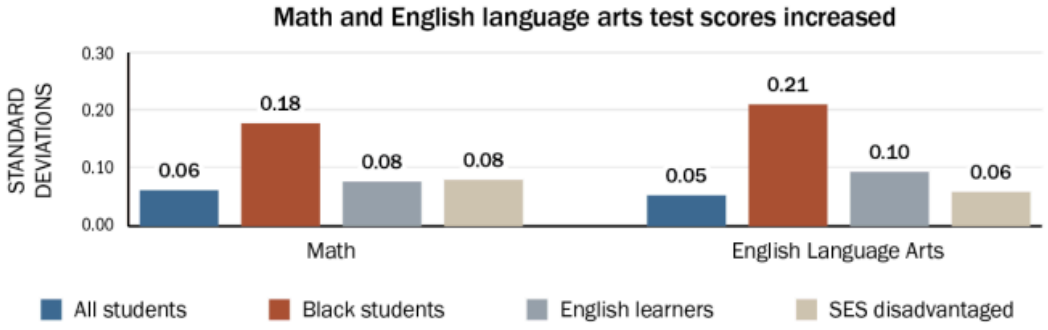
CVESD's data of the same metrics during the same period reinforce why the CVESD is considered a leader within the Community School space. With many absence rate reductions between 4-7 times higher than state CS averages. Suspension rate reductions were mixed, a measurable difference of +0.2% points overall, with considerable progress in reduction of black student suspensions (twice as high as the state CS reduction). Suspension rates increased among EL with no improvement for SED students.

Measuring Progress

State CS Data Comparison - Cohort 1

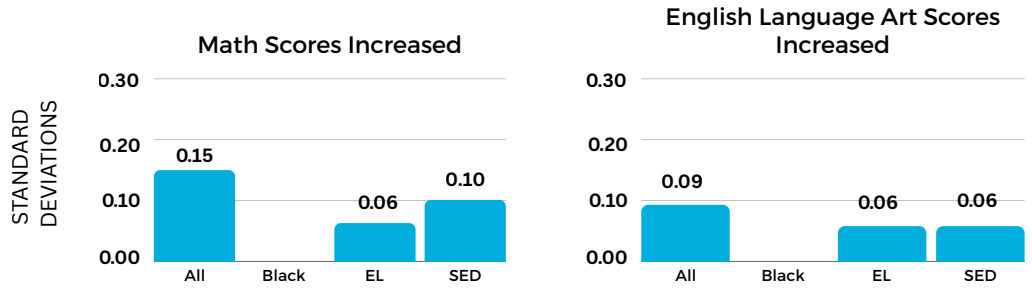
The Learning Policy Institute conducted a research case study on the early impacts of implementing California Community School Partnership Program based on comparing 23/24 data at Community Schools to themselves in 22/23, prior to implementation. The study was published in September 2025 with promising gains in target areas.

State CS Data (23/24 school year)



Notes: CCSPP = California Community Schools Partnership Program. SES = socioeconomic status. Chronic absence is calculated as the percentage of students who miss 10% or more of the school year. Suspensions are the percentage of students with at least one suspension. Math and ELA California Assessment of Student Performance and Progress (CAASPP) scale scores standardized by grade subject and year.

CVESD CS Data (23/24 school year)



CVESD's results show stronger overall gains than the statewide CS averages, with All Students outperforming the State in both Math and ELA when measured in standard-deviation units. SED students also exceeded the State's growth in Math and matched it in ELA. In contrast, English Learners gained ground but still trailed the statewide EL improvements in both subjects. State data show large gains for Black students, but comparable CVESD data were not available in the current chart.

Conclusion

Next Steps

The progress detailed in this report highlights some of the collective efforts and shared commitment of administrators, teachers, staff, families, and all educational partners in Community Schools. Through focus groups and collaborative discussions, Site Community School Steering Committees will demonstrat their leadership in guiding localized projects and priorities, embodying the principles of shared leadership and decision-making. Moving forward, the continued alignment will be critical in advancing strategies that transform schools and empower students, families, and communities to succeed.

1

Analyze and Process Data

Reflect and assess strengths, challenges, and gaps with what is shown and not shown in the data.

2

Engage Community

Follow up with all educational partners. Utilize data in focus groups and surveys for community voice.

3

Establish Short- and Long-term Goals

Establish goals based off communal voice. Organize by level of priority and duration (short- vs long-term)

Conclusion

Testimonials

Elevating every voice is essential to creating an inclusive and supportive educational environment. This means valuing and amplifying the perspectives, ideas, and needs of all students, recognizing that every individual has a unique contribution to make.

"We love being a Community School model here at Palomar Elementary. Our students and families benefit from the many supports available to us through this important grant such as the food pantry, clothing closet, medical & health services, transportation vouchers, and special events."

School Staff

"I think it's creating more supportive learning environment for all students.plus it provides a lot of resources.

It has got me into participating more and supporting more for my children's education."

Family of TK & K students

"My favorite part of CS is the family nights. I liked the Family Fiesta Night & movie night because my family was able to come & have fun."

Student

"I am in a sad situation and I am always teaching my girls to be kind, grateful no matter what! Thank you for community schools for showing us kindness and being sweet to us in the situation we are in."

Parent of 3rd & 5th Grader

Community School's Vision

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

Chula Vista Elementary School District
Student Services

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