



Chula Vista Elementary School District

Department of Student Services

Community Schools

Annual Progress Report

July 2025 - June 2026



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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

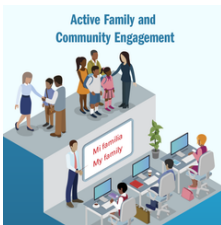
Pillars of Community Schools

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:



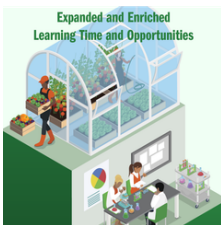
INTEGRATED STUDENT SUPPORTS

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

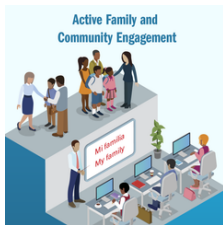
Community School Dept Goals

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.



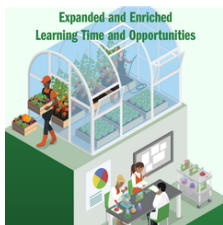
INTEGRATED STUDENT SUPPORTS

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 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	25,077 Resource Connections • 11,876 Basic Needs • 5,776 Recreation & Enrichment • 640 Academic
Community Engagement: Outreach Activities	Improve engagement and outreach efforts towards the community	• 345,172+ views Digital Outreach • 7,705 flyers In-person Outreach • 225 School Events
Extended Learning: Expand Opportunities	Increase quantity and quality of opportunities and participants	• 5,594 in LEAD Club • 2,355 in LEAD Hub
Collaborative Leadership: Shared Decision Meetings	Offer additional opportunities for educational partners	95 CS Steering Committee Mtgs • 130 Focus Groups • 1,448 Focus Group Participants

Progress Report Summary

Implementation Comparison

This summary 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	Year 1	Year 2	Year 3
Integrated Supports	3,573 Connections Made 1,537 Enrichment 1,177 Basic Needs	16,892+ Connections Made 9,160 Enrichment 5,735 Basic Needs 1,389 Other 608 Academics	25,077 Connections Made 5,776 Enrichment 11,876 Basic Needs 640 Academics
Community Engagement	75,393 Outreach Contacts	156,281 Outreach Contacts 207+ Outreach Activities	467,729 Outreach Contacts 18K+ Outreach Activities
Extended Learning	84 LEAD Clubs 239+ LEAD	181+ LEAD Clubs 774+ in LEAD Hub	5,553 LEAD Clubs 2,346 in LEAD Hub
Collaborative Leadership	17 CS Steering Committees 18 Focus Groups	27 CS Steering Committees 71 Focus Groups 1,112 Participants	95 CS Steering Committees 119 Focus Groups 1,448 Participants

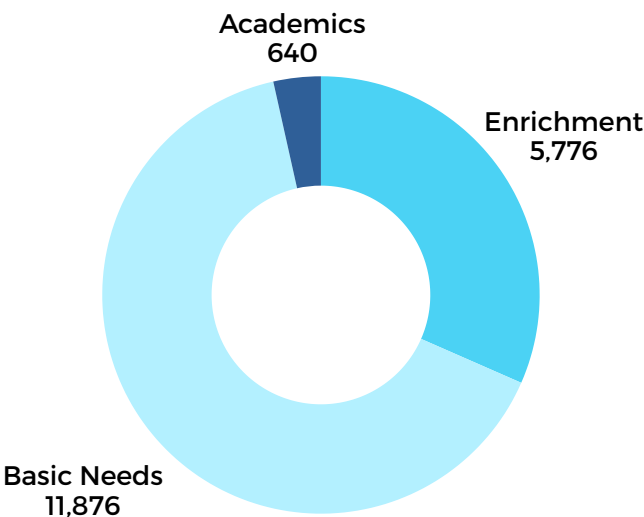
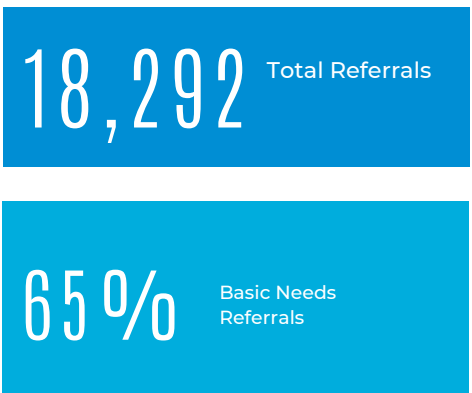
Measuring Progress

