California Department of Education

# Report to the Governor and the Legislature: 2024 Formative Evaluation of the California Community Schools Partnership Program



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California Department of Education

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## Executive Summary

This report is required by California *Education Code* Section 8902(n), which requires the State Superintendent of Public Instruction to provide an annual formative evaluation of the California Community Schools Partnership Program (CCSPP) to the Governor and the Legislature. The report includes information on outcome data, services provided, areas of progress, challenges, best practices, and sustainability strategies to meet school improvement goals.

The CCSPP is a “whole child” approach that is based on collaboration between school staff, families, and community partners to help address the trauma and loss of learning that have resulted from the COVID-19 pandemic. The CCSPP emphasizes the Four Pillars of Community Schools: integrated support services, family and community engagement, collaborative leadership, and extended learning opportunities.

In 2020, the California Legislature allocated $45 million in Elementary and Secondary School Emergency Relief (ESSER) to support existing community schools. In 2021 and 2022, the State Legislature allocated $4.1 billion to support new and existing community schools.

The following report is the second annual CCSPP formative evaluation informed by three documents: two University of California, Los Angeles (UCLA) reports and a research evaluation plan by the CDE external evaluator, the Human Resources Research Organization (HumRRO).

This report details the CCSPP statewide implementation and the technical assistance system for over 2,000 CCSPP school site grantees. The report describes the breadth and depth of statewide implementation at the school and local educational agency (LEA) levels and describes the comprehensive technical assistance system.

Overall, this report underscores the significance of community schools as an effective school transformation strategy. The enthusiasm with which these community schools’ strategies have been embraced highlights the need for continuous support.

You will find this report on the CDE CCSPP web page at <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>. If you need a copy of this report, please contact Lisa Clark-Devine, Education Programs Consultant, Community Schools Office, at [LClark-Devine@cde.ca.gov](mailto:LClark-Devine@cde.ca.gov).

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## Introduction

A community school is a “whole child” school improvement strategy where the local educational agency (LEA)[[1]](#footnote-1) and school(s) work closely with school staff, students, families, and the community to leverage assets and meet students’ holistic needs. LEAs supporting community schools partner with community agencies and local government to align community resources to improve student outcomes. These partnerships “provide an integrated focus on academics, health and social services, youth and community development, and community engagement.”[[2]](#footnote-2)

Community school initiatives have historically been driven at the local level with the support of philanthropy and LEA budget investments. With momentum growing around the efficacy of the community schools approach, especially in communities disproportionately impacted by the COVID-19 pandemic, the California Legislature passed the California Community Schools Partnership Act[[3]](#footnote-3) in 2021 and allocated over $3 billion for the program. In 2022, the Legislature increased funding by $1.1 billion, bringing the CCSPP amount to over $4.1 billion. The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated pupil count exceeds 80 percent of the overall enrolled student body.

This investment marks the largest investment in school transformation through community schools in the nation and signals state leaders’ support for elevating the community schools model as an approach LEAs should consider for their own resource allocation.

Due to the COVID-19 pandemic, LEAs have been forced to rethink the direct connection between schools and families and examine the link between schools 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 emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. Community schools include four evidence-informed programmatic features (known as the Four Pillars of Community Schools), captured in state law, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

* Integrated support services
* Family and community engagement
* Collaborative leadership and shared decision-making
* Extended/expanded learning time and opportunities

The CDE conducted and facilitated a community input process to create the California Community Schools Framework (Framework),[[4]](#footnote-4) which outlines California’s intentional approach to community schools as a school transformation strategy rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities. In January 2022, the California State Board of Education (SBE) approved the proposed Framework. While the legislative language establishes the process and structure of the program, the Framework is the guiding document that informs the expected equity outcomes for California community schools.

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 but as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, LEA, and school site initiatives. These initiatives include new state investments in youth-focused behavioral health, nutrition, universal prekindergarten, and expanded learning as well as ongoing efforts involving a Multi-Tiered System of Supports (MTSS), social–emotional learning, college and career readiness, and school improvement. As with these investments, the California Legislature has invested in community schools as another way to transform education in California.

This second annual report will provide information gathered from current CCSPP grantees through annual reporting, and activities of the statewide CCSPP technical assistance system. This report serves as the second formative evaluation of the 2023–24 CCSPP, as required by statute.

Subsequent annual formative evaluations will be completed by HumRRO. The next annual formative evaluation will be submitted to the Governor and the Legislature in December 2025.

## California Community Schools Partnership Program: Planning Grants, Implementation Grants, and Technical Assistance

The CCSPP is built with a grant progression for LEAs beginning with a two-year Planning Grant, followed by a five-year Implementation Grant, and closing with a two-year Extension Grant (optional). LEAs were not required to have received a Planning Grant to obtain an Implementation Grant. In 2024, the legislature amended the California *Education Code* (*EC*) to adjust the amount available for Implementation Grants by increasing the funding from 70 to up to 72 percent and reducing the Extension Grants from 20 to a minimum of 18 percent of the 2021 and 2022 allocations. Additionally in 2024, the Legislature amended the Education Code to extend the life of the program to 2032 to ensure that future Cohort 4 Implementation Grantees will have the opportunity to fully utilize the two-year Extension Grant.

The CDE, in collaboration with and approval from the SBE, has implemented the CCSPP with fidelity to the legislative intent outlined in California *EC* Sections 8900–8902 and the Budget Acts of 2021 and 2022. The Annual Progress Report (APR) data from Cohort One and Cohort Two Grantees was completed in the summer of 2024, representing a data analysis from 623 LEA grantees (Planning and Implementation Grants) and 1,028 school sites. The following section of this report details the CDE implementation activities and the status of allocations to the field in accordance with the statute.

To guide its grantmaking and creation of a statewide technical assistance system for CCSPP schools, the CDE conducted listening sessions in 2021 and presented the Framework to the SBE in January 2022. The Framework now serves as the guiding document to support the implementation of the CCSPP at the school, district, county, and state levels. In addition to signaling California’s intent to adopt the Four Pillars of Community Schools, the Framework identifies four cornerstone commitments that will help define California’s community schools implementation: (1) acommitment to assets-driven and strength-based practice; (2) a commitment to racially just and restorative school climates; (3) a commitment to powerful, culturally proficient, and relevant instruction; and (4) a commitment to shared decision-making and participatory practices.

The Framework also highlights key conditions for teaching and learning and the successful implementation of school transformation plans based on the Science of Learning Development. Finally, the Framework includes detailed descriptions of four proven practices for successful community schools implementation that include (1) Community Asset Mapping and Gap Analysis, (2) identification and assigning of a Community Schools Coordinator as a discreet role at both the LEA and school site level, (3) site-based and LEA-based shared decision-making councils, and (4) integration with and alignment to other relevant investments and programs such as universal transitional kindergarten and expanded learning.

The Framework is widely used in the field and forms the basis for our technical assistance guidance at the state and regional levels. All grantees commit to implementing programs aligned to the Framework. The Framework has become a national model with several states using the Framework to guide the implementation of community schools initiatives. The Framework can be accessed on the CDE CCSPP web page at <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>.

State law established grant opportunities starting in the 2021–22 fiscal year through the 2031–32 fiscal year, as follows:

* Planning grants (at least 10 percent of 2021 funding = $287,416,400) for the 2021–22 and 2022–23 program years. Grants were up to $200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third with grant periods of up to two years. Any remaining planning grant funding after 2022–23 was made available for implementation grants.
* Implementation grants (up to 72 percent of 2021 funding including the 2022 increase = $3,148,033,840) for the 2021–22 through 2029–30 program years. Annual grants between $100,000 and $500,000 per school are available for new, expanded, or continuing community schools, with a matching requirement of one-third and grant periods of five years.
* Extension grants (at least 18 percent of 2021 funding = $485,068,860) for the 2027–28 through 2031–32 program years. Annual grants of up to $100,000 per school will be available for implementation grantees to continue implementation activities for up to two years, with a matching requirement of one-to-one.

In alignment with statute, the Framework, and the identified priorities of the SBE, the Cohort One, Two, and Three grant cycle awardees represent the breadth and diversity of California’s public education system.

The following information details the CDE’s ongoing efforts to serve the entire state through CCSPP implementation.

### Regional Technical/Transformational Assistance Centers (R-TACs)



| Region | COE Lead | Counties Served |
| --- | --- | --- |
| Bay Area | Santa Clara | Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, and Sonoma |
| Capitol Area | Sacramento | Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba |
| Central Coast | Monterey | Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura |
| Central Valley | Fresno | Amador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne |
| Greater Los Angeles | Los Angeles | Los Angeles |
| Northern California | Shasta | Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity |
| Southern Coast | San Diego | Imperial, Orange, and San Diego |
| Southern Inland | San Bernardino | Inyo, Mono, Riverside, and San Bernardino |

CCSPP Grantmaking to LEAs by Region

| Region | Planning Grants-Cohort 1 | Planning Grants-Cohort 2 | Imp. Grants-Cohort 1 | Imp. Grants-Cohort 2 | Imp. Grants-Cohort 3 | Total |
| --- | --- | --- | --- | --- | --- | --- |
| Bay Area | $6,397,718  32 grants | $5,091,487  26 grants | $217,312,500  19 grants  167 schools | $121,125,000  25 grants  96 schools | $73,981,500  32 grants  60 schools | $423,908,205  134 grants  323 schools |
| Capitol Area | $2,391,649  12 grants | $5,573,927  28 grants | $13,537,500  3 grants  9 schools | $46,312,500  6 grants  35 schools | $104,145,000  29 grants  86 schools | $171,960,576  78 grants  130 schools |
| Central Coast | $2,786,824  14 grants | $2,786,927  14 grants | $3,562,500  2 grants  5 schools | $16,862,500  4 grants  12 schools | $108,775,000  15 grants  76 schools | $134,773,751  49 grants  93 schools |
| Central Valley | $5,733,108  29 grants | $8,092,543  41 grants | $99,750,000  18 grants  72 schools | $136,325,000  18 grants  100 schools | $310,177,000  59 grants  239 schools | $560,077,651  165 grants  411 schools |
| Greater Los Angeles | $8,191,863  41 grants | $7,145,834  36 grants | $106,400,000  11 grants  70 schools | $234,412,500  38 grants  174 schools | $308,987,500  53 grants  227 schools | $665,137,697  179 grants  471 schools |
| Northern California | $5,517,295  28 grants | $6,604,236  34 grants | $39,662,500  8 grants  35 schools | $65,075,000  12 grants  58 schools | $79,803,000  38 grants  87 schools | $196,662,031  120 grants  180 schools |
| Southern Coast | $4,597,808  23 grants | $5,999,753  30 grants | $95,000,000  12 grants  65 schools | $118,750,000  22 grants  87 schools | $185,607,000  42 grants  138 schools | $409,954,561  129 grants  290 schools |
| Southern Inland | $2,783,857  14 grants | $3,399,725  17 grants | $50,350,000  3 grants  35 schools | $11,637,500  3 grants  8 schools | $126,587,500  20 grants  85 schools | $194,758,582  57 grants  128 schools |
| State Total | $38,400,122  193 grants | $44,694,432  226 grants | $625,575,000  76 grants  458 schools | $750,500,000  128 grants  570 schools | $1,298,063,500  288 grants  998 schools | $2,757,233,054  911 grants  2,026 schools |

### Planning Grants

The 2021 Budget Act allocated $287,416,400 for planning grants to be awarded during the 2021–22 and 2022–23 school years to LEAs with no existing community schools. Planning grants are for up to $200,000 for up to two years.

#### Cohort 1 Planning Grants

In 2022, the SBE approved $38,200,122 for Cohort 1 planning grants to 192 eligible LEAs (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a1rev.docx>); subsequently, one LEA appealed and was awarded a planning grant, which brought the total number of planning grants to 193 for a total of $38,400,122, consisting of:

* 86 charter schools
* 15 COEs
* 92 school districts

#### Cohort 2 Planning Grants

In 2023, the SBE approved $44,294,432 for Cohort 2 planning grants to 226 eligible LEAs (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item09a1rev.docx>) consisting of:

* 76 charter schools
* 10 COEs
* 140 school districts

Overall, the CDE awarded over $83 million to 419 LEAs for planning grants. In accordance with legislation, remaining planning grant funds are being used for Implementation Grants.

### Implementation Grants

The 2021 Budget Act allocated $2,011,914,800 for implementation grants. An additional $204,721,846 was added to implementation grants from the remaining planning grant funds, which brought the total to $2,216,827,8646. In 2022, legislation was revised and added another $992,554,000 toward implementation and/or extension grants; and in 2024, the legislation was revised to increase the amount available for Implementation Grants for a total of $3,299,145,586.

#### Cohort 1 Implementation Grants

In 2021–22, the SBE approved Implementation Grants for 76 LEAs, supporting 458 school sites, for a total amount of $625,575,000 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a2rev2.docx>) consisting of:

* 16 charter schools
* 10 COEs
* 50 school districts

The total number of school sites being supported by a Cohort 1 implementation grant is 458. Of those awarded, 447 schools serve at least 80 percent unduplicated students, and 11 rural schools serve between 70–80 percent unduplicated students.

#### Cohort 2 Implementation Grants

In 2022–23, the SBE approved Implementation Grants for 128 LEAs, supporting 570 school sites, for a total amount of $750,500,000 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item09a1.docx>) consisting of:

* 43 charter schools
* 7 COEs
* 78 school districts

The total number of school sites being supported by a Cohort 2 Implementation Grant is 570. Of those awarded, 551 schools serve at least 68 percent unduplicated students (the threshold for this cohort), 15 rural schools serve between 58–68 percent unduplicated students, and four schools have a Non-Stability Rate of at least 58 percent.

#### Cohort 3 Implementation Grants

In 2023–24, the SBE approved Implementation Grants for 288 LEAs, supporting 998 school sites, for a total amount of $1,298,063,500 (<https://www.cde.ca.gov/be/ag/ag/yr24/documents/jul24item05.docx>) consisting of:

* 94 charter schools
* 23 COEs
* 171 school districts

The total number of school sites being supported by a Cohort 3 implementation grant is 570. Of those awarded, 840 schools serve at least 80 percent unduplicated students, 36 rural schools serve at least 70 percent unduplicated students, one school has a non-stability rate of at least 80 percent, 63 schools whose LEA was a planning grantee serve at least 70 percent unduplicated students, and 58 rural schools whose LEA was a planning grantee and serve at least 60 percent unduplicated students.

Thus far, the CDE has awarded over $2.67 billion to 390 LEAs supporting 2,026 school sites for implementation grants. The CDE will have one last Implementation Grant cohort, Cohort 4. A Request for Applications (RFA) was posted in October 2024 with applications due in February 2025.

### Extension Grants

Extension grants (at least 18 percent of 2021 funding = $485,068,860) for the 2027–28 through 2031–32 program years: Grants are intended to extend implementation grant funding from five to seven years. LEAs may receive up to $100,000 annually per community school with a one-to-one matching funds requirement. The first RFA for Extension Grants will be posted in 2026–27 for Cohort 1 Implementation Grantees.

### CCSPP Technical Assistance System

The CCSPP technical assistance system is composed of a lead technical assistance center, known as the S-TAC, that works closely with the CDE and eight Regional Technical/Transformational Assistance Centers (R-TACs). The S-TAC started work in summer 2022, and the R-TACs began work in summer 2023.

### Statewide Transformational Assistance Center (S-TAC)

The S-TAC is currently led by the Alameda County Office of Education; partners include the UCLA Center for Community Schooling, the National Education Association, and Californians for Justice. Due to the development of the program, the CDE produced an RFA for the S-TAC (2025–28 contract period), which was published in October 2024 with applications due on December 20, 2024. The CDE will be presenting the new S-TAC to the SBE in March 2025.

During the 2023–24 school year, the S-TAC team continued to implement learning spaces to provide CCSPP planning and implementation grantees an opportunity to deepen their familiarity with the community schools approach and effective implementation strategies and to learn from other grantees across the state. These learning spaces included a weekly virtual Collective Learning Space (CLS), a monthly Community of Transformational Practice (CoTP), monthly webinars, and an annual summit. The S-TAC also engaged R-TACs in monthly one-on-one sessions aimed at strengthening relationships between the S-TAC and R-TACs and to support R-TACs with grantees with implementation. To explore the opportunities and resources available, visit the Alameda COE S-TAC website at <https://www.acoe.org/stac>.

### Regional Technical Assistance Centers (R-TACs)

There are eight R-TACs, each unique in meeting the needs of its region by providing targeted assistance to regional COEs, school districts, and charter schools. They assist both current and prospective CCSPP grantees. The S-TAC and CDE meet with each R-TAC monthly and five times annually, ensuring cohesive and aligned technical assistance systems statewide while also addressing areas of concern. R-TAC partners include Community Schools Learning Exchange, Fresno Pacific University, Los Angeles Trust for Children’s Health, National Center for Community Schools, Parent Institute for Quality Education, Partners for Rural Impact, and Turnaround for Children, to name a few.

The R-TACs provide regularly scheduled professional development activities to their region and support CCSPP implementation through one-on-one technical assistance support to LEAs and school sites. To visit R-TAC websites, please visit the CDE CCSPP Program web page at <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>.

### Coordination Grants

Coordination Grants ($140,000,000 available) are awarded to COEs with a minimum of two CCSPP grants in their county. The purpose of this formula-driven funding is to provide COEs with resources to coordinate county-level governmental, nonprofit, community-based organizations and other external partnerships to support community school implementation in their county. This program will help LEAs build capacity to plan, implement, and coordinate community schools. Coordination Grant funds will be awarded on an annual basis for a minimum of seven years. The R-TACs support COEs with this endeavor.

