



GTA Representative Council

RESOLUTION FOR COMMUNITY SCHOOLS

WHEREAS, The students of the Glendale 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, achieve their dreams, and contribute to the well-being of society. Every community deserves public schools that deliver on that promise;

WHEREAS, According to the most recent data from the California Department of Education, 51 percent of the students in the Glendale Unified School District qualify for free or reduced-price lunch—meaning they live in lower income households. As a result, some school children face more challenges than others in succeeding in school and in life and need additional support;

WHEREAS, Community schools provide comprehensive programs and services that are carefully selected to meet the unique needs of students and families—such as lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence—so students can reach their full potential;

WHEREAS, Because access to enrichment opportunities varies amongst our students, community schools play a vital role in ensuring that all students have access to the learning and enrichment opportunities that support their academic and life success;

WHEREAS, Research shows that community school interventions can result in improvements in a variety of student outcomes, including attendance, academic achievement (including reducing racial and economic achievement gaps), and high school graduation rates;

WHEREAS, The California state government has committed to a \$4.1 billion investment in grants to school districts to implement and expand the Community School model, indicating strong support for Community Schools as a model to transform educational outcomes;

WHEREAS, Federal funding can be used to support community schools, and research demonstrates that community schools meet the standard under Every Student Succeeds Act for “evidence-based” approaches to support schools identified for comprehensive and targeted support and intervention;

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;

WHEREAS, The Glendale Teachers Association defines a community school as a school that includes each of the following:

- (1) 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 Director, 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 criminal justice issues;
- (2) Expanded and enriched learning time and opportunities, including before-school, afterschool, weekend and summer programs, 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 that enhance and are consistent with the school's curriculum;
- (3) 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, assistance with immigration issues, computer skills, art, resources and counseling for first generation college bound students, as well as other programs that bring community members into the building for meetings or events;
- (4) 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.

Now, therefore be it RESOLVED, The Glendale Teachers Association supports the successful implementation of effective community schools as an evidence-based strategy to provide all students with equitable access to a high-quality education and improved student outcomes;

Resolved further, the Glendale Teachers Association seeks to formalize any partnerships necessary to successfully implement the Community Schools initiative with the Glendale Unified School District Board of Education.

Approved on April 30, 2024 by the GTA Representative Council.