Referrals & Resource Connections

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

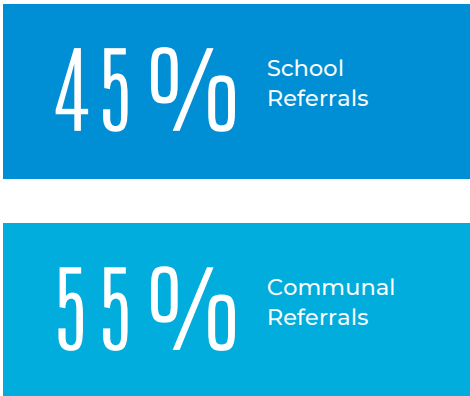
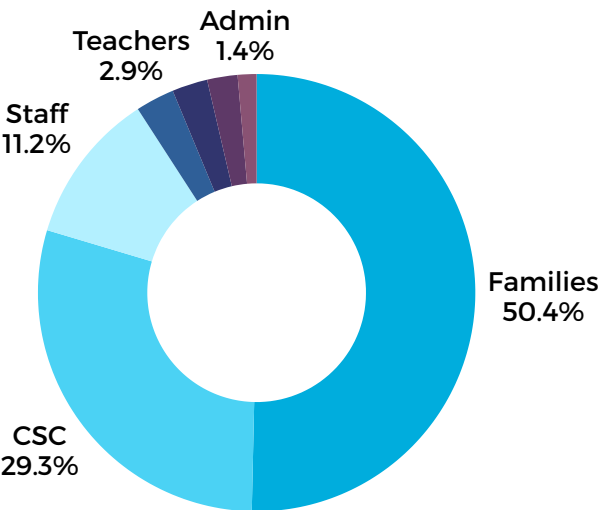
Total Referrals by Resource Categories