* In 2022–23, the SBE approved the Coordination Grant funding for 41 COEs, for a total allocation of $13,950,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppcg22results.asp>).
* In 2023–24, the CDE awarded 52 COEs for a total allocation of $17,150,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppcg23results.asp>).
* In 2024–25, the CDE awarded 52 COEs for a total allocation of $18,250,000.

The S-TAC leadership contract, the R-TAC contracts supporting regional networks, and the Coordination Grants to COEs, collectively form a comprehensive statewide support system for the implementation of California's community school model, ensuring that all LEAs in the state receive the guidance and resources they need.

## Statewide Evaluation Efforts

### Formative Evaluation

Per statute, the CDE has contracted with an expert evaluator to conduct an annual comprehensive formative evaluation of the CCSPP. The evaluator was selected through a Request for Proposals process; the Human Resources Research Organization (HumRRO) was the successful bidder. The contract for HumRRO was executed in July 2024. HumRRO will have its first formative evaluation ready to present to the legislature to be included in the 2026 CCSPP legislative report.

The annual formative evaluation of the CCSPP is designed to measure the program’s impact in achieving its stated goals and to provide actionable insights for continuous improvement. The evaluation incorporates both state-mandated and locally developed measures, enabling a comprehensive assessment of program effectiveness. The evaluation will provide feedback about program functioning and short-term outcomes. Results can determine: (a) whether the program is being implemented as intended, (b) the extent to which short-term outcomes are trending in the right direction, and (c) how the program may be improved and refined. The following seven research questions will guide the evaluation.

* What programs/initiatives/partnerships are community schools implementing?
* How are community schools monitoring the implementation of programs/initiatives/partnerships?
* How are community schools monitoring and measuring the effectiveness of programs/initiatives/partnerships?
* What challenges are community schools facing in implementing programs/initiatives/partnerships?
* What state and local factors support the implementation of community school programs/initiatives/partnerships?
* What are the interim impacts of CCSPP?
* What are interest holders’ perceptions of community school programs/initiatives/partnerships?

HumRRO will be collecting data from existing sources at the LEA and school site level including, but not limited to, APR data, grantee applications, implementation plans, needs and assets assessments, and any other local self-assessment data (when available). HumRRO will also be collecting data from the CDE, including attendance rates, graduation rates, and suspension rates. HumRRO will be interviewing and creating focus groups to inform CCSPP implementation. Interviews and focus groups will represent many areas of the program including the CDE, the S-TAC, the R-TACs, COEs, LEAs, school staff, students, parents/guardians, and community organizations. HumRRO will also review current tools available to community schools and will develop new tools to support needs that have surfaced and support the CDE and the S-TAC to modify current tools.

## Impact of the CCSPP in Achieving Legislative Goals

For more detailed information on impact, please refer to Appendix A; here are some highlights from the UCLA CCS report on the first two cohorts of implementation grantees.

### Evaluation Methods

The evaluation integrates qualitative and quantitative data collection, including:

* **Annual Progress Reports (APR)**: Submitted by grantees to document progress, identify challenges, and share strategies for implementation.
* **Capacity-Building Strategies Rubric**: Used to assess grantees’ progress in implementing core program components, ranging from leadership practices to integrated student supports.
* **Interest Holder Feedback**: Gathered through surveys and interviews with students, families, staff, and community partners to ensure a holistic understanding of program outcomes.

### Impact Highlights

* **Improved Attendance**: Schools implementing CCSPP strategies have reported reductions in chronic absenteeism, with some sites achieving decreases of 10 percent or more in the second year of implementation.
* **Strengthened Family Engagement**: Schools have noted increased participation in family workshops and events, reflecting a deeper connection between schools and their communities.
* **Capacity Building**: Grantees have shown consistent progress in moving from “Developing” to “Proficient” levels in key areas such as collaborative leadership and family engagement, as assessed through the rubric.

### Outcome Data

The California *EC* requires the formative evaluation to include outcome data, including measures of pupil well-being and engagement, such as pupil attendance and school climate data.

During their first two years of implementation, CCSPP grantee school sites established foundational components of community school infrastructure, including strategic partnerships. In Year 1, 63 percent of Cohort 1 grantees indicated they were in the “engaging” or “transforming”[[5]](#footnote-5) phase of growth, facilitating the expansion of culturally responsive programming and resources for students, educators, and families. By Year 2, this number increased to 69 percent. Evidence of strengthened partnerships included contract agreements and Memorandums of Understanding (MOUs) (82 percent), feedback from existing partners (46 percent), and direct input from students and families (36 percent).

In Year 1, 30 percent of site-level grantees reported engaging over half of their community partners in developing a shared community school vision. These partnerships, particularly with healthcare providers and after school programs, aimed to enhance students’ educational experiences and address holistic needs. However, while some grantees noted strengthened partnerships, fewer described how partners shaped their community schools’ strategies. Instead, schools prioritized whole-child supports, such as integrated services (e.g., health care, mental health screenings, academic supports, and nutritional services) and expanded learning opportunities.

Deep Dive sites[[6]](#footnote-6) mirrored this trend, engaging a variety of partners to provide integrated supports, including mobile health clinics, dental services, and extended learning opportunities. For instance, one district partnered with its local municipality to secure significant funding, leadership support, and opportunities for student civic engagement and internships. Another site collaborated with colleges and universities to integrate community-based learning strategies into instruction and prepare students for college and career success.

### Collaborative Leadership and Practices

Recognizing collaborative leadership as a cornerstone of community school implementation, 79 percent of Cohort 1 schools included supports for collaborative leadership in their needs and assets assessments (NAA) and community school plans in Year 1. This increased to 84 percent in Year 2, reflecting growth in this area. At the same time, 42 percent of schools identified a need for additional technical assistance in building collaborative leadership capacity.

In Year 1, 51 percent of Cohort 1 schools reimagined or established shared leadership structures to enable democratic participation and decision-making. By Year 2, 63 percent of grantees reported reaching the “engaging” or “transforming” phase in these efforts. Deep Dive sites exemplified best practices, including partnerships with local unions to create community schoolteacher-lead roles. These roles enhanced shared decision-making by shaping instructional practices collaboratively with administrators, staff, students, parents, and community partners.

At the LEA level, effective leadership emerged as a critical factor. Sites with invested superintendents fostered interdisciplinary teams by sharing power with leadership at all levels. These teams created collaborative spaces for school site and classroom leaders to implement talent-focused, interdisciplinary strategies. However, centering teaching and learning within community schools remains a challenge, often overshadowed by misconceptions that community schools are defined solely by wraparound services.

### Teaching and Learning

In Year 1, 63 percent of Cohort 1 schools indicated they were in the visioning phase of integrating community-based learning strategies, and 48 percent included improving teaching and learning in their NAA. By Year 2, 54 percent of grantees moved from visioning to engaging to incorporate community-based learning into their plans, demonstrating progress. Two Deep Dive sites made significant efforts to integrate teaching and learning into community school strategies, including hiring district-level staff to support curriculum and instruction.

To advance these efforts, a community of practice was piloted with 30 educators from Cohort 1 and 2 Deep Dive sites. This initiative, set to expand in 2024–25, aims to develop a shared understanding of whole-child education and community-based learning. The outcomes will include a community school teaching guide, a repository of community-based learning curricula, and capacity-building opportunities. Additionally, the S-TAC continues to engage experts to build a suite of resources to strengthen community learning strategies.

### Analysis of Services Provided

Based on emerging research on learning and development, community schools provide integrated supports to enable student engagement and cognitive growth. The Annual Performance Report (APR) divides these supports into six categories. Positive and restorative school climate supports were prioritized by 88 percent of grantees, while 80 percent focused on collaborative leadership practices.

In Year 1, 77 percent of schools included one or more integrated supports in their community school plans. These included academic support, mental health screenings, counseling, and nutritional services. Of these schools, 207 introduced mental health services and 165 planned to add new supports. These efforts address holistic student needs, enhancing their ability to engage in learning.

### Evidence of Best Practices

To sustain community school strategies, grantees leveraged multiple funding sources aligned with their Local Control and Accountability Plans (LCAPs). Some funding sources that are being utilized are the LCFF, Title I, Title III, Expanded Learning Opportunity Program (ELOP), and in some cases LEAs are using local bond funds. In Year 1, 57 percent of Cohort 1 sites reported progress in the “engaging” or “transforming” phases of the staffing and sustainability strategy. However, high turnover among community school coordinators posed challenges.

By Year 2, 66 percent of Cohort 1 grantees demonstrated growth in staffing and sustainability, often celebrating the hiring of social workers, therapists, and other student support roles. Grantees also explored blending state funding sources, including the Expanded Learning Opportunities Program (57 percent), the Educator Effectiveness Block Grant (21 percent), and the Children and Youth Behavioral Health Initiative (CYBHI) (19 percent).

Deep Dive sites employed innovative approaches to sustain community school strategies, such as partnering with higher education institutions to strengthen the workforce. Collaborating with stable anchor institutions like universities bridges research and practice, supporting long-term sustainability.

### Professional Development and Capacity Building

The S-TAC provided extensive professional development opportunities during 2023–2024, including:

* Six webinars with 970 participants.
* Three in-person Community of Transformational Practice (CoTP) convenings.
* Nine Collective Learning Space (CLS) meetings attended by 1,493 grantees.
* An Annual Summit with 1,304 attendees, featuring 111 sessions, eight R-TAC networking opportunities, and sessions led by students and parents.

These initiatives reflect a 36 percent increase in attendance and a 167 percent increase in sessions from the prior year, highlighting robust engagement and growth.

### Program Outcomes and Future Directions

The CCSPP has demonstrated significant progress in strengthening community school infrastructure, fostering collaborative leadership, integrating whole-child supports, and leveraging funding sources to sustain strategies. Continued focus on teaching and learning, capacity building, and partnerships will ensure that community schools fulfill their mission of supporting California’s diverse student population.

## Conclusions

This second annual report demonstrates the initial and potential impact of the CCSPP that could transform public education outcomes. All grantees showed meaningful improvement in their collaborative leadership and practices for educators and administrators. At the school level, meaningful change was observed for all Four Pillars of Community School implementation, and numerous items across pillars—such as family supports and student and family access to integrated services—demonstrated significant improvement even as schools struggled to stabilize in the wake of the COVID-19 pandemic.

This report also describes how the CCSPP has been implemented at scale across California with fidelity to the statutory equity priorities in the planning and implementation grant cycles as well as the statewide system for technical assistance. The completion of five grant cycles that meet statutory intent as well as the construction of a robust technical assistance program indicate that the CCSPP is in full implementation. With more than 419 planning LEAs and over 2,000 implementation school sites spanning the geographic, school type, and regional diversity of our state , the CCSPP has set the foundation to meet the racial justice and school transformation vision that drove this investment and established our program. Future evaluations will include student outcome measures. The CDE will share a more expansive formative evaluation that includes the 2024 implementation grant cohorts (cohorts one and two) in the December 2025 report.

## Appendices

### Appendix A - California Community Schools Implementation: Assessing Initial Growth and Progress 2022–2024

Published by the State Transformational Assistance Center Data Team: UCLA Center for Community Schooling

December 2024

### Executive Summary

The California Community Schools Partnership Program (CCSPP) was envisioned as a transformational whole-child reform that would help integrate several other multi-billion dollar state initiatives. Based on implementation data from the first two CCSPP years, this research brief presents six key findings:

1. Responsive grant distribution advances equity
2. Grantees are developing and expanding whole-child supports and services
3. Grantees are developing the infrastructure to support strategic community partnerships
4. Collaborative leadership is key to implementation
5. Staffing and sustainability remain top concerns for grantees
6. Centering teaching and learning provides an opportunity for growth

Grantees are in the process of creating infrastructure to collect, analyze, and use data with the school community to improve outcomes for students and families. The research brief concludes with resources for framing multiple measures of community school success and tools for tracking implementation to promote learning statewide.

### Introduction

The historic COVID recovery investments in California public schools are starting to pay off. Students and families hardest hit by the pandemic are receiving supports and services to help them re-engage in schooling. And while the investments, such as behavioral health supports, after school programs, and universal prekindergarten, are helping Californians recover from the pandemic, state leaders hoped that the investments would also provide an unprecedented opportunity for a reset.1 Anchoring this hope, the $4.1 billion CCSPP was envisioned as a transformational whole-child reform that would help integrate several other multi-billion dollar initiatives. Data from the first two CCSPP years show promise and underscore the enormity of the challenge.

This brief synthesizes statewide learning about CCSPP implementation over the past two years based on three data sources:

* **Cohort 1–3 grantee award data:** A landscape analysis2 that includes grantee information (e.g., geographic location, rurality, demographics, etc.), and other state-level data to provide a better understanding of who is served by the CCSPP and the response of statewide agencies to ensure equitable access to funding.
* **CCSPP APR:** Analysis of statewide implementation data via the APR, which serves as a tool to gauge implementation progress and to encourage reflection. This analysis includes the Year 1 APR, with 450 schools and 76 local educational agencies (LEAs) from Cohort 1 and the Year 2 APR, with 968 schools and 192 LEAs from Cohorts 1 and 2.
* **Cross-site case study of “Deep Dive Partnerships”:** Quantitative and qualitative data collected through “deep dive partnerships” to foster a better understanding of critical implementation elements and challenges.

Each of these data sources have been thoroughly analyzed, with the exception of the recently collected Year 2 APR data, which are preliminary. Insights are captured in detailed reports3 to guide learning and technical assistance (TA) moving forward. The six key findings shared below provide a high-level summary of the CCSPP implementation progress to date for a broad audience. Key Findings

#### 1. Responsive grant distribution advances equity

A landscape analysis of Cohort 1 to Cohort 3 grantees provides critical data for understanding how the state has responded to the field to ensure equity-oriented policy making. To date, 2,018 schools (cohorts 1–3) have received funding, which represents 40 percent of priority schools in the state and we know this will increase with the final round of funding to Cohort 4. As figure 1 shows, grantees are distributed across the state in every county except three. The map on the left focuses on the percentage of priority schools served, and the map on the right displays the number of priority schools served.

Figure 1: Map of Percentage (left) and Number (right) of Priority Schools Funded by CCSPP, by County[[7]](#footnote-7)

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| Two maps of California; the first showing the percentage of schools receiving CCSPP funding, the second showing the number of schools receiving CCSPP funding. The maps are summarized in the following text. |

\**Note:* Priority signifies > 80 percent UPC or > 70 percent Rural/Town. Counties with no CCSPP funded schools are Alpine, Glenn, and Sierra Counties.

On the left, many of the northern counties are shaded a darker blue, which means that they have higher proportions of priority schools that are grantees than counties in the south. The second map on the right tells a different story—the number of grantees is higher in the southern counties because they have more priority schools. Looking at the maps together, along with data on school level, charter status, rurality and other variables, can inform future planning and support.

#### 2. Grantees are developing and expanding whole-child supports and services

Based on the emerging science of learning and development, California community schools strive to provide a range of whole-child supports and services that enable students to better engage in learning and cognitive processes. The APR divides these supports into the six categories displayed in figure 2. In the chart, 88 percent of grantees are prioritizing positive and restorative school climate supports, 80 percent are focusing on collaborative leadership practices, and so on.

Figure 2: Percent of Site-Level Implementation Grantees That Indicated Supports/Services Are Part of Implementation Plan or Needs and Assets Assessment (Cohorts 1 and 2)[[8]](#footnote-8)

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To capture the impact of the CCSPP funding, figure 3 reports the number of Cohort 1 and 2 schools that prioritized a specific support as part of their community school plan or Needs and Assets Assessment (NAA) in their first year of implementation and were not implementing this support in the years before. As such, the two figures below reflect data from the 2022–23 APR for Cohort 1 and the 2023–24 APR for Cohort 2.Figure 3: Number of Site-Level Implementation Grantees That Added New Whole Child and Family Supports (Cohorts 1 and 2)[[9]](#footnote-9)

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Each of the bars in figure 3 is an average of several supports. For example, Integrated Supports and Services (ISS) include: Academic Support (tutoring, specialist, etc.); Coordination of Services Team (e.g., COST team); Counseling Center; Health Screening and Services (vision, dental, hearing, neurological, physical health); Mental Health Screening and Services; Multi-Tiered System of Support; and Nutrition Services and Support. Seven hundred and fifty-two schools prioritized one or more of these supports in their community school plans in their first year of implementation. One hundred and sixty-five of these schools planned to add new supports. As displayed in figure 4, for example, 207 schools were adding mental health screening and services.

Figure 4: Number of Site-Level Grantees That Added New Integrated Student Supports/Services (Cohorts 1 and 2)[[10]](#footnote-10)

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Across priority areas, variability was found in how the CCSPP supported the enhancement of implementation, whether through the provision of training and professional development, expanding partnerships, and/or expanding capacity.

While many grantees are prioritizing the provision of whole-child supports and services, data gathered through the Deep Dive work fostered understanding of how the delivery of critical whole-child supports and services can be coordinated and expanded through county-level support. Findings demonstrate that COEs, either as Regional Technical Assistance Centers (R-TACs), or as Coordination Grantees, are reimagining their role in supporting community schools. Deep Dive findings also recognize that some COEs are cohering allied initiatives, such as the Children and Youth Behavioral Health Initiative (CYBHI), among others, to broaden their support for students and their families. In addition, some COEs are leveraging initiatives to support the workforce needed in community schools by implementing regional teacher development networks or cascading mentorship structures for social workers and other clinicians. These findings have inspired the development of a resource for COEs to enhance use of coordination funds to directly influence delivery of whole child and family supports.

