



PITTSBURG EDUCATION ASSOCIATION

est. 1949

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159 East 4th Street Pittsburg, CA 94565

A RESOLUTION FOR COMMUNITY SCHOOLS

WHEREAS, Pittsburg Education Association (PEA) adopted California Teachers Association's (CTA) mission statement says it exists to protect and promote the well-being of its members; to improve the conditions of teaching and learning; to advance the cause of free, universal, and quality public education; to ensure that the human dignity and civil rights of all children and youth are protected; and to secure a more just, equitable, and democratic society;

WHEREAS, Pittsburg Education Association (PEA) defines Community Schools as “any school using the ‘whole child’ approach with ‘an integrated focus on academics, health and social services, youth and community development, and community engagement. (California Community Schools Framework & Coalition for Community Schools). As a strategy for school transformation, community schools enable local educational agencies (LEAs) and schools to position the individuals who know our children best – families, educators, trusted community partners and students themselves – in leadership roles where they work to meet the unique needs, assets and aspirations of the community (CA Community Schools Framework);

WHEREAS, in [Pittsburg Unified School District as of 2023](#), of our 10,665 students TK-12, 80.9% are socio-economically disadvantaged, 26.5% are English Language Learners, 11.4% are students with disabilities, 65.5% identify as Latinx/Hispanic, and 15.7% identify as Black/African American according to the California School Dashboard. We identify our populations as experiencing the most disadvantages;

WHEREAS, the education system in the United States has been founded on white supremacy, oppression, and assimilation, resulting in disparities in health, mental health, education aspirations, achievement, and access to basic essentials for students, families, and communities of color;

WHEREAS, these effects also include inadequate and unequal access to curricula that reflects the cultures, ethnicities, languages, and diverse-abilities of our students and families;

WHEREAS, the students of Pittsburg Unified 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 life, to achieve their dreams and contribute to the well-being of the community and society;

WHEREAS, PEA believes in the following six pillars, which have been identified as the hallmarks of a successfully implemented community school program:

1. Curricula that are engaging, culturally relevant, and challenging. Schools offer a robust selection of classes and after-school programs in the arts, languages, and ethnic studies to promote the holistic development of all students, including preparation for college, career, and civic participation. Instructional strategies and support services make this curriculum accessible to all students, including English Learners and students with special needs. Pedagogy is student-centered.



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2. An emphasis on high-quality teaching, not on high-stakes testing. Teachers will learn from one another and use assessments to better understand and respond to students' needs. Collaboratively planned professional development programs will link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships;
3. Wrap-around supports and opportunities such as health care, vision care, and social and emotional services that support academics. These services are available before, during, and after school, and are provided year-round to the full community. Community partners are accountable and culturally competent. The supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection. Space for these services is allocated within the building or within walking distance.
4. Positive discipline practices, such as restorative justice and social and emotional learning supports, are honored and upheld so that students can grow and contribute to the school community and beyond. School safety and positive school climate are achieved through these mechanisms. Suspensions and punitive actions are eliminated or greatly reduced.
5. Authentic family and community engagement. The full community actively participates in planning and decision-making at each school site. This process recognizes the link between the success of the school and the development of the community as a whole.
6. Inclusive school leadership who are committed to making the Community School strategies, listed above, integral to the school's mandate and functioning. At each school, the Community School Coordinator is a part of the leadership team and the Site-Based Community School Steering Committee (SBCSSC)—which includes families, community partners, school staff, youth, and other stakeholders that are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy, and;

WHEREAS, PEA further defines a Community School as a school that achieves success by implementing the above strategies through the following mechanisms:

1. An annual assets and needs assessment facilitated through the District Wide Community School Steering Committee (DWCSSC) and provided to the Site-Based Community School Steering Committees (SBCSSC) for them to modify as needed and;
2. A strategic plan, developed by the Site-Based Community School Steering Committees (SBCSSC) from the assets and needs assessment, that results in the creation of various problem solving actions dedicated to continuous improvement in our community; the SBCSSC will define how educators and community partners will use all available assets to meet specific student needs and get better results, and;



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3. The engagement of partners who bring assets and expertise to help implement the problem-solving actions of Community Schools, and
4. A dedicated Community School Certificated Educator (CSCE) whose primary job is to be present as an equal collaborator with the SBCSSC. The CSCE, in consultation with the school level leadership team, will collaborate and develop true partnerships with the relevant community partners to solve specific problems identified in the needs/asset assessment process. The SBCSSC should utilize key tools and lessons from improvement science, the application of small, measurable, and individualized changes to address specific issues in an educational setting and help uncover the root cause of problems, in continuous improvement process, and;

WHEREAS, many school sites with Pittsburg Education Association members have already incorporated some of these strategies and mechanisms into their approaches to teaching and community engagement, and;

WHEREAS, the community school framework provides a systematic approach for incorporating and expanding upon existing PEA resolutions whose goals include support for special education programs, students and teachers, along with support for the dual language instructional program, teachers, and students, and;

WHEREAS, PEA recognizes the positive impact community school strategies and actions can have on schools and communities, and;

WHEREAS, PEA endorses Community Schooling as an evidence-based strategy for school improvement and community development which expands access to:

- A. Enriching curricular and extracurricular experiences that support the holistic development of youth;
- B. School-based health, mental health, and social services that offer essential supports for students and their families;
- C. Community-centered curriculum that engages youth in social inquiry and civic action;
- D. Restorative justice programs that build a non-violent, respectful, and justice-enhancing community;
- E. Professional development programs that link educators with families and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships;
- F. Inclusive and democratic leadership structures that engage family members and community partners alongside educators as vital members of community school teams;



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AND WHEREAS, the California Community Schools Partnership Program (CCSPP) offers grant funding to be used to support the establishment of new community schools and/or the expansion or continuation of existing community schools and the Pittsburg Unified School District intends to expand all 13 schools to become full service community schools,

BE IT FURTHER RESOLVED, that PEA demands the implementation of a District-Wide Community Schools Steering Committee (DWCSSC), Site-Based Community Schools Steering Committees (SBCSSC), and a commitment to diversity, equity, and inclusion as stated in the MOU for Community Schools signed April 11, 2024.

BE IT FURTHER RESOLVED, that the Pittsburg Education Association Community Schools' Committee supports and advocates for the Pittsburg Unified School District's Community Schools.

BE IT FURTHER RESOLVED, that the President of Pittsburg Education Association or designee and the PEA Community School Committee will collaborate with Pittsburg Unified School District to support the PUSD Community Schools. Plans, and committee work will be reported out to the PEA Executive Board and Representative Council on a monthly basis.

PASSED AND ADOPTED by the Executive Board of Pittsburg Education Association on the 6th day of May 2024 by the following vote:

Celia Medina-Owens, Pittsburg Education Association President