Which resources are being sought



Total Referrals by Referring Party

Who is submitting the referrals



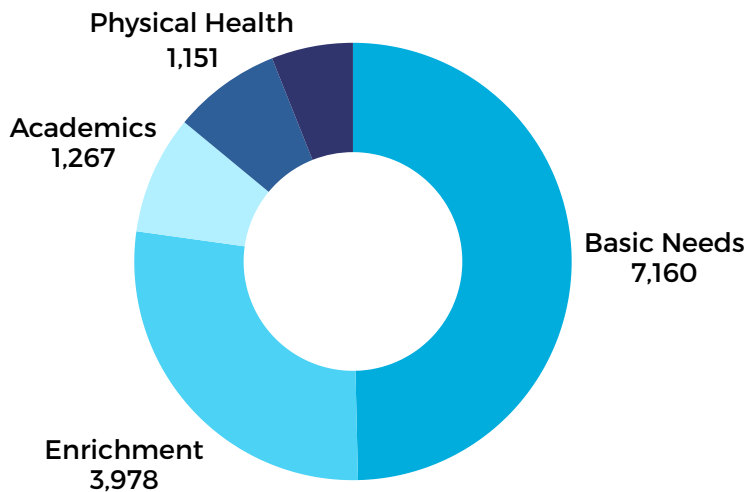
Measuring Progress

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

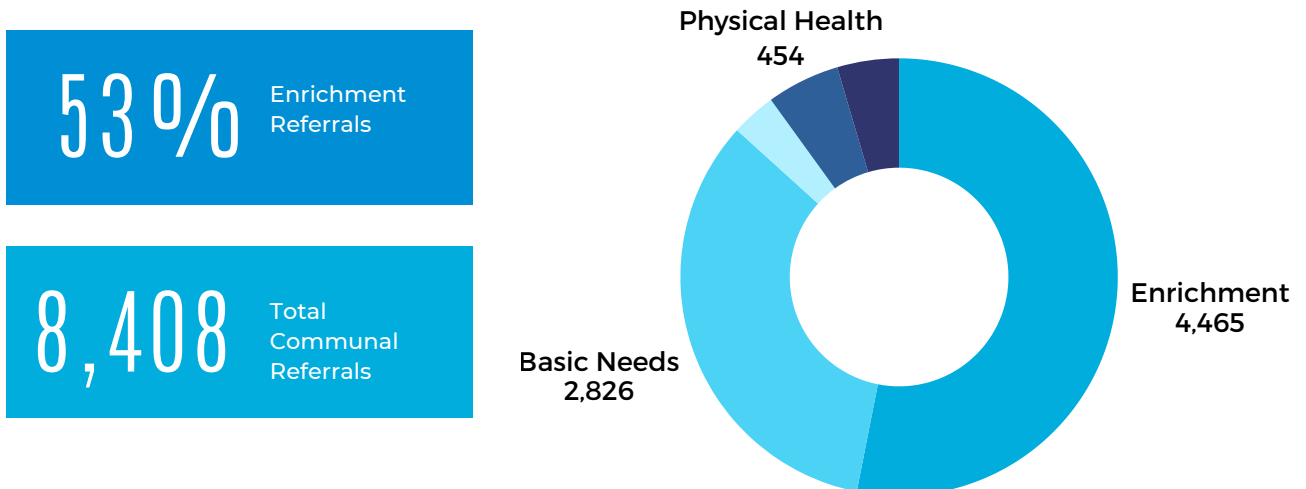


50% Basic Needs Referrals

14,426 Total School Referrals

Total Communal Referrals by Resource Categories

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



53% Enrichment Referrals

8,408 Total Communal Referrals

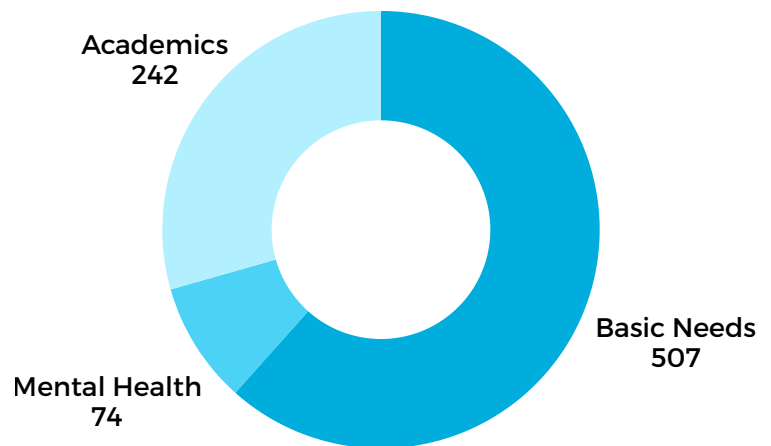
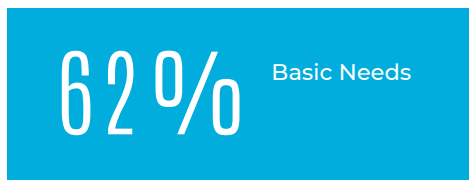
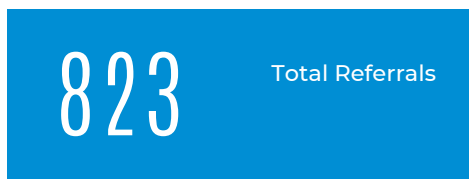
Measuring Progress