#### 3. Grantees are developing the infrastructure to support strategic community partnerships

In their first and second years of implementation, school sites set in place some of the key building blocks of community school infrastructure, including strategic community partnerships. As displayed in figure 5, 63 percent of Cohort 1 grantees indicated they were in the “engaging” or “transforming” phase of growth and development in Year 1, enabling them to strengthen their network of support and culturally responsive programming and resources for students, educators and families, and to build a more inclusive, and democratic learning environment. Sixty-nine percent of Cohort 1 grantees indicated that they were in these phases of growth and development in Year 2. In Year 1, grantees most often identified contract agreements and MOUs (82 percent), feedback data from existing partners (46 percent), and direct reports from students and families about the partnerships’ impact (36 percent) as evidence of bolstering their partnerships as a result of the CCSPP.

Figure 5: Percent of Site-Level Implementation Grantees in Visioning, Engaging, and Transforming Phases of Growth and Development for Strategic Community Partnerships in Year 1 and Year 2 (Cohort 1[[11]](#footnote-11))

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In Year 1, 30 percent of site-level CCSPP grantees indicated that they had engaged over one half of their community partners in developing their community schools’ vision. In particular, grantees noted that they had strengthened and expanded partnerships with healthcare providers, after school programs, and other partners with the goal of enhancing students’ educational experiences and responding to students’ and families’ holistic assets and needs. Few grantees, however, discussed strategies of engagement that highlighted how partners are shaping and developing their community schools work. Rather, deepening relationships with partners corresponded to schools’ prioritization of whole-child supports including a range of integrated supports and services (e.g., provision of health care, mental health screenings, academic supports, nutritional services, a multi-tiered system of support) and expanded learning time opportunities.

Deep Dive sites followed this trend as they engaged with a variety of partners to provide a range of integrated student supports and services for students, families, and the community, such as mobile health and dental clinics and extended learning opportunities. Less common were collaborations with community partners wherein the partnership supports the district in establishing the community school’s vision and implementation. One district established a partnership with its local municipality that supports the district with significant funding and leadership in their community schools collaborative. The partnership also provides robust opportunities for students to become civically engaged or take part in internships. Another Deep Dive site established a collaborative of local colleges and universities, aimed to bring community partners together to inform instruction and support students’ future pursuits in college and career.

#### 4. Collaborative leadership is key to implementation

Recognizing collaborative leadership as a cornerstone of community school implementation, 79 percent of Cohort 1 schools included supports related to collaborative leadership and practices as part of their NAA processes and community schools plans in Year 1. They also acknowledged the need for additional technical assistance in this area, with 42 percent of schools identifying it as a priority for further support. In Year 2, 84 percent of Cohort 1 included collaborative leadership support in their NAA or plan, indicating growth in this area.

As visualized in Figure 6 below, when assessing their progress in building the capacity of interest-holders to lead collaboratively, 51 percent of Cohort 1 schools in Year 1 indicated that they had established or reimagined existing site-level shared leadership structure(s) to facilitate democratic participation and decision-making. Cohort 1 schools are demonstrating growth in this area, with 63 percent of grantees in Year 2 indicating that they are at the “engaging” or “transforming” phase of growth and development for this strategy and revamping decision-making processes at their school sites.

Figure 6: Percent of Site-Level Implementation Grantees in Visioning, Engaging, and Transforming Phases of Growth and Development for Collaborative Leadership in Year 1 and Year 2 (Cohort 1)[[12]](#footnote-12)

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In concert with key learnings from the APR, experiences with Deep Dive sites demonstrated the importance of shared leadership. Two deep dive sites, in partnership with their local unions, developed and implemented a community school teacher lead role. By contributing to shared decision-making processes, this role shaped school practices and priorities by working collaboratively with administrators, other staff, students, parents, and community partners to shape instructional practices and curriculum choices that support the whole-child approach. At the district level, Deep Dive learning exchanges highlighted the importance of superintendent and LEA leadership directly involved with classroom-based instruction and professional learning in effective community schools implementation. Sites with invested leadership tended to have superintendents who shared power with LEA leaders (assistant superintendents, executive directors, directors) across divisions to create interdisciplinary teams. These district-level leaders, in turn, created spaces for school site and classroom level leaders to work across teams and uplift talent. Deep Dive work also shed light on the struggles experienced by districts whose superintendent was not as directly engaged with community schools implementation, resulting in limited shared understanding and ownership. These findings were leveraged to pilot a superintendent learning session in coordination with the California Community Engagement Initiative.

#### 5. Staffing and sustainability remain top concerns for grantees

Schools are establishing the necessary human and financial resources to maintain the community school strategy over time. Fifty-seven percent of Cohort 1 school sites indicated they were in the “engaging” or “transforming” phase of growth and development for the Staffing and Sustainability strategy in Year 1. Hiring and establishing a team were identified as common school-specific goals. Relatedly, in their APR reflections, LEAs celebrated the hiring of student support staff such as social workers, case managers, therapists, student service coordinators, student advocates and counselors, etc. A few LEAs indicated, however, that high turnover in the community schools coordinator role at some schools was hampering implementation efforts. In Year 2, Cohort 1 grantees demonstrated progress in this area, with 66 percent of schools indicating that they are in the “engaging” or “transforming” phase of growth and development for the Staffing and Sustainability strategy.

Year 2 APR data provide additional evidence that grantees are working to create stable work environments and to braid financial resources to sustain the strategy. For example, as displayed in figure 7, Cohort 1 and Cohort 2 grantees are exploring the use of multiple state funding sources to ensure the sustainability of their community schools vision including: Expanding Learning Opportunities Program (57 percent); Educator Effectiveness Block Grant (21 percent); and CYBHI (19 percent).

Figure 7: Percent of Site-Level Implementation Grantees That Explored the Following Primary Funding Sources to Ensure Sustainability (Cohort 1 and 2)[[13]](#footnote-13)

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Deep Dive partners were no exception in strategizing how to braid funding to sustain community schools. The challenge is ensuring a standardization of how to access funding in a way that is not too cumbersome for busy school sites. A promising practice among Deep Dive partners was their collaboration with higher education institutions to build and sustain their sites’ workforce and foster partnerships that support students' transition to colleges and universities. Working with university partners, as stable anchor institutions, can bridge the disconnect between research and practice to improve community school implementation.

#### 6. Centering teaching and learning provides an opportunity for growth

Centering the role of teaching and learning in community schools continues to be a challenge across the state, reflecting a common misconception that community schools are solely defined by wraparound services coordinated outside the classroom. As figure 8 shows, almost two-thirds (63 percent) of Cohort 1 schools noted that they were in the visioning phase of community-based learning strategies in Year 1, and just under half included improving teaching and learning in their NAA. In Year 2, just less than half of Cohort 1 grantees (48 percent) indicated that they were in the planning phase, demonstrating growth and progress in this critical capacity. Fifty-four percent of Cohort 1 grantees in Year 2 included community-based learning as part of their NAA or implementation plan. (Given the complex nature of implementation, it is not reasonable to expect that all schools will get to the “transforming” stage of implementation within the grant period.)

Figure 8: Percent of Site-Level Implementation Grantees in Visioning, Engaging, and Transforming Phases of Growth and Development for Centering Teaching and Learning in Year 1 and Year 2 (Cohort 1)[[14]](#footnote-14)

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These findings came to life in two Deep Dive sites where teams were trying to more fully incorporate teaching and learning into the core work around community schools. We witnessed concerted efforts to bring on board staff members who directly support curriculum and instruction at the district level. One of these teams was working closely with the teachers’ union to codify the role of community school teacher leads. The other site was the exception, with strong support for community school teacher leads, project-based learning, performance assessment, and collaboration with the local teacher’s union.

To support grantees to center the role of teaching and learning in community schools, a community of practice with 30 educators from Cohort 1 and 2 Deep Dive sites is currently being piloted. In 2024–25, this group will engage LEA, COE, R-TAC, and community leaders to develop a shared understanding of community-based learning and whole-child education, culminating in a community school teaching guide, community-based learning curriculum repository, and set of capacity-building opportunities. In addition, the S-TAC continues to engage experts in community-based learning to build a suite of resources for the state.

### Conclusion

Grantees are in the process of creating infrastructure to collect, analyze, and use data with the school community to improve outcomes for students and families. In Year 1, 56 percent of Cohort 1 grantees indicated that they were in the “planning” phase for progress monitoring and possibility thinking, indicating that they were still developing the infrastructure to monitor progress towards a set of goals. While a large proportion of grantees are focused primarily on California dashboard indicators as part of their community school goals and metrics, the importance of considering school climate, family engagement, and a myriad of other areas of whole-child development is clear from the variety of goals and metrics submitted in the APR. Cohort 1 grantees reported using multiple forms of evidence to gauge their progress, including annual reports (68 percent), data portfolios with locally determined measures (42 percent), as well as community stories (37 percent). A fifth of grantees cited other types of evidence including: School Plan for Student Achievement data and Local Control and Accountability Plan alignment, data dashboards and conferences with teachers, climate surveys and other student surveys, staff meetings, and needs and asset assessments, among other measures.

Solidifying the progress monitoring work requires intentional efforts to collect and share data with the school community. The following quote from a grantee succinctly explains the expected progression in this particular capacity-building strategy as the grant is implemented in the following years.

“We strive to be data driven when it comes to decision making and plan setting, particularly in existing collaborative efforts like School Site Council (SSC) and Instructional Leadership Team (ILT). To transition into the engaging phase and further, we must now shift our focus towards extending collaboration efforts with community members, build shared leadership cohorts, establish and implement needs and asset assessment to gather the data that will ultimately guide [us] into transforming.”

What this grantee brings to light is the use of data as a flashlight, not a hammer. To advance this aim, the S-TAC convenes R-TAC data leads monthly in a Multiple Measures Working Group to put in motion a measurement framework that is tethered to the Science of Learning and Development (SoLD) principles, which are integral to the California Community Schools’ Framework. In addition, UCLA-CCS piloted an online course this fall for grantees entitled “Using Multiple Measures to Strengthen Community Schools.” Teams of grantees developed their own capacity to design and use measures and street data tied closely to their daily work, to gauge for example the quality of family engagement in parent conferences. In addition, to further support the public use of the APR data to inform implementation, UCLA-CCS created a visualization in Tableau Public4 and is supporting its use for learning purposes (see figure 9).

Figure 9: Annual Progress Report Data Visualization[[15]](#footnote-15)

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| Figure 9. Please refer to long text description in footnote. |

California’s accountability system is based on a multiple measures system that assesses how LEAs and schools are meeting the needs of their students. Local measures are an important component of the state’s system and “progress in local indicators can inform technical assistance.”5 The multiple process and opportunity measures described above are informing the S-TAC work with R-TACs, COEs, LEAs, and schools and provide promising evidence that the CCSPP implementation is underway. As the initiative deepens its reach into the classroom, we expect multiple indicators of student learning and well-being to also improve.

### Footnotes

1. Learning Policy Institute Blog, “Better, Broader Learning: California Education Policymakers Prioritize Bolder Expanded Learning Opportunities”
   * <https://learningpolicyinstitute.org/blog/better-broader-learning-california-education-policymakers-prioritize-bolder-expanded-learning>
2. Community Schools in Action Blog: A Vision for Equity
   * <https://communityschooling.gseis.ucla.edu/?p=9635&preview=true>
3. S-TAC Reports from the UCLA Center for Community Schooling
   * [https://communityschooling.gseis.ucla.edu/s-tac-reports](https://communityschooling.gseis.ucla.edu/s-tac-reports/)
4. Annual Progress Report Data Visualization
   * <https://public.tableau.com/views/CCSPPAPRYear1andYear22/HomePage?:language=en-US&:sid=&:redirect=auth&:display_count=n&:origin=viz_share_link>
5. CDE Local Indicators
   * <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

### Appendix B – State Transformational Assistance Center: Preliminary Year 2 Reflection Report

Published by the State Transformational Assistance Center

September 2024

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Year 2: 2023-2024

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### Introduction

On May 18, 2022, the California State Board of Education announced that four organizations—the Alameda County Office of Education, the University of California, Los Angeles (UCLA) Center for Community Schooling, the Californians for Justice; and the National Education Association—will serve as the State Technical Assistance Center for the California Community Schools Partnership Program (CCSPP). As a team, we were asked to deliver six elements of support for grantees across the state: (1) technical assistance content, guided by an overarching methodology; (2) an implementation rubric; (3) a community of practice among the regional technical assistance centers; (4) a way to coordinate and maximize the expertise of these centers; (5) support for the state to collect and analyze data; and (6) alignment of our work with the Statewide System of Support.

Early on we decided to rebrand our mission and renamed ourselves the State *Transformational* Assistance Center (S-TAC) to signal that the Community Schools strategy represents a collaborative and innovative approach to public schooling. We challenged ourselves to imagine ways to help people think differently about change—away from the implementation of a discrete program and towards the **reimagining of schools as communities capable of disrupting social inequality.** After our first year as the S-TAC—a year that was spent conceptualizing the work while simultaneously seeking guidance from our partners at the California Department of Education, an Advisory Board, and offering support through webinars, a collective learning space, and a community of *transformative* practice for COEs—we reflected on our progress in our Year 1 Annual Reflection Report (<https://acoe.org/15721_4>).

In this document, our Year 2 Preliminary Annual Reflection Report, we reflect on two years of implementation and how we are approaching this transformational goal—lifting up both glows and grows. This reflection is divided into five major sections: **(1) Working in Partnership; (2) Engaging Learning and Networking Opportunities; (3) Resource Development and Dissemination; (4) Data, Reflection, Measurement, and Growth; and (5) Looking Ahead**. First, for context, we provide a brief overview of who we are, the way we work together, and the process we used to create this report.

### Who We Are

The S-TAC is comprised of four organizations: The Alameda County Office of Education, the UCLA Center for Community Schooling, the National Education Association, and the Californians for Justice. The Alameda County Office of Education serves as the lead contractor to the California Department of Education (CDE).

The **Alameda County Office of Education** (ACOE) has oversight responsibilities for district budgets and educational plans for 18 LEAs. As an education leadership agency, it designs and delivers support services tailored to individual district needs at the regional and state levels.

The **UCLA Center for Community Schooling** (CCS) is an initiative to inspire and inform the development of community schools across the district, state, and nation. This work began 15 years ago when the UCLA Community School was established in partnership with the Los Angeles Unified School District, the United Teachers LA, and the local community. To support the development of community schools, the CCS collaborates with Center X at the UCLA, a community of more than 100 educators working to transform public schooling and create a more just, equitable, humane society. Center X houses the UCLA Teacher Education Program, Principal Leadership Institute, and an array of professional development initiatives for teachers and school and district leaders. In addition, Center X co-leads the 21st Century School Leadership Academy (21CSLA), a key member of California’s Statewide System of Support.

**Californians for Justice** (CFJ) is a statewide grassroots organization working for racial justice for over 25 years by building the power of youth, communities of color, immigrants, low-income families, and LGBTQ+ communities. Through youth leadership development programs, advocacy campaigns, and school district capacity building, the CFJ centers the voices of young people in creating racially just, equitable schools.

With 3 million members, the **National Education Association** (NEA) is a national labor organization with 500 national staff and 5,000 staff in offices in every state and a presence in 14,000 communities across the country. The nation’s largest union for educators, the NEA is a powerful force for justice and excellence in public education. It provides training, tools, and support for educators to engage students and excel in their profession while advocating for policies and practices that improve classroom conditions and advance social and racial justice.

### Part One: Working in Partnership

The work of the S-TAC is built on partnership and relationships. In addition to partnering with each other to understand and respond to the evolving needs of CCSPP grantees across the state, we work alongside the CDE, eight Regional Technical Assistance Centers (R-TACs), an S-TAC Advisory Board, a Student Advisory Board, as well as partner organizations and youth-serving initiatives aimed to deliver on the promise of whole-child education. In this section, we describe how the four organizations that comprise the S-TAC strive to work in partnership and detail our work with the S-TAC Advisory Board and Student Advisory Board.

#### S-TAC Working Groups

In the spring of 2024, the S-TAC established three working groups, the Research-Practice Partnership team (formerly known as the Data team), the Learning Arc/Opportunities team, and the Communications team to collaborate and develop learning opportunities, tools, and resources for the CCSPP Grantees and the eight Regional Technical Assistance Centers. The Research-Practice Partnership team was responsible for the Community Schools Data and Evaluation work such as the development of the Annual Progress Report tool and the data analysis for CCSPP grantees. The Learning Arc/Opportunities team was responsible for organizing, coordinating, and implementing a system of transformational support for R-TACs and CCSPP grantees in virtual monthly Community of Transformative Practice meetings for R-TACs, Collective Learning Spaces open to all grantees, and statewide webinars. The Learning Arc team developed coaching resources and frameworks, curated practitioner-like resources, and coordinated resources to support operationalizing aspects of the methodology and framework in alignment with the capacity development strategies and overarching values. The Communications team is slated to relaunch in the fall of 2024 and will be responsible for the oversight, organization, and monitoring of all S-TAC communications to ensure we have a unified and collective S-TAC brand and message. The workgroup will continue to develop an S-TAC and community schools marketing and campaign strategy, ensuring aligned branding and messaging, website, digital commons, screening, and coordinating S-TAC engagement requests. The Communications team will also lead interest-holder efforts, coordinate and implement broader interest-holder engagement events

#### S-TAC Advisory Board

In Year One, the S-TAC formed an Advisory Board to support the successful implementation of the CCSPP. In Year One, the Board was composed of nine members who represented organizations steeped in work related to various elements of the community school strategy, such as expanded learning, family and community engagement, and school-based health services. Year One provided opportunities for the S-TAC and the Advisory Board to engage in collaborative work laying the foundation for the development of content and methodology (e.g. Capacity Building Strategies, Annual Progress Report).

At the conclusion of our first year, the overall work between the S-TAC and the Advisory Board was assessed. Opportunities to improve collaboration and strengthen the overall support for the CCSPP implementation were identified:

* Increase the Advisory Board meeting time from one hour to three hours in order to hold the deeper, richer, more complex conversations related to transformation and the reimagining of California schools.
* Expand membership on the Advisory Board to reflect the various interest holders impacted by the CCSPP. We determined the need for representation that could address the needs of rural communities, health, student and family services, as well as school districts. The organizations added were from the Public Health Department, The Children and Family Health Alliance, California Teachers Association , Partners for Rural Impact, and a former district superintendent.

These recommendations were implemented in Year Two. Increased meeting time allowed for S-TAC and Advisory Board members to build stronger connections related to the work as they were not pressed due to time limitations. Advisory Board membership increased to 16 members, based on the assessed needs of the initiative (the 2024–25 TAC Advisory Board Members are listed at <https://docs.google.com/document/d/1tCwr-RJQHxf-F0Mqj-hu9d2nyipHfluGx2czwUm4xU0/edit?usp=sharing>). Additionally, roles and responsibilities for members were clearly mapped out. Areas of advisement were identified as follows: (1) Attend convenings; (2) Advise on the S-TAC logic model and methodology; (3) Advise on the S-TAC development rubric [e.g., Capacity Building Strategies]; (4) Provide input on the Transformational Assistance and Statewide System of Support; and (5) provide guidance on collaboration with relevant departments to incorporate other statewide initiatives to create integrated student supports using the community schools strategy.

##### Glows and Grows

###### Glows:

* An increase in the number of Board members who have expertise in a variety of fields connected to the community schools strategy created opportunities to expand the conversation to reflect the complexity of the CCSPP. Perspectives from people in public health, in rural communities, and former district leaders added a complex richness expanding the thoughts, conversation, and work of the S-TAC.

###### Grows:

* Aligning system of support throughout the S-TAC to maximize the Advisory Board’s feedback and reflection on the content and methodology, and to allow for an authentic iterative process for existing content and methodology.

#### Statewide Student Advisory Board

The Statewide Student Advisory Board began its planning stages in Year One and was officially established in Year Two. The Statewide Student Advisory Board (SSA) aims to offer a year-long platform to empower, strategize, and steer California’s community schools initiative. The SSA is a platform created to inspire next-generation leaders and cultivate more spaces where their voices, ideas, and experiences are valued and reflected appropriately. The Student Advisory provides critical guidance to Summit planning and implementation. However, the ultimate goal of the SSA is to invest in transformative education, radical dreams, leadership development, and infrastructure and systems intricately crafted and centered on liberatory practices, healing conclaves, and equitable terrain. The SSA grounds students in the California Community Schools (CA CS) framework while modeling effective integration of student/adult partnership; students are seen as equal partners and contributors with real decision-making power and collective thought exchange. Staff from CFJ took the lead on creating the curriculum and were joined by ACOE staff to support in the delivery of content during the biweekly evening meetings, held between November 2023 and June 2024.

In Year One, the necessity for a platform like the SSA became evident, highlighting the significant role students play in discussions about school transformation. As such, in Year One, an SSA Pilot was established. It was formed midyear with the express purpose of providing invaluable student perspective on Summit planning. Despite its quick establishment, we successfully emphasized the value of collaborative decision-making. By treating students as equal partners with essential contributions and perspectives, we not only catalyzed change but also established an authentic process that fosters a safe and inclusive environment for our student collaborators. Growth is a natural progression in all endeavors. While our initial SSA implementation was not flawless, perfection was never the objective. Our aim is to empower next-generation leaders—an ongoing mission. We recognize that to effectively challenge the status quo, we must incessantly invest in the present and future of young individuals. The positive impact of the SSA on students and the enduring effects on the Summit prompted S-TAC to integrate SSA as a permanent extension of the transformative support offered to R-TAC partners and beyond. This led to the launch of SSA Year Two, which beautifully showcased liberatory design during the 2024 EMPOWER Community Schools Summit.

Members of the SSA were selected through an application process. The R-TACs and CCSPP grantees were asked to recruit students meeting the following requirements:

* Demographics: Highest need, based on grantee proposals
* Eligibility for free or reduced-price meals, foster youth status, experience of suspension or expulsion, homelessness or involvement in the justice system, as well as students with disabilities, neurodiverse students, dual-language learners, and those from underrepresented minority communities or non-White minority groups.
* Inclusivity across all eight R-TAC (Regional Transformational Assistance Center) regions.
* Enrollment of students spanning grades 9 through 12. Middle school students may be considered under special circumstances.
* Mandatory involvement in the interview selection process.
* Dedication to attending monthly virtual gatherings and, as needed, additional preparatory sessions.

Through regular meetings students received content and were able to prepare for the Community Schools Empower Summit 2024. Student board members prepared very effectively for the Summit. They led a student workshop session, participated in the panel with the keynote speaker Ericka Huggins, ([https://www.erickahuggins.com](https://www.erickahuggins.com/)), provided two student keynote addresses, performed poetry and instrumental music during lunch, and triumphantly emceed the entire two-day Summit. Student presence and voice were the highlight of the summit. Alongside their contributions to the Summit, CFJ offered educational practices and tools to foster leadership growth, encourage innovative thinking, and create transformative environments.



Based on lessons learned from Year One, the second year brought a new perspective. Concerns from the first year arose during discussions with SSA representatives about the underrepresentation of Black youth at the state level. When redesigning systems tailored for students, families, and educators, it is crucial to ensure inclusivity and prioritize diverse voices. Consequently, CFJ initiated the *Speak and Be Heard: Rhetoric for Transformation Listening* initiative, providing a platform for Black and marginalized students to share their ideas and aspirations for an equitable educational journey, emphasizing the importance of valuing their voices. Historically, youth voices, especially those on the margins, have been disregarded. Often decisions are made for students without involving them; we aim to change this narrative. Through the *Speak and Be Heard* campaign, we aim to co-create engaging educational settings that embrace and cater to the varying needs of young people. We will use this campaign to assist in the recruitment of Black youth in the SSA and other regional or state-level youth organizations. This emphasis on student voices led to valuable insights used to craft a Black girl bill of rights and a report that will be presented at the 2025 Community Schools Summit. The *Speak and Be Heard: Rhetoric for Transformation* campaign is an ongoing effort that will influence the Statewide Student Advisory Board and S-TAC in providing support and resources.

##### Glows and Grows

###### Glows:

* “I appreciated the student-led workshops. They were well prepared.”
* “I loved that there were so many different perspectives as people were there from all over California.”

###### Grows:

* We need more workshops for students. Be intentional about providing workshops that benefit students learning about community schools.”
* “Ensure all presenters know that students will be attending their workshops so their presentations are youth friendly.”

### Part Two: Engaging Learning and Networking Opportunities

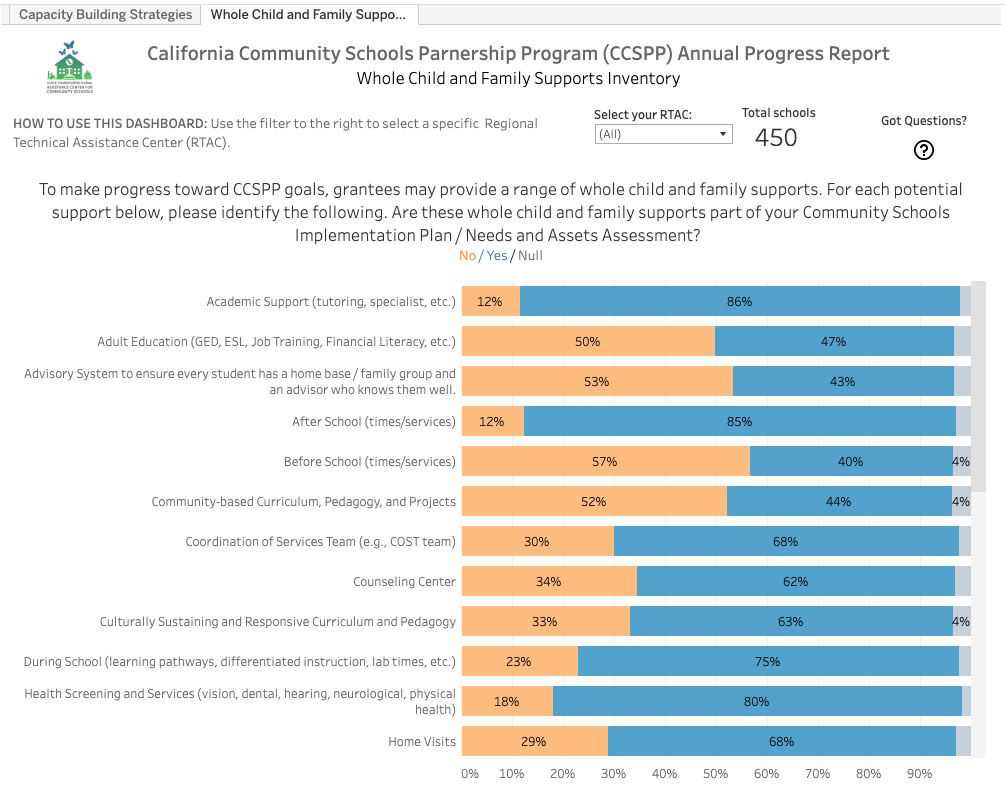
This section describes how the S-TAC has aimed to develop and support learning spaces for grantees across the state. The Communities of Transformative Practice bring together R-TACs to develop a shared understanding of the California Community Schools Framework and alignment in our strategies to strengthen implementation efforts. The Collective Learning Space is open to all CCSPP grantees, COEs, and R-TACs and aims to provide ongoing support to existing grantees, and welcome and introduce new grantees to the resources and landscape of community schools implementation in our state. S-TAC Webinars are open to all CCSPP grantees, their partners, students, families, community members, COEs, R-TACs, and state leaders. State webinars effectively highlight the work of community schools across the state and in various settings, offering valuable resources and insights to partners in the field. Finally, the Annual Empower Summit brings grantees, community partners, organizations, students, families, state leaders, COEs, and R-TACs together each year to celebrate the work, learn from each other through workshops, and network with colleagues and partners across the state.

#### Communities of Transformative Practice (CoTP)

In Year One, to significantly enhance knowledge sharing, learning, and change, we established a Community of Transformative Practice (CoTP) that initially brought together COEs, and then R-TACs, once identified. Bound together by a joint commitment to support CCSPP grantees across the state, the CoTP tapped into shared experiences and expertise and responded to questions to address and foster strategies to support statewide implementation.

In Year Two, the CoTP continues to support the R-TACs in their efforts to implement the California Community Schools Framework (CA CS Framework). Based on learnings from Year One, we continued to focus on the roles and responsibilities of the CDE, S-TAC, R-TACS, COEs/county office of the superintendent, and LEA/charter schools in the implementation of community schooling. We met monthly, and we provided strategies to help support the R-TACs in their support of sites to further implement the Capacity-Building Strategies. The CoTP allowed for S-TAC and R-TAC leaders to share resources, solve problems, and address important issues like communicating with partners and the entire school community about the CA CS Framework. The CoTP served to elevate, troubleshoot, and resolve, as well as document county expertise related to the CCSPP framework to further advance school system transformation. In Year Two, the CoTP convened three times in person, where members were not only able to share their learning but also develop and build relationships. The first in-person convening took place in Oakland in August 2023. At this convening there was a focus on team building as many teams included new members. The R-TACs were able to review preliminary APR data and engage in their own reflection regarding their technical assistance given the expressed needs of their grantees; the focus was on identified professional learning needs.

The second in-person convening took place in January 2024 in Fresno. This convening enabled us to spotlight the Central Valley R-TAC and tour a local community center. We also reviewed data from the Year One APR by reviewing a Tableau visualization that allowed R-TACs to interact with their local data (please see the graphic and link below). The teams also engaged in a Gallery Walk of Bright Spots and Areas of Growth. Each R-TAC, alongside partners, participated in a World Cafe where they were able to showcase an area of strength. Members of the S-TAC team presented on the importance of teacher leadership in community schools. The third in-person CoTP took place in June, in advance of the EMPOWER Summit in Los Angeles, and provided opportunities for reflection and network planning. In pairs, R-TACs followed a consultancy protocol to share their tentative learning arcs and learning opportunities calendar for the coming year. Through a Gallery Walk the teams were able to map out a year-long calendar of regional events. In the afternoon R-TACs set up for their regional networking sessions the following day. The energy in every room was dynamic. The attention to detail exhibited by every R-TAC revealed high levels of organization and planning. Overall, our CoTP provides a space for powerful learning, growing, and networking opportunities to strengthen strategies for supporting CCSPP grantees.



APR, Year 1, Data Visualization[[16]](#footnote-16)

A feedback survey is distributed to all attendees at the end of each session. The S-TAC team reviews feedback and makes modifications for upcoming sessions. In Year Two, R-TACs commented that monthly virtual meetings helped build capacity and further support the implementation of community schooling. We also heard that additional in-person meetings would benefit their growth and learning. In particular, R-TACs shared how their involvement in the CoTP enhanced their support of grantees, as highlighted in the “glows and grows” below.

##### Glows and Grows

(For this section we have provided a synthesis of feedback surveys.)

###### Glows:

Appreciation for Tools and Resources

* The tools provided, such as Needs/Assets assessments and capacity-building strategies, were appreciated for their usefulness in guiding support and discussions.
* Specific resources like infographics and presentations focused on the APR were beneficial for understanding and mapping revisions.

Value of In-Person and Collaborative Learning

* The CoTP in Fresno was highlighted as a highly effective collaboration, allowing R-TACs to briefly discuss APR data and learn from each other.
* In-person sessions and activities like the World Cafe facilitated learning from other R-TACs and community-based organizations, enhancing the exchange of best practices and ideas.

Networking and Relationship Building

* CoTPs and collaborative meetings allowed for the development of genuine professional and personal relationships, which were essential for networking.

Sharing of Best Practices and Resources

* Reviewing how other R-TACs collect and use data, and creating spaces to share this information, was beneficial for mutual growth.

###### Grows:

Organizing Networking Activities

* Some feedback indicated a lack of opportunities for meaningful engagement and networking during sessions, suggesting a need for more facilitated conversations and better organization of networking activities.
* A desire for more “connections on demand” atmospheres to enhance networking opportunities was expressed.

Need for More Tailored Learning

* R-TACs expressed the need for more workshops and training sessions specifically tailored to their needs to effectively support implementation at various levels. The S-TAC utilizes a trainer-of-trainer model in collectively addressing emerging CCSPP needs, partnering to create robust support for community tools.

Engagement and Clarity

* More targeted workshops and alternative formats (learning modules, videos, other digital platforms) could make the content of our sessions more engaging and user-friendly. The S-TAC developed a California-specific framework to establish **WHY** the community schools strategy is an effective “whole child” school improvement strategy to improve student outcomes. It communicates **HOW** the capacity building strategies and practices should be implemented to create coherence, sustainability, and authentic community engagement in LEAs and school sites throughout the state. And lastly, the CA Way names the **WHAT** as various programs and practices at the site level that can be aligned with the community schools strategy to ensure transformational student outcomes.

Need for Consistent Training in California-Specific Framework

* Revisions to our conceptualization of the **WHY**, **WHAT**, and **HOW** of the work throughout the year led to confusion. Consistent training and clearer communication were needed to ensure understanding and effective application.

Targeted Support

* R-TACs requested more capacity-building opportunities specifically tailored to their needs, including more targeted workshops on key topics to enhance their ability to support implementation effectively with their county offices and LEAs.

More structured sharing of materials, such as NAA resources and approaches to support, was suggested for a deeper understanding of regional practices building and growth.

By addressing these themes, the S-TAC can enhance and support the shared learning that takes place in the CoTP, ensuring that R-TACs are well positioned to support grantees and effectively implement key areas of expertise.

#### Collective Learning Space

The Collective Learning Space (CLS) was established to provide grantees with technical and transformational assistance. The primary audience for the CLS is CCSPP grantees, which means we have the unique opportunity to engage with LEAs, site leaders, school staff, community school coordinators, community partners, and others doing direct work to support students and families, especially those most historically marginalized. Initially, the CLS aimed to assist grantees during the interim period before the R-TACs were established. In its second year, the S-TAC hosted monthly virtual CLS meetings to inspire and drive a statewide movement for California community schools. Based on the needs expressed by grantees in Year One, the goal for Year Two was two-pronged: (1) to provide ongoing support to existing grantees, and (2) to welcome and introduce new grantees to the resources and landscape of community schools implementation in our state. These meetings were designed and organized to build foundational awareness of the CA CS Framework and Fundamentals, incorporating “Overarching Values” and the “Capacity-Building Strategies: A Developmental Rubric.”

The CLS meetings offered grantees opportunities for networking, meaning-making, and engaging in one-on-one, small-group, and whole-group generative conversations. This promoted collaboration and addressed immediate questions. By creating environments where participants felt valued for their unique strengths and experiences, CLS nurtured a supportive and inclusive atmosphere conducive to deep learning and transformation. The CLS is open to grantees and thus the focus of both the content and structures for delivering that content are different than what transpires in the CoTP space where the main audience is R-TACs.