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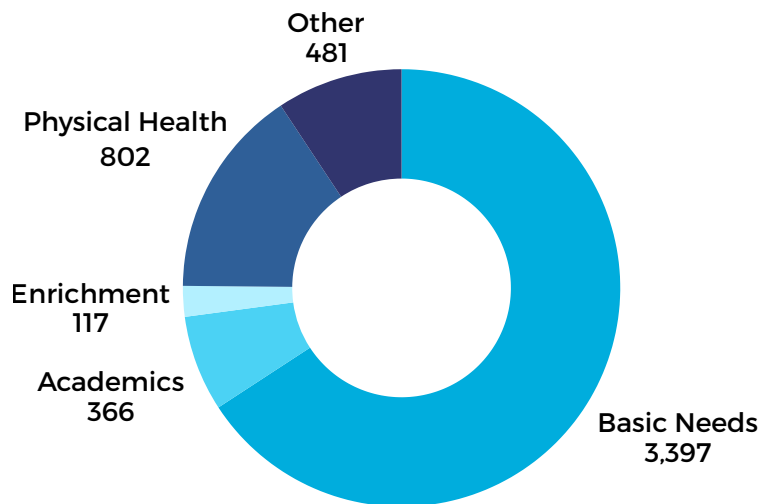
Teacher Referrals by Resource Category

Referrals from Teachers to CS Coordinators



Referrals by Community School Coordinator

Resource connections through the CS Coordinator



Measuring Progress

Family Resource Centers

In July 2024, the Family Resource Centers (FRCs) formally merged into the Community Schools Department, strengthening alignment with the CS Pillar of Integrated Services and deepening a whole-child, whole-family approach. This integration has enhanced coordination of supports, ensuring families can more easily access comprehensive, responsive services in one connected system. FRCs continue to serve as trusted community hubs for both CVESD and SUHSD families, providing family support and advocacy, guidance navigating public systems, parenting education and resources, health insurance enrollment, food assistance, and other essential services that promote stability, well-being, and equitable opportunities for all families.

FRC Services Provided

21,890+ Total Services

16,345 Basic Needs

4,801 Stability & Growth



Referrals and Families Served

1,916+ Referrals From Schools

2,737+ Families Served

3,606+ Students Served

80.4%

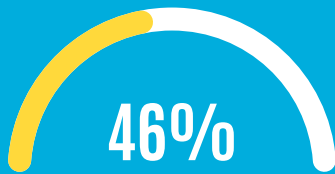
Referral Success Rate

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

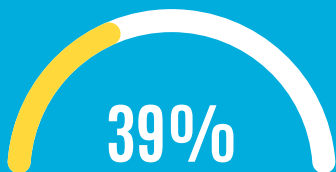
5,594

Total Students who participated in a club

499

Total Staff Club Facilitators

Students Enrolled in After-School Enrichment



School population that participated in LEAD Hub

2,355

Total Students who participated in LEAD hub

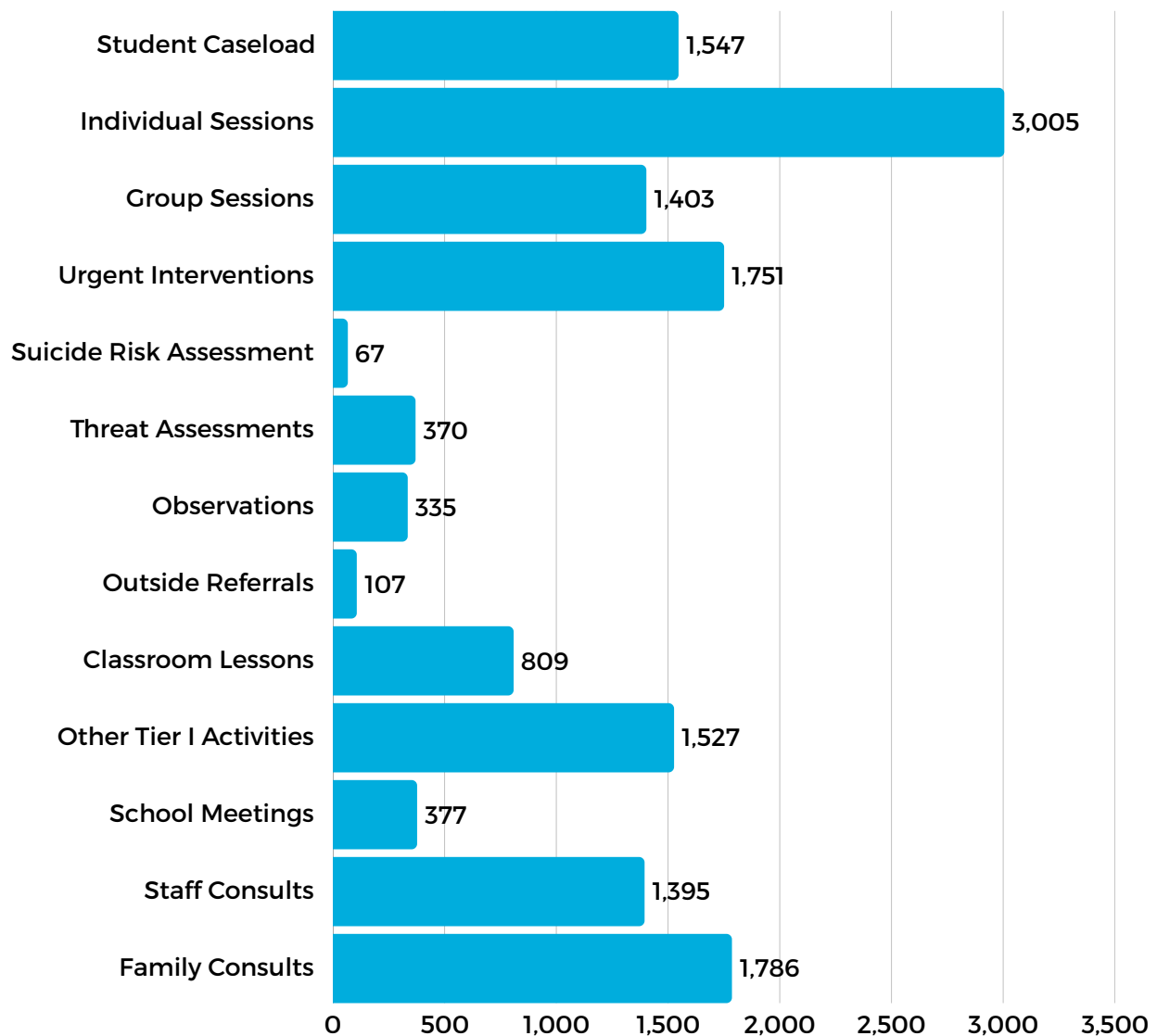


Measuring Progress

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

- 5,127 Responses
- 76% Average Response Rate



CS Presentations

Foundational Presentations sharing information on CS

- 28 presentations to staff
- 67 presentations to families



Digital Outreach

ClassDojo is a popular medium

- 653+ posts published
- 345,172+ views



In-person Outreach

Connecting face-to-face

- 225 events with CS booths
- 7,705 flyers handed out



Focus Groups

Quarterly focus groups with staff, families, and students

- 130 focus groups held
- 1,448 participants



CSSC

CS Steering Committees with representatives to share leadership

- 95 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.

Spring Fair (Lauderbach)

- 300+ Attendees
- Activity booths, prizes, food & more.
- Entertainment from LEAD Folklórico, Castle Park Mariachi & Castle Park Rock Band.
- Resource booths: Binational, C.O.R.E, Jrs Trauma Care Initiative & more.



Family S.T.E.M. Night (Palomar)

- 200+ attendees
- 8+ stations from Community Partners and Staff/Teachers
- Student Passports for the Stations and Raffles
- Free STEM goody bag for every student that attended!



Dia de los Muertos Festival (Los Altos)

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



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.

Back To School (Loma Verde)

- 800+ Attendees
- 26 Community Resource booths
- Bike & prize raffles
- 2-\$100 cash giveaway from Bi- National



Fall Festival (Harborside)

The Fall Festival brought together families and staff members for a successful community event filled with fun activities and engagement with the support of CS, PTC and various Community Partners who participated.

- 750 families attended.
- 74 staff members participated.