Grantees were introduced to the ethos and potential of community schools through shared stories highlighting successful implementation and their impact. These narratives helped contextualize the strategy and inspired commitment among participants. Additionally, CLS meetings provided clear guidance on the flow of technical assistance from S-TAC, R-TACs, COEs, LEA/charters, sites, and ultimately to students/families/caregivers.

To ensure ongoing support and reinforcement of the learning, follow-up emails with slides and resources were sent after each meeting. This ensured that participants had access to the information and tools needed to continue their work effectively. Additionally, real-time changes were made based on feedback received from the field and through feedback surveys administered at the end of each CLS session. One attendee expressed their gratitude, stating, “I just want to say thank you for actually hearing our feedback from the last session and implementing different strategies. This session felt so much more supportive and useful.” This highlights our recognition of the importance of being responsive and adaptive to ensure the sessions meet the needs of the participants. The CLS concluded in May 2024, after 9 monthly sessions, having hosted approximately 1,493 CCSPP grantees in total, with an average monthly attendance of 166. Attendance varied as new hires sought guidance. (It is worth noting that average monthly attendance in Year One was 35 attendees.)

##### Glows and Grows

(For this section we have provided quotes from feedback surveys.)

###### Glows:

* Real-world examples of community schools connecting the dots from theory to reality.”
* “I always learn something new! Excited to take … information to my Assistant Superintendent.”
* “I appreciate being aware of the other state initiatives that are aligned with the goals of community schools.”
* “Youth voices! Also, seeing examples of genuine culturally relevant learning that were also rigorous and differentiated!”
* “The breakout rooms were most beneficial. I participated in the Alternative Education breakroom. It’s always great to see Alt.Ed represented!”

###### Grows:

* “Consider breaking down the information into more manageable sections and provide summaries or follow-up resources.”
* “One idea to improve the effectiveness of the sessions would be to break down the information in a more organized manner. There was a lot of valuable information that was run through quickly due to time constraints. It would be helpful to create different groups or sections based on where people are in the process/grant step.”

In the coming year, the S-TAC will continue to offer and provide grantees with technical assistance through CLS meetings, aiming to build foundational awareness and inspire a statewide movement for California community schools. We have currently scheduled six CLS meetings during the 2024–25 school year, focusing on bridging technical assistance gaps to avoid duplicating services provided by R-TACs. We aim to accomplish this by reviewing R-TAC learning opportunities and building on what R-TACs have planned. The S-TAC will cover complementary aspects of the work. Certain processes and reporting mechanisms like the APR will remain under the S-TAC purview. Our efforts will continue to emphasize the crucial role of technical assistance in making our education system more equitable for our most marginalized students.

Reflecting on the past two years, S-TAC has gained valuable insights into effective strategies and sustainability. Moving forward, we will emphasize data analysis and tools, resources, and communication. Intentional communication will demonstrate our progress in capacity building, using APR reflection tools to align with our foundational documents including the Overarching Values, the Capacity-Building Strategies, and the CA CS framework. Additionally, we will provide Cohort 4 application support, ensuring comprehensive assistance and alignment with our overall goals.

#### Statewide Webinars

In Year Two, the S-TAC Webinar series was enriched with the addition of the “Voices from the Field” as a regular feature—an opportunity for attendees to learn from grantees across the state. The “Voices from the Field”' section, initially introduced in Year One, continued to be an attendee favorite and was curated with insights from our eight R-TACs. These webinars highlighted exemplary community school strategies across primary and secondary sites, spanning rural and urban areas. In addition, we also featured a superintendent panel, a community-based organization panel, and introduced the updated Capacity-Building Strategies and Sustainability Plan template.

In Year Two, we hosted six webinars with a total of 970 participants in attendance. On average, participants attended two or more webinars.

Webinar topics included the following:

* **September:** Collaborative Leadership as a Key Capacity for Transformation: Voices from the field included United Educators of San Francisco and Kern County Superintendents of Schools.
* **November:** Centering Community-Based Curriculum and Pedagogy: Deepened our understanding of the capacity-building strategies and lifted up voices from Anaheim Union High School District.
* **February:** Shared Understanding and Commitments, Setting Goals and Taking Action, and Collaborative Leadership: A panel discussion with CA Superintendents: This webinar featured superintendents from Hayward, Oakland, and Val Verde Unified School districts.
* **March:** Collaborations with Community-Based Partners, District Partners, and Funding Sources: Webinar featured panelists from the California Department of Health Care Services, Shasta County Office of Education, San Bernardino County Superintendents of Schools, and The Los Angeles Trust for Children’s Health.
* **April:** Transformational Community Schools: This webinar provided a solid understanding of the WHY, HOW, and the WHAT of the community school strategy. Additionally, a discussion was centered around the APR and the submission process.
* **May:** Expanded Learning: Systems and Structures to Support the Whole Child: Featured the California Afterschool Network (CAN), Fresno Unified, highlighting Holland Elementary School and Vista Charter Middle School.

The state webinars effectively highlighted community schools’ initiatives in various settings, offering valuable resources and insights to partners in the field. Following suit with other S-TAC offerings, follow-up emails with slides, resources, and a recording of each webinar were sent out ensuring that participants and those that could not attend had access to the information and tools shared in this community space. Additionally, the webinar recordings are housed on the S-TAC webpage for ease of access to all grantees and those interested in finding out more about the CCSPP and community schools. Feedback surveys are administered and reviewed by the S-TAC team to ensure the series is meeting the needs of attendees.

##### Glows and Grows

(For this section we have provided quotes from feedback surveys.)

###### Glows:

* “This was by far the best of the webinars to date (I’ve seen all of them). The panel provided helpful framing and provocations about how to approach the work, and the resources shared in the chat (Resource Mapping Mini-Guide and the Shasta Needs Assessment Example) are excellent.”
* “So many of my experiences and obstacles were echoed by the panelists’ discussion; it was great to hear validation and strategy.”
* “Honestly, this hour and the last one I attended provide me with a clear vision of what needs to be done to truly transform my school. Some webinars I attend are so-so ... these ones have been outstanding and explain CA’s vision with the CYBHI and community schools grants and how they align with reimaging what schools can be and how we can deliver the services and empower our students and families.”

###### Grows:

* “There were a lot of buzzwords used in the session. I am looking for successful examples and the action items that align with them.”
* “This was very informative but certificated-educator heavy. Adjust topics for a wide-ranging audience.”
* “Role-specific supports of topic being presented. For example, how can families support this? What is a district admin’s role in supporting this transition? etc.”

#### Annual EMPOWER Summit

In Year Two, the annual S-TAC Community Schools EMPOWER Summit consisted of a two-day conference in Hollywood, bringing together over 1,300 teachers, students, educational leaders, and community partners from across California and the nation. As the number of CCSPP grantees increased with the allocation of cohort two planning and implementation grants, we identified the need to grow the Summit. Whereas the Summit was a one-day event in Year One, it was expanded to a two-day convening where students, caregivers, community members, community-based organizations, educators, and leaders including those from the CDE and the SBE spent time learning from each other, networking and being inspired to transform educational experiences and outcomes for students.

The Summit drew 1,304 attendees, including nearly 100 students, and representatives from over 350 LEAs. This year’s event featured a dynamic student emcee for both days, and included two powerful student keynotes. Attendees had access to 111 general sessions with 138 presenters, 8 R-TAC networking sessions, 3 student-led sessions, and 2 parent-led sessions, highlighting a robust and diverse program. These numbers represent a 35.8 percent increase in attendees and a 167 percent increase in sessions from last year to this year. The planning committee received over 100 requests for proposals to present in Year Two—demonstrating a growing eagerness to share experiences and expertise across the state. The topics were varied and addressed a variety of important elements in the implementation of community schools.

All sessions were rooted in the S-TAC Four Overarching Values and aligned with the five Capacity-Building Strategies: (1) Shared Understanding, Commitment, and Priorities; (2) Centering Community-Based Learning; (3) Collaborative Leadership; (4) Sustaining Staffing and Resources; and (5) Strategic Community Partnerships. Students and caregivers facilitated discussions about their work and experiences lifting collaborative leadership in their schools, while site and LEA leaders and community-based organizations exchanged lessons learned, ideas, and effective practices to inform and deepen California’s commitment to community schools. Feedback received praise for the rigorous, engaging, high-quality session content and presenters.

In her address on Day One of the Summit, Deputy Superintendent of Public Instruction Nancy Kim Portillo noted that a quarter of all schools in California have applied for planning and/or implementation grants, encompassing 1.5 million students, families, and community members. The S-TAC lead agencies look forward to building on the success of the Summit to continue the work across California to implement the community school strategy to transform schools.

The Statewide Student Advisory Board (SSA) played a critical role in the summit’s development and youth representatives played key roles throughout the two-day convening. SSA member Jaspreet Sahota served as the summit’s Emcee. SSA leaders Arthur Innes, Julie Farraj, and Jamaka Walton served as student keynote panelists alongside keynote speaker Ericka Huggins, former member of the Black Panther Party and founder of the West Oakland Community School in 1973, during the plenary session. The student advisory also facilitated summit presentations targeted at students participating in the Summit focusing on youth voice, leadership, and advocacy.

Day Two’s plenary session featured keynote speaker Lisa Villarreal, an independent nonprofit advisor who chaired the steering committee for the National Coalition for Community Schools. Villarreal shared her stories and lessons learned throughout her journey leading the community schools strategy throughout the Bay Area and the nation. Villarreal’s keynote message included a call to action, “You are the ones I’ve been waiting for,” and invited all participants to collectively lead the work throughout California.

The eight R-TACs hosted networking sessions with grantees in their region; the sessions included students, caregivers, community members, community-based organizations, and educators from LEAs, schools, and COEs. The R-TACS gathered with their grantees to focus on fostering relationship-building and networking among participants. R-TACs facilitated conversations to collectively identify the Values and Capacity Building Strategies targeted in their regions’ APR data. R-TACs also engaged in robust conversations to spotlight success stories that exemplify transformative practices in their respective communities and empowered their partners, students, families, and educators to engage in shared leadership and collective action to transform schools in California.

##### Glows and Grows

(The feedback from surveys is indicated by the use of quotation marks. Otherwise we provide a synthesis of our own reflection and external feedback.)

###### Glows:

* 1,304 total participants
* “Loved the student MC and student panel with Ericka Huggins”
* “Loved the student involvement and leadership of the space”
* “Both days were firmly grounded in the Overarching Values and the Capacity Building Strategies.”
* “The variety of presentation topics was great.”
* “Nice balance between opportunities to learn, network across RTACs and roles, and community building within RTACs”
* “Inclusion of multiple voices into the planning and implementation”
* “Great feedback regarding the flow of registrants at the time of check-in, organization and learning opportunities provided”
* “Loved seeing everyone engaged in the sessions, some had people standing, sitting on the floor, and even standing by the door and did not want to miss the session.”
* “Liked the interpretation for parents and caregivers”
* “There was a positive synergy throughout the event, with an inspiring atmosphere and excitement about the possibilities to reimagine education. You could feel the hope in the air.”
* “Great diversity of sessions/workshops; appreciated the sessions focused on instruction and the work of teachers. Great to be in person and in community with folks. Loved the videos on constant loop in the ballroom.”

###### Grows:

* “Nice for student and caregiver voices to be elevated more for next year at the keynote and other leadership spaces”
* “Improve Interpretation services for bilingual community members to fully participate in the event”
* “Increase the number of sessions focused on instruction and the role of teachers within community schools. More opportunities to ‘see’ the work.”

Based on this feedback and our own assessment, we will begin planning for the 2025 Summit as early as September 2024. In addition, we will secure a location that can accommodate up to 3,500 attendees as we will have cohorts three and four announced, ensure our bilingual community members can fully participate, and shine a brighter light on students, caregivers, community members, and teachers. One way to do this is to increase the number of students, caregivers, community members, and community-based organizations that participate in the summit. We also hope to expand our social media presence to make sure we are capturing the excitement of the event in real time.

### Part Three: Resource Development and Dissemination

This section highlights the resources created for the field and the processes undergirding the evolution of these resources. We also share important information about the dissemination of these resources and the necessary steps to ensure there is consistent messaging across the state. Another important element is the cross-sector collaboration that has informed the revision and enhancement of resources for CCSPP grantees.

#### California Community Schools Fundamentals

In Year One, the S-TAC released the *California Community Schools Fundamentals*—a set of resources aimed to support both planning and implementation grantees across the state. The Fundamentals include:

*Overarching Values.* A synthesis of the CA CS Framework, aimed to assist CCSPP grantees in operationalizing the pillars, commitments, conditions, and practices that comprise the Framework. The Overarching Values draw connections between these components and help grantees respond to the question: “Why engage in the work of community schools?”

*Capacity-Building Strategies: A Developmental Rubric.* This document is intended to serve as a road map for both LEAs and school sites as they work toward transforming their schools into community schools. The Capacity-Building Strategies align with the CA CS Framework, its overarching values, and CCSPP statutory requirements.

In addition, the S-TAC developed a number of companion tools, templates, and guides to support grantees in engaging in the work of transformation. The tools, templates, and guides were developed to enable grantees to deepen their knowledge of core components of the community schools approach, and effective implementation strategies, as well as offer helpful materials.

*LEA and School-Level Self-Assessment Tools.* Companion tools to the *Capacity-Building Strategies: A Developmental Rubric*, the self-assessment tools are intended to guide reflection and action planning across each phase of the implementation process.

*Collaborative Leadership Structures Guide*.This document defines collaborative leadership and describes how collaborative leadership can improve the outcomes for young people and build a system that ensures alignment and coherence between all interest-holders.

*Needs and Assets Assessment Guide.* This resource aims to provide a step-by-step process to the needs and assets assessment. Executed well, the needs and assets assessment creates a shared understanding about the needs and assets of a school and community, and fosters collective responsibility and accountability for outcomes related to a shared vision of student success.

Following the introduction of The California Community Schools Fundamentals and other new resources to the field in the spring and summer of 2023, the S-TAC partnered with R-TACs to assess the evolving needs of grantees. In particular, the S-TAC partnered with R-TACS to collaboratively plan and co-facilitate a series of focus groups with various interest holders across the state to: (1) build relationships across all levels throughout the state; (2) understand how existing S-TAC and R-TAC resources are accessed and used by grantees; (3) get feedback to improve existing resources and supports; (4) learn together about grantee’s resource needs; and (5) gather assets from the field, particularly those being frequently used by California community schools.

In total, we held 10 focus group sessions with participants spanning five regions across the state. Key learning from these listening sessions include: S-TAC resources are helpful overall, but the field may benefit from simplified tools and guides to increase uptake and understanding across all audiences and entry points; there is an overwhelming number of resources available, so quality, curation, and ease of access are important considerations; additional support is needed to address mindset shifts and an understanding of transformational community schools; and resources need to be supplemented with support and shared learning opportunities. The S-TAC is using these focus-group findings to inform updates and additions to its repository of resources as well as working to align resources to the overall learning arc. In particular, this information led to the refinement of the Capacity-Building Strategies, and the development of new resources, discussed below.

Importantly, the process and experience of these initial focus groups have also laid the groundwork for the S-TAC to deeply engage its R-TAC partners and other key interest holders in a needs and assets assessment that not only creates shared understanding of what transformational assistance looks like, but fosters collective responsibility and accountability for outcomes related to a shared vision of success.

A key need in the delivery of support for community school implementation was to align the curation of learning opportunities to the work of resource development. Through regular participation in S-TAC spaces of learning such as the Collective Learning Space, CoTP meetings, and webinar development, resources team members supported the essential work of bridging the arc of learning with resource development. We saw success in supporting the development of learning in ways that deepened the understanding of the Capacity-Building Strategies. The resources team effectively activated networks to uplift transformational field examples across a variety of contexts as well as in supporting grantees in identified needs of implementation. Informed by focus groups and learning ops feedback and APR data, it is clear that the capacities identified as most pressing to support included centering community-based learning and collaborative leadership. This understanding shaped and informed the work of resource development including the updated capacity-building strategies and additional resource development such as the Community-Based Learning guide.

Additionally, team members served in a variety of different roles in these collaborative spaces of learning. The roles of the resources team included serving as facilitators in learning opportunities, APR coding, and leading key resource development. The team remained deeply committed to listening and learning from the field to inform resource development. While the resources work in the wider S-TAC space has deepened in this year of implementation, we are hopeful that a more powerfully integrated work group that is at the forefront of community school implementation can set the stage for year three of implementation. An area we are hoping to continue to enhance is to deepen and align the work across S-TAC groups and R-TACs. This could look like not only creating stronger feedback loops between resources and learning spaces, but strong loops between R-TAC and S-TAC delivery of supports, where learning is cycled in and out to deepen resource alignment and implementation.

#### New and Revised Resources in Year Two

The development and refinement of resources in Year Two not only benefited from our collaboration with R-TACs, they were also guided by the generous feedback from S-TAC Advisory Board members, Deep Dive partners, community partners, and researchers. Below, we highlight new and revised resources, tools, and templates that were shared with CCSPP grantees in Year Two:

*Capacity-Building Strategies: Development Rubric*, Version 2.0. Released in April 2024. Version 2.0 aims to ensure strategies are comprehensive, mutually exclusive, interconnected, and succinct. To accomplish this, we have gone from nine strategies to five.