Family Science Night (Valle Lindo)

- In partnership with the Fleet Science Center, our students and their families enjoyed interactive activities to learn about the science behind the magic!
- 83+ attendees

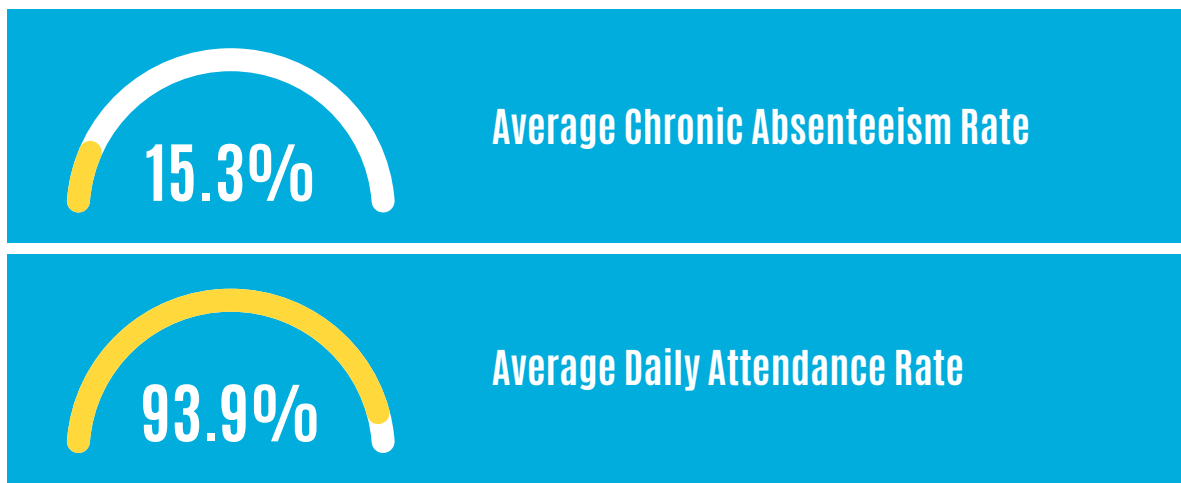


Measuring Progress

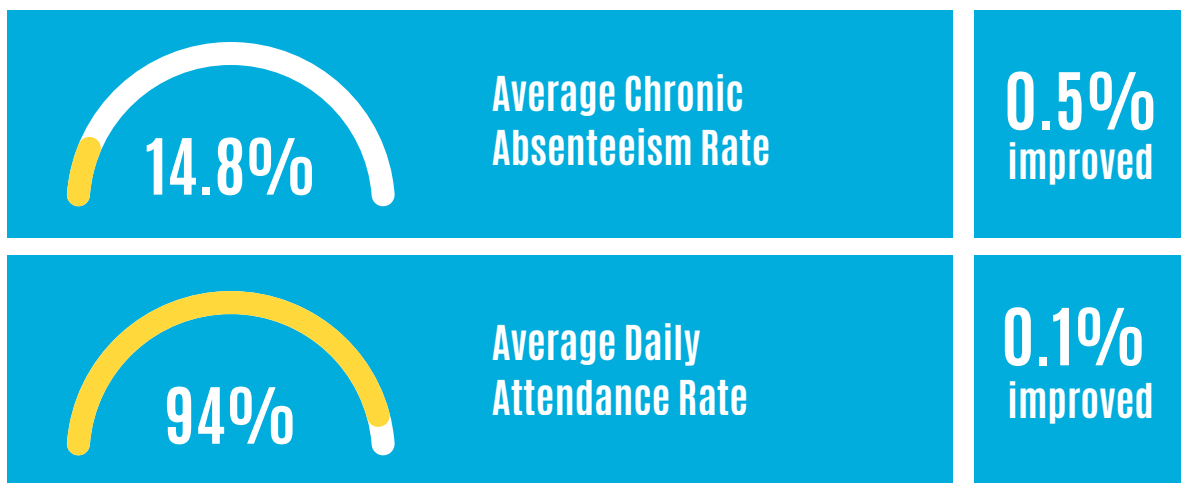
Attendance Comparison - All CS Sites

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.