*LEA and School-Level Self-Assessment Tools, Version 2.0.* These companion tools to the *Capacity-Building Strategies: A Developmental Rubric* were updated to align with Version 2.0 of the Capacity-Building Strategies. These tools are intended to guide reflection and action planning across each phase of the implementation process.

*Community-Based Learning Guide.* This brief introduces and defines community-based learning and provides examples of Community-Based Learning in practice.

*Strategic Community Partnerships.* This resource provides an overview of partnership agreements, such as data-use agreements, facility-use agreements, and Memorandums of Understandings.

*Job Descriptions and Staffing*. This resource offers sample job descriptions for the district community schools lead, school site community school coordinators, community school principals, and other community school roles.

*Innovative County Coordination Brief (Forthcoming)*: A brief that describes the work of COEs who are engaging in a transformative approach to utilizing county coordination grants.

Based on focus groups with R-TACs, we provide the following “glows and grows”:

##### Glows and Grows

###### Glows:

* Appreciate the revised version of the Capacity-Building Strategies!
* Self-assessments are a key tool.
* Appreciate the different entry points for grantees
* Appreciate alignment with capacity-building strategies and other available resources.
* It is helpful that learning spaces highlight the resources and provide additional guidance.
* Appreciate that the resources provide support that goes beyond the 4 pillars of community schools.

###### Grows:

* There is an existing need to take stock of the resources that exist, statewide and nationally, to support community schooling. There is a lot available and easy to “go down a rabbit hole.”
* Resources need to be more navigable (a digital commons is needed!)
* Additional support and resources for county-level educators are critical.
* People need to understand that there is not a “model” that they can replicate. It is hard to create resources that help people “understand that they have to figure out how to do it.”
* Grantees seek additional support and resources on foundational steps such as Advisory Councils and Needs and Assets Assessments.
* Additional support/resources for grantees in rural settings.
* Resources should be available in different languages.
* More information and resources on sustainability efforts.

#### Digital Commons, Version 1.0

During Year Two, the S-TAC began the process of envisioning, designing, and creating an interactive, engaging website to serve as a central hub for CCSPP resources and an online gathering space for CCSPP grantees. The website was named the *Digital Commons* to signal its transformative nature; rather than creating a basic repository for S-TAC-generated resources, the team sought to develop a digital forum for CCSPP grantees to engage with one another by sharing and receiving tools, templates, and stories that support community schooling implementation throughout California.

The design of the *Digital Commons* website was guided by the CCSPP Fundamentals with feedback from CCSPP grantees. The resources team garnered feedback from R-TACs and Deep Dive Transformation Partners throughout the creation process to ensure that the website was grounded in the strengths and needs of practitioners at multiple levels of community school implementation. Furthermore, the website was designed thoughtfully and collaboratively with three primary goals in mind: (1) the website should be easily navigable, (2) website visitors should be able to quickly understand the goal of the website and the work of the S-TAC, and (3) the website should encourage visitors to engage actively with the site and return often.

The website underwent multiple iterations throughout Year 2, culminating in the creation of a fully-realized *Digital Commons Version 1.0 (DC V1).* The *DC V1* included six anchor pages: (1) Homepage, (2) About Us, (3) CCSPP Fundamentals, (4) Tools & Templates, (5) Stories of Transformation, and (6) FAQs. Upon completion of the *DC V1,* the project was passed along to State Creative ([https://www.statecreative.com](https://www.statecreative.com/)), a web design group, to ensure technical excellence and compliance with the Americans with Disabilities Act (ADA). State Creative is currently working on the *Digital Commons Version 2* with *Version 1* serving as a template. Collaboration with State Creative will ensure that the nine months of work that led to the vision, goals, and structure of *Version 1* will be executed to the highest level. Our aim is to release the Digital Commons website to the public in early 2025.

#### Study Tour Kit

The Deep Dive team developed a Study Tour Kit at <https://drive.google.com/drive/folders/1Wr5m4-HhLW3BBMZlSG1Pn1oQa0SSXXSA> to support R-TACs, LEAs, and sites to conduct their own study tours or learning exchanges. The various templates offer a framework for organizing reflective walk-throughs that can assist school communities in building a shared understanding of community schools and opportunities to engage in collective sense-making to fully support the development and improvement of community schools.

#### Communications Strategy

The Year Two Communications Strategy focused on promoting the EMPOWER Summit, developing videos that reflect back on the Deep Dive visits, issuing biweekly newsletters to the R-TACs leadership, and supporting the development of resources referenced earlier in this report. This strategy uplifts existing areas of work to establish the S-TAC statewide brand and identity among LEAs and practitioners, and reflects a responsiveness to the immediate needs of the S-TAC.

In Year Three, the Communications Strategy will add a focus on the Awareness Campaign deliverable, including identifying shared messaging and opportunities to build knowledge and understanding of community schools among school site staff and families of students who attend community schools. This may include leveraging the key lessons learned from Deep Dive partners and continuously sharing important writings like the blog series based on APR data.

### Part Four: Data, Measurement, Reflection, and Growth

This section highlights the learning from the Deep Dive Transformation Partner sites, the development of the APR as a tool for reflection and measurement of progress in the community school strategy, and the progress of the Multiple Measures Working Group that seeks to elevate the importance of alternative measures (beyond the traditional metrics) to showcase the transformational power of community schools. Reflection was at the heart of these strategies and spaces, which helped grantees assess the impact of their work and appreciate the processes in their transformational journeys.

#### Deep Dive Transformation Partners

The “transformation zone” is a vertical slice of a program’s implementation that captures what is happening “from the classroom to the capitol” to learn about best practices in implementation that can be scaled and spread across the larger system in addition to the areas of challenge, which can help identify areas of need for technical and transformational assistance. In the spring of 2023 (end of year one), three sites were selected as Deep Dive Transformation Partners for the CCSPP: Anaheim Union High School District (AUHSD), Shasta County of Education consortium, and West Contra Costa Unified School District (WCCUSD). Deep Dive sites have given valuable feedback to inform S-TAC resources and the APR. Their contributions to the field have benefitted all grantees. By the beginning of Year Two the team conducted monthly check-in meetings with each site, in addition to three in-person convenings called Learning Exchanges.

During Year Two the S-TAC Deep Dive team focused on three areas of work to better understand the implementation of the CCSPP: (1) document and support collective capacity, (2) document and support improvement capacity, and (3) storytelling as a form of accountability and as a means to capture the impact of community schooling.

#### Document and Support Collective Capacity

We set out to better understand each site’s collective capacity by embedding ourselves in the inner workings of the community schools implementation team at each site. We conducted monthly check-ins with each site, reviewed documents (implementation plans, internal meeting notes, organizational charts), and, when possible, attended in-person and Zoom meetings. As we engaged additional layers in the system (COEs, R-TACs, S-TACs), we ascertained how each of those systems of support interacted with the sites. Through a systems lens approach, we mapped out how each site leverages its collective capacity to implement the community school strategy. Every site had a chance to share their areas of expertise in S-TAC learning spaces such as the Collective Learning Space, state webinars, and communities of practice for R-TACs and COEs.

#### Document and Support Improvement Capacity

We employed a similar methodology to better understand each site’s improvement capacity—we reviewed documents, attended site meetings, site visits for various audiences, and even professional development sessions to situate our observations within the context of each site. Using the capacity-building strategies and ongoing data collection (observation, analytic memos, our internal discussions), we provided feedback to each site on areas where they have expressed a need for growth. Our aim was always to be critical thought-partners who can guide a reflexive process that leads to improvement in areas the sites need support.

#### Digital Storytelling

In partnership with the Digital Ethnic Futures Consortium (DEFCon; [https://digitalethnicfutures.org](https://digitalethnicfutures.org/)), we trained 16 Community School Fellows (CS Fellows) from all three Deep Dive sites in digital storytelling. Twice a month CS Fellows (students, teachers, parents/caregivers, community school coordinators, district, COE staff) attended 2-hour training modules that introduced them to elements of digital storytelling and provided hands-on experience with various digital platforms. Through one-on-one editing sessions, CS Fellows refined their stories to highlight the impact of community schools in their communities. The digital stories were presented as a session during the EMPOWER CS Schools summit in June 2024. Final versions of the digital stories will be placed on a micro-site to ensure all the digital features are fully functional. Teaching guides will be added to the stories to facilitate the use of this rich resource. The stories are rich representations of the impact and potential of community schools at each site.

#### Learning Exchanges

The Deep Dive team followed the infrastructure created by AUHSD to conduct in-person convenings that allowed the Deep Dive sites to learn from one another. Each Learning Exchange included a site visit, rotation stations where sites showcased various levels of their community schools approach, and time for reflection and discussion. The Deep Dive and the S-TAC teams co-designed the learning exchange agendas and planned for participants to learn through a full immersion into the history and assets of each community. R-TACs, community partners, allied reforms like the Community Engagement Initiative (CEI), and higher education colleagues were invited to participate. These visits inspired the creation of a Study Tour Toolkit (available at <https://drive.google.com/drive/folders/1Wr5m4-HhLW3BBMZlSG1Pn1oQa0SSXXSA>) that includes templates teams can use to organize site visits. A deep collaboration between the S-TAC and CEI blossomed at the first Learning Exchange and has continued through the co-creation of a collaborative leadership module that CEI features on its website in addition to support for a superintendent learning strand.

Learning Exchange No. 1: AUHSD, October 2023

Focus: Teaching and learning, systemness, data use

*Day 1:* Guided community tour and school visit. Rotation stations to learn about the various elements of the district’s community schools work.

*Day 2:* Critical conversations around (1) leadership, (2) data use and evaluation, and (3) partnerships.

*Key Lessons:* Critical role of superintendent leadership, importance of centering teaching and learning

*S-TAC response:* Superintendent session during a CEI peer learning network event, listening tour of teacher leads in WCCUSD and AUHSD to document needs and pilot a community of practice for community school teacher leads.

Learning Exchange No. 2: WCCUSD, March 2024

Focus: CS teacher leadership, partnership between the City of San Pablo and the district

*Day 1:* Introduction to the district’s strategic plan, visit to Richmond High School and school panel, rotation stations with various partners, facilitated conversation about the deep relationship between the city and the district

*Day 2:* Role-alike guided conversations centering the role of teaching and learning in community schools, community school teacher leads cross district conversations and vision building, middle school student panel, reflection

*Key Lessons:* Importance of creating policies, structures, and practices that elevate teaching practices in community schools; importance of clear vision and clear communication about the vision for the work

*S-TAC response:* Community of Practice for CS Teacher Leads pilot, CS Teacher Fellows Peer Learning Network proposal for 2024-2025

Learning Exchange No. 3: Shasta County Office of Education, May 2024

Focus: Data systems, role of COE to support community schools work, professional development model

*Day 1:* Introduction to the Shasta COE’s rich portfolio of work in the region, consensus building workshop for county coordination grants, data use examples

*Day 2:* CoE history of community schools work and vision for future work, visit to CS team headquarters, rotation states highlight professional development model and system of supports county has created, data use case Community Connector, Southern Coast R-TAC shared a document that helps grantees align their CCSPP work with their SPSA, time for reflection

*Key Lessons:* COEs are strategically positioned to advance the work of community schools in their respective areas, importance of having a well-articulated vision for transformation work

*S-TAC response:* Dissemination of county coordination grant document; follow up with alignment tool developed by Southern Coast

#### Data Use Cases

Within this area of the work we are producing data-use cases that lift and describe the local measures being developed and deployed at a particular site. Our first data-use case (available at <https://docs.google.com/document/d/14Ru_UgZYu0mAHYjg0GRLYgSQ2vu8Vda4zehcpoTXi9g/edit?tab=t.0>) highlights the AUHSD work on developing a reliable measure to gauge its students’ attainment of the 5 Cs (collaboration, communication, critical thinking, compassion/caring, and creativity).

#### Communities of Practice

##### CS Teacher Lead Peer Learning Network

Based on interviews with CS Teacher Leads from AUHSD and WCCUSD, the team piloted a community of practice for teachers. Two convenings were held in May and June, with teachers participating in presenting a session at the EMPOWER CS summit in mid-June. Each convening included a spotlight on student voice from the UCLA Community School, engagement with the Community-Based Learning framework, and a teacher-led consultancy protocol. One of the teachers shared a lesson/artifact representing their community-based teaching while colleagues asked clarifying and probing questions. The presenting teacher shared their learning with the group and an open discussion allowed all participants to reflect and process their learning. This pilot informed the proposal for a year-long CS Teacher Fellows program sponsored by R-TACs and the second cohort of Deep Dive partners.

##### Superintendent Strand

In collaboration with CEI a superintendent session was created for Cohort IV CEI district teams who are also CCSPP grantees. Mike Matsuda, superintendent of the AUHSD, and his team presented and led the participants in a goal setting reflection for systems transformation.

##### Digital Journal Issue

Two Deep Dive sites, AUHSD and Shasta County Office of Education (October 2024), have contributed to the UCLA Center for Community Schooling digital journal (view the AUHSD contribution at [https://communityschooling.gseis.ucla.edu/issue-5-community-schooling-journal](https://communityschooling.gseis.ucla.edu/issue-5-community-schooling-journal/)). This collaboration is another example of how our team has captured and featured the work occurring at the Deep Dive sites. Each journal issue includes four stories: school case, teacher scholarship, student research, and policy ABCs (actions, briefs, and commentaries).

##### Glows and Grows

###### Glows:

* Through routine meetings and ongoing communication, we were able to develop deep relationships with various members of the Deep Dive sites from district staff to COE staff to city representatives to parents to educators to site-based leaders.
* We approached the work through a learning orientation, encouraging sites to share both their successes and their struggles so that we could thought-partner around scaling bright spots and navigating challenges.
* This approach led to authentic partnership and engaged learning, which enabled us to see how sites and districts were leveraging CCSPP funding to both expand existing systems and practices and add new systems and practices in accordance with the framework as it made sense in their local context.

###### Grows:

* Our Cohort 1 Deep Dive sites allowed for rich learning and reflection. Through our organic approach and desire to honor the needs and assets of our individual sites, we were adept at responding to focal areas within the moment. However, this meant we were not always as strategic or as planned for the long term.
* For Cohort 2 Deep Dives, we have a stronger sense of defined focal areas across the state. We have been able to set up a strategy for specific community of practice sessions, check-in meeting structures, learning exchanges, and written and digital deliverables to share lessons learned to a broad audience within and beyond California.

#### Data Use: Reflection and the APR

We began Year Two with the development of the first APR encompassing data from 2022–23 (APR Year 1). The CDE asked for our support in this process to create a tool to assess implementation efforts and to encourage reflection as part of an ongoing continuous improvement process. We sought extensive feedback on the report structure and process from the S-TAC Advisory Board, SBE, R-TACs, and the public at large.

The APR was administered between September and December 2023 (release date September 29, 2023). We conducted a training session on the report for R-TACs to equip them with the tools and resources to help grantees in their APR process. In addition, we also conducted three office hours during October and early November on different dates and times to ensure broad participation of LEAs/Consortiums and school sites. We answered 137 questions submitted through an APR-specific question form, plus many others through emails and phone calls. A frequently asked questions document was also distributed and updated based on incoming questions.

We collected responses from 68 out of the 76 LEAs or consortiums (89 percent response rate) and 450 out of 458 schools (98 percent response rate) by January 16, 2024. The site-level data was shared back with the LEAs to prepare their own LEA-level APRs, and we also shared raw data with each R-TAC for their own planning around grantee support.

We conducted two APR process feedback sessions with R-TACs and grantees. We also sought feedback from the CDE and SBE about changes that needed to be made for the second round of APRs. Following similar procedures as those in Year One, the S-TAC team provided support for the second APR from April to August 2024. Specifically, we hosted six APR office hours to provide a comprehensive guidance of completing and submitting APR for both school sites and LEAs/consortiums. The numbers of participants for the six APR office-hour meetings ranged from 30 to 60 and over 85 questions were answered during the Q&A sessions. Technical support was also provided to all grantees using the APR Q&A form, where we have addressed more than 300 questions and requests from grantees regarding completing and submitting APR using Qualtrics.

Additionally, for both the first and second APR, we designed, coded, and implemented R algorithms to stack the data from each school site and return it to the school districts. This allowed all LEAs to receive the data from their schools directly. Using Python, we also designed a tracker to update and present the submission status for all grantees. The tracker was accessible to the public so LEAs, R-TACs, and CDE staff could monitor and check their own submission status.

To better disseminate APR results, we prepared a visualization of all the quantitative data. Visualizations were utilized in various presentations for R-TACs and grantees, and were used to guide our own transformational support. We also coded a large portion of the qualitative or open-ended responses in an effort to fully honor the stories submitted by the grantees. We distributed the APR results to the public through a blog series at [https://communityschooling.gseis.ucla.edu/state-center](https://communityschooling.gseis.ucla.edu/state-center/). We are currently preparing an all-encompassing report with all the data collected from the 2022–23 APR.

We collected APR responses in Year 1 from 68 out of the 76 LEAs or consortiums (89 percent response rate) and 450 out of 458 schools (98 percent response rate) by January 16, 2024.

We offered several types of support for the APR Year 1 and APR Year 2 including: 8 office hours, over 400 grantee questions answered on the APR Google form, 2 data cleaning and sharing rounds with LEAs and R-TACs, 2 APR submission trackers developed and updated weekly, and we presented and discussed the APR in multiple S-TAC learning spaces/opportunities including the CoTP, Summit, and CLS spaces.

We coded approximately 450 APR Year 1 open-ended responses and prepared a data dashboard for an interactive presentation of the quantitative APR data. We wrote three blogs to disseminate the findings from these two analyses with the public at large.

Our future work consists of streamlining the APR process by gathering feedback from grantees on the process and working with the CDE to better align reporting with school planning calendars. We will also continue to foster the formative use of APR data by creating protocols for data reflections for different community school groups. Such protocols will help support the role of the APR as a community school engagement strategy aligned with required annual update presentations about CCSPP.

##### Glows and Grows

###### Glows:

* The Annual Progress Reports allowed us to collect valuable data from all CCSPP implementation and planning grantees on their progress, successes and challenges during the CCSPP implementation.
* By cleaning and analyzing the APR data, we were able to better understand the implementation of CCSPP across the state and inform continuous improvement of the community school transformation.

###### Grows:

* We have established a report content, structure, and process for training and submission. We can now focus on data use and ensuring the APR is a part of an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being, and outcomes, at all levels of CCSPP implementation (schools, LEAs/consortiums, counties, state).
* We want to continue to elevate the formative value of the report and ensure it leads to improvements rooted in the core values of community schools, to ensure students, families, school staff, and the community are valued, engaged, and empowered.

#### Multiple Measures Working Group

In the second year of the CCSPP implementation, the Multiple Measures Working Group has convened monthly to advance the Overarching Values of California’s community schools by shifting the accountability discussion towards a holistic and local view of equitable student outcomes and community school implementation progress. Over the past nine meetings, 20–34 participants from S-TAC, the CDE, and research and evaluation experts from R-TACs have engaged in crucial discussions on topics related to measuring and assessing the work of community schools. We have covered a range of topics including: a multiple measures framework, data analysis and protocols of the APR, local measures data use cases, the development of a multiple measures online course, R-TAC data collection and evaluation efforts of its technical support to grantees, and more. These important discussions have diversified measurement sources, elevated the use of local measures that matter to the students, families, and community, and informed continuous improvement in equitable community school implementation.

In consultation with the Multiple Measures working group, we have developed a Multiple Measures Online course to better support CCSPP grantees in designing and utilizing multiple measures to improve equitable and effective community school transformation. Created by our S-TAC partner, the UCLA Center for Community Schooling, the course is free of charge and open to all CCSPP-affiliated interest-holders, with the first cohort starting in the fall 2024. The first cohort will enroll approximately 30 students. Participants include community school coordinators, teacher leads, CS coaches, CS support specialists, assistant superintendents, and others involved in community school implementation. The inaugural cohort of the course will learn about the formative use of local and multiple measures in data-driven decision-making; how to develop measures with high reliability, validity, and fairness; explore real-world data cases; and share learning through a capstone project.

##### Glows and Grows

###### Glows:

* A free online asynchronous micro-certificated course to support grantees in designing and developing local measures for continuous improvement is underway!
* The team developed a working document on data coordination across R-TACs to understand technical assistance data, data collection methods, and to provide data use cases that offer comprehensive insights on how to best support grantees.

###### Grows:

* Need to deepen and shift accountability discussions towards a more holistic and locally based view of equitable student outcomes and community school implementation progress.

### Part Five: Looking Ahead

In this section we provide our current ideas for future coordination, collaboration, and communication to enhance our transformational assistance to CCSPP grantees. Our focus is on sustainability beyond the grant and to rely on the regional expertise and knowledge of each of the state’s R-TACs. Our ideas and proposals are based on deep learning across our learning spaces, resource development, Deep Dive sites, data, and measurement. From our collaborations across the system—school sites to LEAs, CDE partners to R-TACs, and allied reforms like the Community Engagement Initiative (CEI), we have internalized the importance of coordinating the work in a way that facilitates the integration of other statewide initiatives. This requires high degrees of collaboration among entities that are not always positioned to work together in service of students in a cohesive manner. Fortunately, we have encountered formidable partners who are ready to engage in transformational ways that can bring about coherence across our educational reform efforts and systems. The vision for our work is clear and our collaboration strategies within and beyond the S-TAC have gained momentum.

#### Strengthening Partnerships

The four partnering organizations that comprise the S-TAC will continue to rely on the strengths of each team to deepen the work. In addition to an increased reliance on the assets, expertise, and experiences each of our organizations bring to the work, in Year Three, our working groups will aim to invite partners (e.g., R-TAC members, advisory board members, state leaders, representatives of COEs, LEAs, and school sites) to expand and improve our efforts. As an example, over the past nine meetings, our Multiple Measures Working Group has convened approximately 30 participants from S-TAC, the CDE, and R-TAC members to engage in crucial discussions on topics related to measuring and assessing the work of community schools. In Year Three, other S-TAC working groups will convene partners in a similar manner.

As we look ahead, the **S-TAC Advisory Board**will continue to build upon the successes from both years. To strengthen our partnership with the Advisory Board, we will:

* Continue to strengthen and define the working relationship between the S-TAC and Advisory Board.
* Develop an authentic feedback loop for Advisory Board members and the established working groups of the S-TAC.
* Provide additional opportunities for individual Advisory Board members to support the CCSPP outside of the Advisory Board meeting.
* Grow the Advisory Board to include representation from the California County Superintendents.
* Include student representation.

To ensure a prolonged engagement and collaboration with youth through our **Statewide Student Advisory Board**, we aim to introduce various new activities, update the curriculum, provide engaging educational field trips, and establish connections with R-TAC partners to create a comprehensive community school experience. We plan to implement a robust progress-monitoring system through Canvas to enhance the learning journey, organize an in-person retreat in April for community building, skill development, and pedagogical collaboration, and launch a website and landing page dedicated to SSA, showcasing our work and resources to attract, inform, and inspire educators and youth. Monthly meetings will take place from October to June, with a brief meeting in July and a celebration in August. From July to September, outreach, recruitment, interviews, and selection processes will be conducted to form the 2024–25 student advisory board members, who will actively participate in the summit by delivering a minimum of three workshops and taking on additional roles. In terms of leadership development, we plan to retain graduating seniors as consultants to offer guidance to the incoming board members. We are also expanding the *Speak and Be Heard* campaign—a multiyear research and advocacy initiative designed to elevate the voices of Black and marginalized Black students within the educational system. This campaign seeks to address systemic inequities, promote inclusion, and assess the impact of community schools on students' livelihoods. Through comprehensive listening campaigns and data analysis, the project aims to foster an equitable and transformative educational environment.

Each region will have at least two student board representatives, selected from schools involved in the CCSPP grant and transitioning into community schools.

#### Engaging Learning and Networking Opportunities

Reflecting on the past two years, the S-TAC has gained valuable insights into effective strategies and sustainability that can be disseminated through our existing learning and networking spaces. Moving forward, we plan to:

* Share the S-TAC learning arc with all grantees and R-TACs to demonstrate the alignment and coherence across our system of supports for CCSPP grantees.
* Connect all learning goals to our California Fundamentals (overarching values, capacity-building strategies, self-assessment/reflection tools, APR, and other resources that are part of our ecosystem).
* Focus on ongoing reflection through data analysis protocols and tools, revisiting resources, and with clear communication to build a shared commitment and unifying vision for community schools implementation.
* Intentional communication will show our progress in capacity-building strategies.
* Showcase the formative nature of the APR and align to other reporting mechanisms such as the School Plan for Student Achievement (SPSA).
* Use APR reflection tools to demonstrate alignment with our foundational documents, including overarching values, capacity-building strategies, and the 4x4 framework.
* Structure networking activities to enhance how grantees build relationships and networks to support one another.
* Provide Cohort 4 application support, ensuring comprehensive assistance and alignment with our overall goals.

For our work with R-TACs and COEs, we aim to:

* Learn alongside our R-TAC and COE partners, and deepen and strengthen our collective skills, knowledge, and capacities that are critical to community school implementation. It is our hope that this information and these skills and capacities are, in turn, passed on to LEA and school site practitioners.
* Review R-TAC learning opportunities to ensure there is no duplication of services. We aim to build on what the R-TACs have planned, with the S-TAC covering complementary and more broad aspects of community schools implementation.

#### Resource Development and Dissemination

In Year Three, the S-TAC will seek to strengthen our work with partners across the state—Deep Dive Partners, Advisory Board members, R-TACs, COEs, community partners and organizations, and allied initiatives (e.g., Golden State Pathways, California Youth Behavioral Health Initiative, 21CSLA, Community Engagement Initiative, etc. ) to identify resource gaps and to seek opportunity to co-develop and curate **resources** that best meet the evolving needs of CCSPP grantees across the state. The launch of the **Digital Commons** in 2025 will assist the field in sharing S-TAC, R-TAC, and locally developed resources.

In Year Three, the **Communications Strategy** will add a focus on the Awareness Campaign deliverable, including identifying shared messaging and opportunities to build knowledge and understanding of community schools among school site staff and families of students who attend community schools, and the broader community across California. This may include leveraging the key lessons learned from Deep Dive partners, continuously sharing important writings like the blog series based on APR data, and widely promoting the CS Fellows digital stories to showcase the transformational power of community schools. The workgroup will continue to develop an S-TAC and community schools marketing and campaign strategy, ensuring aligned branding and messaging, website, digital commons, screening, and coordinating S-TAC engagement requests. The Communications team is slated to relaunch in the fall of 2024 and will be responsible for the oversight, organization, and monitoring of all S-TAC communications to ensure we have a unified and collective S-TAC brand and message. The Communications team will also lead interest-holder efforts, and coordinate and implement broader interest-holder engagement events. The team will develop a strategy document that will include details about how to promote the Digital Commons platform once it is available in 2025.

#### Data, Measurement, Reflection, and Growth

While our three key strategies for our **Deep Dive Transformation Partnership** work remain the same—document and support collective capacity, document and support improvement capacity, and storytelling—our approaches for our next cohort of Deep Dive Partners have been refined. Given our learning from Cohort 1 of the Deep Dives, we are focusing our attention and resources on four areas: (1) vertical slice implementation of community schooling from the classroom to the capitol, (2) leadership capacity building, (3) centering teaching and learning in community schooling, and (4) centering student voice and agency. We will continue with certain structures, but have developed a more targeted strategy. For example, instead of having three Deep Dive sites across three regions, we are engaging four Deep Dive sites (LEAs) across two regions (R-TACs) to develop regional networks and closer relationships with R-TACS to inform technical assistance and scaling of best practices. Learning Exchanges will be regional to reflect this strategy and will either precede or follow R-TAC in-person learning days to capitalize on existing structures and to streamline travel for our partners. We will continue with the Digital Storytelling Fellows and have added Community School Teacher Fellows to support resource development, leadership capacity development for educators and instructional staff, and insight into the lived experience of educators across California within their community schooling contexts. Our storytelling strategy will include videos from learning exchanges, digital stories from fellows, online journal editions highlighted in the Community Schooling Journal, data use cases, and practice profiles linked to capacity building strategies. Finally, we will be leaning into our own team assets with a Deep Dive research agenda, which will ultimately enable us to document and share statewide community schooling implementation lessons with a broader audience within and beyond California to inform future policy and practice decisions.

In Year Three, we want to focus on data use and ensuring the **APR** is a part of an ongoing cycle of reflection, analysis, shared learning, and revision with a focus on student learning conditions, well-being and outcomes, at all levels of CCSPP implementation (schools, LEAs/consortiums, counties, state). We plan to continue to elevate the formative value of the report and ensure it leads to improvements rooted in the core values of community schools, to ensure students, families, school staff, and the community are valued, engaged, and empowered. The visualizations we have provided will continue to evolve as our data sets grow. Additionally, we look forward to our collaboration with the evaluator for the CCSPP that will be coming on board this school year.

In the third year of implementation, the **Multiple Measures Working Group** will continue conversations on the formative use of qualitative and quantitative data and elevate the significance of local measures in the CS transformation initiative. Importantly, we will adopt a research-practice partnership approach to foster deeper collaboration among S-TACs, R-TACs, and the CDE. This approach will enable us to better engage in and navigate discussions by leveraging the strengths of both researchers and practitioners. By integrating research insights with practical application, we aim to enhance the effectiveness of our strategies and ensure that our measures and practices are grounded in both empirical evidence and the lived experiences of our communities.

In Year Three, the S-TAC looks forward to continuing our partnerships with CCSPP grantees across the state and with dedicated R-TACs, COEs, organizations, families, and community members who are committed to the promise of community schooling. Together, we can reimagine and transform schools into inclusive, racially just, and relationship-centered environments that prepare all youth for positive social and emotional development, engaged citizenship, and deep learning.

### Appendix C - California Community Schools Partnership Program Formative Evaluation: Research Plan

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California Community Schools Partnership Program (CCSPP)   
Formative Evaluation: Research Plan

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### California Community Schools Partnership Program (CCSPP) Formative Evaluation: Research Plan

#### Background

The California Community Schools Partnership Program (CCSPP) supports schools’ and communities’ partnering efforts to align resources to improve student outcomes. The partnering efforts typically include an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CCSPP incorporates strategies to (a) lessen the academic and social impacts of systemic challenges that affect local communities, (b) improve school responsiveness to student and family needs, and (c) organize school and community resources to address barriers to learning.

The CCSPP is supported by a system of support that includes the S-TACs, R-TACs, and COEs. The CCSPP is supported by the S-TAC. The R-TACs provides technical assistance to applicants and grant recipients to establish or expand community schools. The COEs support the coordination of county-level government agencies, nonprofit community-based organizations, and other partners to support the implementation of regional community schools.

The CDE contracted with the HumRRO to conduct a formative evaluation of the CCSPP. This document describes the HumRRO proposed research plan. As needed, we will review and revise this research plan annually to ensure our formative evaluation provides the information needed for the CCSPP to meet its program goals.

#### Research Questions

The CDE has requested that HumRRO conduct a formative evaluation to provide feedback about program functioning and short-term outcomes. Results from this formative evaluation can determine (a) whether the program is being implemented as intended, (b) the extent to which short-term outcomes are trending in the right direction, and (c) how the program may be improved and refined to keep it on track. The following seven foundational research questions will guide this evaluation. We anticipate that more detailed sub-questions may emerge over the course of the evaluation.

1. What programs/initiatives/partnerships[[17]](#footnote-17) are community schools implementing?
2. How are community schools monitoring the implementation of programs/initiatives/partnerships?
3. How are community schools monitoring and measuring the effectiveness of programs/initiatives/partnerships?
4. What challenges are community schools facing in implementing programs/initiatives/partnerships?
5. What state and local factors support the implementation of community school programs/initiatives/partnerships?
6. What are the interim impacts of CCSPP?
7. What are interest holders’ perceptions of community school programs/initiatives/partnerships?

The following sections provide a high-level description of the data collection, data analysis, and reporting methods that will be used to address these research questions.

#### Data Collection Methods

##### Curation of Extant Data

The primary sources of existing data will be school and LEA/consortia APRs, grantee applications, grantee implementation plans, needs assessments, and plans and tools for evaluation or data collection. When available, we will request data gathered from any grantee self-assessments and surveys. Data on LEA/consortia and school characteristics will provide important contextual information to support the interpretation of process and outcome data. We will also request LEA/consortia and school-level demographic characteristics (e.g., locale classifications—such as city, suburban, town, and rural—established by the National Center for Educational Statistics) and other relevant characteristics (e.g., CCSPP funding) maintained by the CDE.

We will work with the CDE to establish a process for submitting data requests and for securely sharing (a) the extant data, (b) relevant resources available from the S-TAC and R-TACs, and (c) LEA and school-level data maintained by the CDE (e.g., LEA/school demographic characteristics). When possible, we will use publicly available data, which we will verify with the CDE or CCSPP staff. We assume that all extant data, including qualitative data such as program narratives, will be in an electronic format that we can read into data analysis software (i.e., no scanned PDF or Word files). HumRRO will provide relevant CDE staff with access to the HumRRO secure file transfer protocol (SFTP) to securely transfer data files.

Our first step will be to request data from all CCSPP grantees and school sites across the grant types and cohorts. This will include all LEAs/consortia that have received CCSPP implementation funding, all school sites that have received CCSPP funding (planning and/or implementation), and any grantees that will receive CCSPP funding during future cycles (as they become available).

From these data sources, we will identify the programs/initiatives/partnerships being implemented by CCSPP-funded LEAs/consortia and schools (**research question one**). We anticipate these programs/initiatives/partnerships will include, but not be limited to, integrated supports, instructional time offered during and before/after school hours, social–emotional support services including lessons in self-efficacy and confidence, opportunities for family engagement, community-connected and culturally relevant curriculum, and collaborative decision-making.

We will document the percentage of schools implementing programs/initiatives/partnerships listed in the APR by cohort by year. Using these data, we will present resource and services trends over time by cohort.

We will document (a) the nature and type of programs/initiatives/partnerships offered, (b) details of how the programs/initiatives/partnerships are being implemented, and (c) how LEAs/consortia and schools are monitoring program/initiative/partnership implementation (**research question two**). We will assess how the LEAs/consortia and schools monitor and evaluate the effectiveness of the programs/initiatives/partnerships (**research question three**). We will also assess the LEAs’/consortia’s and schools’ monitoring and measurement strategies to identify where gaps may exist in their formative evaluation tools and where professional development or other supports may be needed.

We will examine qualitative elements of the APR and evaluation tools or self-assessments to describe the broader communities in which schools are located and identify challenges and supporting factors that LEAs/consortia and schools experience when implementing programs/initiatives/partnerships (**research questions four and five**). Through virtual and in-person focus groups/interviews and in-person site visits, we will collect evidence related to (a) how LEAs/consortia and schools provide integrated supports; (b) offerings of expanded learning time, social–emotional supports, family outreach and involvement opportunities, culturally proficient and relevant curriculum and instruction, and collaborative decision-making practice; and (c) community connections established. Data on challenges and the need for support will be collected through APRs and virtual and in-person focus groups/interviews and in-person site visits of a sample of schools. We will disaggregate these data by cohort, location and geographic area, and other demographic variables.