2024-25 School Year (Last Year)



2025-26 School Year (This Year)

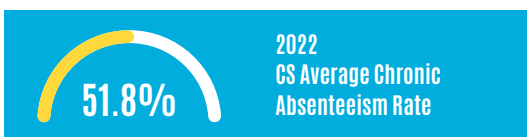
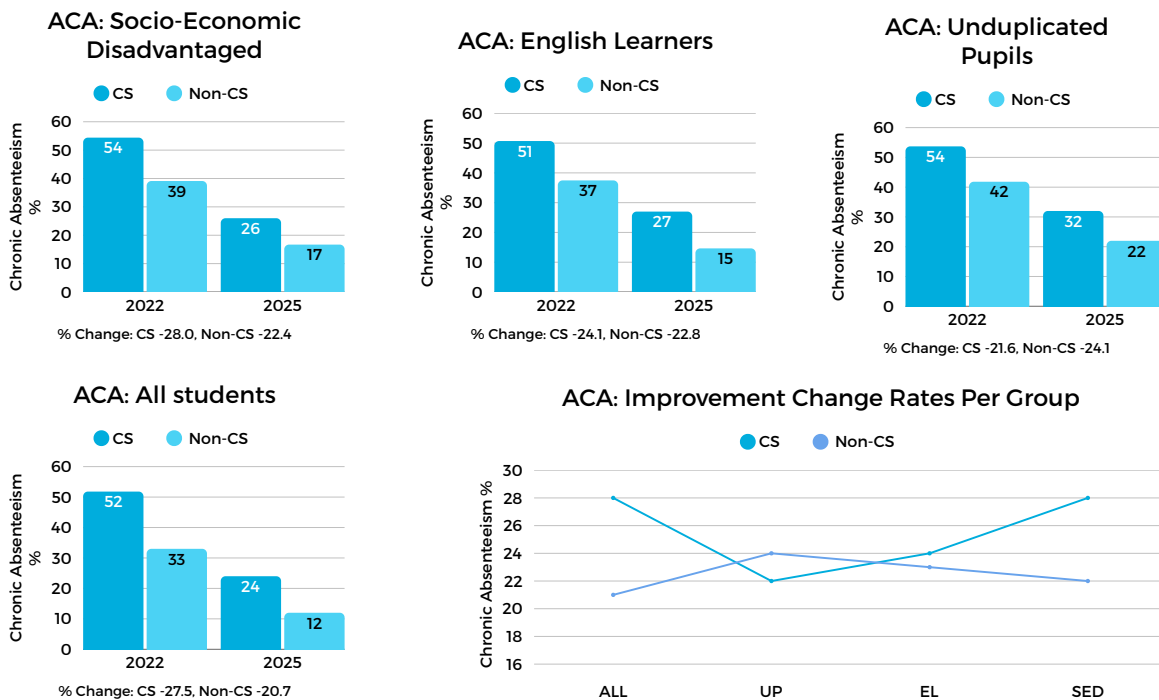


Measuring Progress

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)



31.3%
improved



22.4%
improved

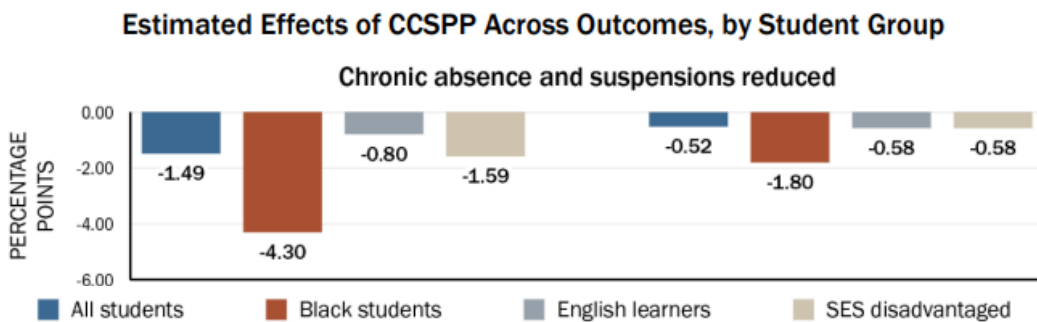
CS saw +8.9% GREATER improvement than non-CS