Annually we will triangulate findings from all formative evaluation activities to (a) identify relevant interim impacts and (b) measure the extent to which the interim impacts contribute to achieving the program/initiative/partnership objectives (**research question six**).Depending on the level of data provided across LEAs/consortia and schools, we will identify a baseline year from which change will be measured throughout the evaluation. We will work with the CDE to determine the baseline year for each implementation funding cohort. We anticipate that the interim impacts measured may include but not be limited to attendance rates, absenteeism rates, chronic absenteeism rates, grade promotion rates, credit accrual rates, graduation rates, academic proficiency (achievement) scores, health and well-being indicators, school climate indicators (e.g., California Healthy Kids Survey [CHKS]), college and career readiness indicators (CCI), suspension rates, recidivism rates, dropout rates, and rates of referral to alternative schools. Using interim impact data, we will focus on relevant impacts on schools selected for a more detailed evaluation. We will disaggregate these data by student demographic groups.

##### Collection of Additional Data

We will collect additional data via a series of virtual and in-person interviews and focus groups and in-person site visits. These additional data will provide context to inform our interpretation of patterns in extant data that address research questions 1–6, as well as document interest holders’ perceptions of community school programs/initiatives/partnerships (**research question seven**). The additional data will also be examined to see how they may inform improvements to the LEAs’ and schools’ current tools (e.g., protocols, data points, data systems).

Table 1 summarizes the data collection methods we will employ with each interest holder group.

Table 1. Data Collection Method by Interest Holder Group

| Interest Holder Group | Virtual Interview/Focus Group | In-Person  Site Visit | In-Person Interview/Focus Group |
| --- | --- | --- | --- |
| CDE staff | Yes | No | No |
| S-TAC | Yes | No | No |
| R-TAC | Yes | No | No |
| COE staff | Yes | No | No |
| LEA staff | No | Yes | Yes |
| School administrators | No | Yes | Yes |
| Community school coordinators | No | Yes | Yes |
| Teachers | Yes | Yes | Yes |
| Students | No | No | Yes |
| Parents/Guardians | No | No | Yes |
| Community organizations | Yes | Yes | Yes |
| Community Schools Advisory Council | Yes | No | No |

We will identify a sample of schools based on analysis of the extant data and conduct follow-up virtual interviews/focus groups, and in-person site visits based on analyses of extant data. In Year 1, we will select schools based on patterns observed in the available extant data (e.g., unique family engagement opportunities; multiple, strong community partnerships; lack of collaborative leadership; difficulty implementing culturally relevant curriculum) and school demographic factors. Though this will not be a representative sample of schools, we will identify schools to reflect a range of geographic locations, urbanicity, grade configurations, and student populations served. We propose a sample of eight LEAs, including one LEA from each of the eight regions served by an R-TAC. Within the identified LEAs, we will include up to three community schools for a total of 8 to 24 visits.[[18]](#footnote-18) Our ability to include multiple schools within an LEA will depend upon the geographic proximity of the schools to one another. We assume that most of our site visits will include multiple schools that serve different grade configurations and are located within walking or close driving distance (e.g., an elementary, middle, and high school within the same general area). To ensure that we include rural communities, we will coordinate with the CDE and leverage R-TAC knowledge of rural community schools and their needs.

Each site visit will be conducted over the course of 1.5 days. During each site visit, we plan to conduct in-person interviews with LEA staff, school administrators, students, parents/guardians, and representatives of community organizations. We will work with the CDE to go through the appropriate channels to recruit schools to participate in the interviews/focus groups and site visits and will work with LEAs and schools to secure parent/guardian permissions to conduct focus groups with students. We will schedule in-person teacher interviews and focus groups to the extent possible without pulling teachers away from instructional time; we will supplement the in-person interviews and focus groups with virtual ones, as needed. The number of interviews and focus groups will depend on the size of the school and availability. We will work with the R-TACs and schools to determine the processes we need to follow in each selected community to recruit students, parents, and community organizations. We also plan to observe instruction (during school hours and before or after school hours), leadership meetings (e.g., data meetings, professional learning community meetings, professional development sessions), parent-teacher organization (PTO) meetings, planning and coordination meetings with partnering community organizations, and the provision of routine programs/services by partnering community organizations. The list of specific site visit activities will be coordinated based on the final site visit schedule and the schedule of each LEA/school/community.

In Year 1, we will identify a subset of schools to serve as case study schools that participate throughout the life of the evaluation. We plan to identify four case study schools, though the final number will depend upon school interest and availability to participate. In subsequent years of the evaluation, we will supplement the case study schools with new schools based on patterns observed in extant data. For example, if we observe a school that experiences marked progress on a particular outcome in a specific year, we may select that school for that year’s site visit sample to query them about the changes they made that may have resulted in their progress. We will work with the CDE to develop a plan for communicating with and recruiting schools to participate. We will draw our sample of schools independently, based on the criteria described above, and will compare that sample to the “deep dive” schools identified by the S-TAC. To reduce the burden on schools, we will remove any deep dive schools from our sample and replace them with a different school.

We will develop focus group and interview protocols aligned to the Four Pillars of Community Schools and the Four Cornerstone Commitments outlined in the CCSPP Framework. Being cognizant of the CCSPP Framework, we will learn how schools define and understand what a community school is and identify where there are gaps in understanding, which we can incorporate into our technical assistance. Each protocol will be tailored to the specific interest holder group. For example, when exploring the Family and Community Engagement pillar, questions for school staff will focus on how engagement opportunities are provided. In contrast, questions for families will focus on how engagement opportunities are experienced. Similarly, questions exploring the Shared Decision Making and Participatory Practices Commitment among LEA leadership will focus on what mechanisms are in place to allow for bidirectional feedback, whereas questions for community members will focus on their awareness of or access to these feedback mechanisms.

We will develop focus group and interview protocols to collect data from CDE staff, TACs, COEs, LEAs, and school administrators, community school coordinators, teachers, students, families, and representatives of partnering community organizations. We plan to include members of school site-based and LEA-based shared decision-making councils among our focus group and interview participants. We will provide substitute pay for the time that educators need to be away from the classroom to participate in focus groups/interviews (approximately 1 hour).

We will develop an observational tool to structure the evaluation data gathered during site visits. This tool will be aligned with the Four Key Conditions for Learning outlined in the CCSPP Framework and will include observable indicators of supportive environmental conditions, productive instructional strategies, social–emotional learning opportunities, and systems of support. Other features of the CCSPP Framework that are observable will be included in the observational tool. All data collection instruments will be shared with the CDE in draft format for review and feedback. We will incorporate CDE feedback, as appropriate, into the final versions.

#### Data Analysis

We will analyze quantitative data using descriptive statistics. For example, summary statistics on program inputs might include the number and percentage of community schools that provide school computer resources to students’ family members or the average amount of before/after school instructional time offered by the community. Similarly, outcome data analyses might include the number and percentage of community schools that experience improved attendance rates from the prior school year or the average change in suspension rates among community schools. Analyses will be conducted for all students and disaggregated by each important student group (e.g., race, language, income status, disability), as appropriate. We will work with the CDE to determine the analyses that will be most useful to CCSPP interest holders for continuous program improvement.

We will analyze qualitative data using content analysis techniques. We will look for themes and patterns in narrative responses on surveys and programmatic descriptions provided in reports. We will consider contextual factors (e.g., point in implementation timeline, local cooperation) when interpreting self-reports and stated perceptions of CCSPP implementation. Of particular interest will be data that inform understanding of how community schools effectively and meaningfully engage students, teachers, families, and community partners; how LEAs/consortia establish and expand partnerships, supports, and services that intentionally address locally defined needs; how community schools expand student-centered teaching practices and enrichment opportunities during and out of school time; how all interest holders engage in collaborative leadership practices; and the systems and practices that are necessary to maintain positive CCSPP outcomes.

We will integrate qualitative themes with quantitative findings, as appropriate. We will organize results from analyses by school implementation stage (e.g., Planning Year 1 or 2, Implementation Year). We plan to align our presentation of formative evaluation results with the CCSPP Framework. For example, we may organize our findings of program inputs and progress toward outcomes by the four CCSPP pillars. We will work with CDE to determine the most appropriate, accessible presentation of analytical results and associated visual representations.

Our analyses will identify gaps in available data and the need to develop new tools or adapt current tools. We will identify and inventory tools and then assess which ones could be improved with modifications or replaced due to (a) outdated information, (b) current best practices, (c) cultural humility, (d) language or accessibility needs, and (e) youth, school, or community feedback. Similarly, identifying implementation challenges will further inform where training and technical assistance are needed.

#### Reporting, Tools Distribution, and Technical Assistance

We will develop an annual formative evaluation report describing HumRRO methods, results, conclusions, and recommendations. We will coordinate two to five virtual educational partner engagement sessions annually to present key findings and recommendations. Each presentation will be approximately 1 hour, including a 15-minute question-and-answer session.

Through discussions of our analyses with S-TAC, R-TACs, COEs, LEAs, and schools, we will determine whether existing tools should be adapted or new tools should be developed and implemented at the county, district, and school site levels. We will work in partnership with the S-TAC and R-TACs using a train-the-trainer approach so that the COEs who serve as the local TACs are empowered with the tools and skills to launch and support grantees in implementing and sustaining community-school partnerships and leveraging other initiatives relevant to student success (e.g., Career and Technical Education, Local Control and Accountability Plan, etc.) and the community school model. We will provide materials for trainers to use and tools and materials for schools and LEAs to implement. We will provide an overall technical assistance (TA) guide to support COEs, LEAs, and schools in developing their own tools.

We will provide TA expertise in pupil and family engagement, school-community collaboration of service delivery and financing, coordination and integration of support services, and multi-indicator data collection and evaluation to the S-TAC, R-TACs, CDE, and CCSPP Grantees. Our community school support will include training in developing and maintaining a sustainability plan inclusive of a funding matrix to support (a) the LEA’s role in coordinating and supporting initiatives, (b) service provider and cooperating agency partnerships, and (c) ongoing funding sources, and other topics, as identified through the evaluation’s data collection and analysis components. We will also train and support LEAs in their work on system-level improvement and expanding partnerships to develop new ideas, determine creative solutions, and share different perspectives to address system-level challenges that arise across multiple schools.

#### Evaluation Schedule

Table 2 presents a preliminary high-level schedule of evaluation activities. We anticipate that this schedule may be adjusted based on the availability of data and the CCSPP grantees’ specific needs. The annual report will be delivered no later than December 1 of each year of the evaluation.

Table 2. High-Level Evaluation Schedule

| Evaluation Activity | Start | Complete |
| --- | --- | --- |
| Compile extant data | December | February |
| Conduct preliminary analyses | December | February |
| Recruit schools for new data collection | December | February |
| Conduct virtual focus groups/interviews and in-person site visits | January | May |
| Analyze new data and integrate with extant data | July | August |
| Deliver annual report outline | August | August |
| Deliver annual/final comprehensive report final draft\* | December | December |
| Develop Formative Evaluation Tools | December | March |
| Deliver final formative evaluation tools and technical assistance | March\*\* | March\*\* |
| Distribute Formative Evaluation Tools and technical assistance | April\*\* | April\*\* |

\* CDE review is incorporated in this activity.

\*\* Activity will be conducted beginning in 2026.

1. . An LEA is defined as a school district, county office of education, or charter school. [↑](#footnote-ref-1)
2. . Coalition for Community Schools: Community Schools Fact Sheet. <https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf>. [↑](#footnote-ref-2)
3. . California Community Schools Partnership Act. <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=>. [↑](#footnote-ref-3)
4. . California Community Schools Framework <https://www.cde.ca.gov/ci/gs/hs/documents/ccsppframework.docx>. [↑](#footnote-ref-4)
5. . The three phases of implementation in the APR are:

   **Visioning**: This phase is focused on the initial stages of raising consciousness around the strategy. Community school leaders, students, families, educators, and partners envision and explore how the strategy can respond to the strengths and needs of the community and begin to organize people, data, and resources.

   **Engaging**: This phase is focused on deepening skills, capacities, and relationships as well as building the organizational infrastructure essential for implementing the strategy.

   **Transforming**: This phase is focused on action. Schools fully implement the strategy, in partnership with students, families, educators, and partners, and use established structures and sustainable practices to reflect on data and work collaboratively towards continuous improvement. [↑](#footnote-ref-5)
6. . Deep Dive sites, also known as Transformational Zones, represent a vertical slice of the system that is representative of the larger system (e.g., urban, suburban, rural) and are designed to improve technical assistance strategies and serve as a purposeful approach to developing a sustainable, replicable, and effective infrastructure. [↑](#footnote-ref-6)
7. Figure 1 - The left map displays the percentage of priority schools receiving CCSPP funding by County and the right map displays the number of schools receiving CCSPP funding by County. Counties are colored in varying shades of blue with a color-coded legend with the following ranges: Black 0% / No priority schools received funding; Light Blue Less than 30% or less than 5 priority schools; Medium Blue 30% to 50% or 5 to 12 priority schools; Dark Blue 50% to 75% or 13 to 40 priority schools; Darkest Blue More than 75% or more than 40 schools. [↑](#footnote-ref-7)
8. Figure 2 is a bar chart showing the percent of site-level implementation grantees that indicated supports/services are part of implementation plan or needs and assets assessment. 40% offered Community-based Curriculum and Pedagogy; 67% provided Expanded and Enriched Learning Time; 69% provided Community and Family Engagement; 78% provided Integrated Student Support and Services; 80% provided Collaborative Leadership and Practices; and 88% provided Positive and Restorative School Climate. [↑](#footnote-ref-8)
9. Figure 3 is a bar chart showing the number of site level grantees that added new whole child and family supports. 134 offered Community and Family Engagement; 182 provided Collaborative Leadership and Practices; 129 provided Expanded and Enriched Learning Time; 165 provided Integrated Student Support and Services; 105 provided Community Based Learning; and 156 provided Positive and Restorative School Climate. [↑](#footnote-ref-9)
10. Figure 4 is a bar chart showing the number of site-level grantees that added new integrated student supports/services. 167 provided Academic Support; 147 provided Coordination of Services Team; 145 provided a Counseling Center; 181 provided Health Screening and Services; 207 provided Mental Health Screening and Services; 162 provided a Multi-Tiered System of Support; and 148 provided Nutrition Services and Support. [↑](#footnote-ref-10)
11. Figure 5 is a bar chart showing the percent of site-level implementation grantees in visioning, engaging and transforming phases of growth and development for strategic community partnerships in Year 1 and Year 2. Year 1: 36% Visioning, 49% Engaging, and 14% Transforming. Year 2: 30% Visioning, 49% Engaging, and 20% Transforming. [↑](#footnote-ref-11)
12. Figure 6 is a bar graph showing the percent of site-level implementation grantees in visioning, engaging and transforming phases of growth and development for collaborative leadership in year 1 and year 2. Year 1: 48% Visioning, 42% Engaging, and 9% Transforming. Year 2: 37% Visioning, 54% Engaging, and 9% Transforming. [↑](#footnote-ref-12)
13. Figure 7 is a bar chart showing the percent of Site-level Implementation Grantees that explored the following primary funding sources to ensure sustainability. 57% provided Expanded Learning Opportunities Program; 21% participated in the Educator Effectiveness Block Grant; 19% participated in Children and Youth Behavioral Health Initiative, 27% Other: LCAP/LCFF, 14% Other: District Funds, and 7% Other: General Funds [↑](#footnote-ref-13)
14. Figure 8 is a bar chart showing the percent of Site-level Implementation Grantees in Visioning, Engaging and Transforming Phases of Growth and Development for Centering Teaching and Learning in Year 1 and Year 2. Year 1: 62% Visioning, 32% Engaging, and 4% Transforming. Year 2: 48% Visioning, 45% Engaging, and 6% Transforming. [↑](#footnote-ref-14)
15. Figure 9 is a screenshot of a web page titled Capacity Building Strategies: Progress in Strengthening the Capacity of All Interest Holders that visualizes CCSPP Annual Progress Report Data. You can view the page in more detail at: <https://public.tableau.com/app/profile/nadia.bass/viz/CCSPPAPRYear1andYear22/HomePage>. [↑](#footnote-ref-15)
16. A screenshot of the California Community Schools Partnership Program (CCSPP) Annual Progress report Whole Child and Family Supports Inventory dashboard. The webpage may be viewed in detail at: <https://public.tableau.com/app/profile/nadia.bass/viz/CCSPPAPRYear1andYear22/HomePage>. [↑](#footnote-ref-16)
17. . Per the Request for Proposals (RFP), community schools may opt to participate in a wide range of state, LEA, and school site initiatives. The research questions and research plan are written under the assumption that community schools may also offer locally developed programs and/or engage in unique partnerships with local, state, and/or federal organizations. [↑](#footnote-ref-17)
18. . If we can only visit one school per region (e.g., due to driving distances in rural areas), then we would only visit eight schools. If we can include more than one school, up to three per region, then we will be able to visit up to 24 schools. Realistically, we expect to visit more than eight schools and to ensure that we include rural schools we expect that we will not be able to include three schools in all regions. Thus, the total number of school site visits is likely to be less than 24 per year. The total number of site visits will be based on the patterns and trends in the extant data. [↑](#footnote-ref-18)