Measuring Progress

State CS Data Comparison - Cohort 1

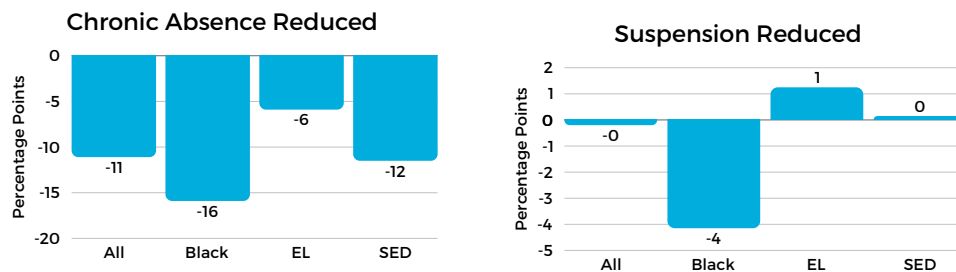
The Learning Policy Institute conducted a research case study on the early impacts of implementing California Community School Partnership Program based on comparing 23/24 data at Community Schools to themselves in 22/23, prior to implementation. The study was published in September 2025 with promising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



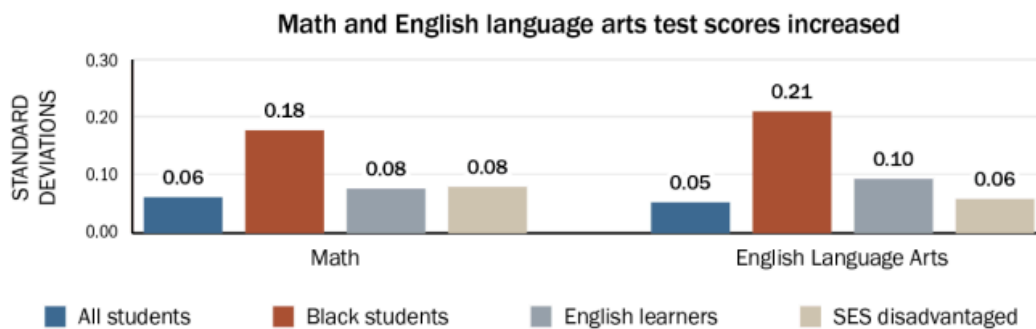
CVESD's data of the same metrics during the same period reinforce why the CVESD is considered a leader within the Community School space. With many absence rate reductions between 4-7 times higher than state CS averages. Suspension rate reductions were mixed, a measurable difference of +0.2% points overall, 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

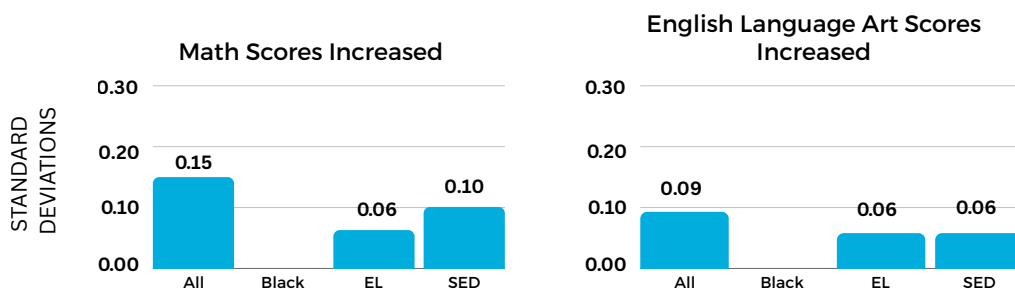
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CVESD CS Data (23/24 school year)



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 demonstrate 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.



“It is vital for Los Altos to serve as a community school because it allows our students to receive weekly meals, bi-monthly free food distributions with fresh produce, mental health sessions in school with outside providers, and connecting families with resources.”

School Staff



“My favorite part of CS pinata night. I came with my mom & we decorated a pinata together. It was really fun spending time with her. We both enjoyed it.”

Student



“ The school has been a valuable resource for my family. We have received support, information, and opportunities that have helped us feel more connected to the school. I appreciate the schools’ commitment to helping families and creating a welcoming environment.”

Parent of a 2nd grader



“This school has created a safe & welcoming environment for my child and our family. The support & resources provided mean a lot to us.”

Parent of 3rd 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.

