

S-TAC Annual Reflection Report Y1 2022-2023

9/25/23 FINAL DRAFT

Introduction

On May 18th, 2022, the State Board of Education of California announced that four organizations—Alameda County Office of Education (ACOE), UCLA Center for Community Schooling, Californians for Justice (CFJ), and National Education Association (NEA)—would serve as the State Technical Assistance Center (S-TAC) for the California Community Schools Partnership Program (CCSPP). As a team, we were asked to deliver six elements of support for the 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, and (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. Much like the work of developing a community school, we faced the daunting task of bringing together different partners and programs in a way that lifted up the state's assets and responded to its needs.

Initially we decided to rebrand our mission and renamed ourselves the State *Transformational* Assistance Center 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**. This reimagining work ran alongside the need to develop a contract with the state, hire staff, assemble an advisory board, deliver webinars, create a weekly collective learning space, and convene county office staff in a community of *transformative* practice as the regional centers were established.

Just as community schools do, we spent our first retreat together reflecting and sharing **our own strengths and experiences combating structural racism and poverty to identify what actions were needed to provide transformational assistance for the emerging community schools movement in California**. We leveraged feedback from the advisory board to reframe our approach to the work at hand as an opportunity not a problem to solve. In small groups at our first retreat, we charted and discussed how our work had to celebrate and leverage California's historic investment in **equity-focused whole child reforms** such as universal preschool, school based health, Golden State Pathways and other allied efforts. We wanted to help these allied reforms land and root in the context of community schools so the massive public investment could be felt for generations to come. In six years, our State Transformational Assistance Center wants to look back at the multiple communities across the great state of California that have

come together—not to implement a new program but to reimagine the promise of their young people.

In this document, we look back on our first year to reflect on how we are approaching this transformational goal—lifting up both glows and grows. This reflection is divided into three major sections: **(1) Engaging Learning and Networking Opportunities, (2) Resource Development, and (3) Data and Measurement.** We conclude with a summary of lessons learned in Year One and plans for the work 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: Alameda County Office of Education (ACOE), UCLA Center for Community Schooling, National Education Association (NEA), and Californians for Justice (CFJ). ACOE serves as the lead contractor to the CDE.

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 Los Angeles Unified School District, United Teachers LA, and the local community. To support the development of community schools, CCS collaborates with Center X at UCLA, a community of more than 100 educators working to transform public schooling and create a more just, equitable, humane society. Center X houses UCLA's Teacher Education Program, Principal Leadership Institute, and an array of professional development initiatives for teachers, 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.

With three 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, 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.

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, CFJ centers the voices of young people in creating racially just, equitable schools.

Our Own Collaborative Inquiry and Workflow

Early on, our team decided to meet every Wednesday as an S-TAC Leadership Team and create subcommittees and a MOCHA (Manager, Owner, Consultant, Helper, Approval) protocol to envision and manage our TA contract with the state. We refined this collaborative structure over the year, at four in-person retreats and facilitated by a smaller “4L” team (one leader from each of the four partnership organizations) who met at the Curricular and Improvement Support Committee (CISC) Conference in February 2023 and then regularly to strengthen our learning and partnership.

We also assembled an Advisory Board to include ten leading experts in the Community Schools Movement who share a passion for and commitment to serving the whole child through a collaborative and democratic approach to transformational social change, encouraging the sharing of opinions and ideas. The Board met five times in Year One (one-hour zoom meetings) to provide feedback on key deliverables:

- First webinar content (7/21/22)
- TA logic model and implementation rubric development process (9/26/22)
- Implementation Growth Chart (12/6/22)
- Deep Dive Transformation Strategy (2/28/23)
- Reflections on Advisory Board Roles and Meetings (4/20/23)

We also invited board members to engage with the S-TAC team in between meetings to provide another opportunity for advisement and we held an optional sixth meeting (6/1/23) for Board members interested in providing feedback on the S-TAC Resources. In our April reflective meeting, board members expressed that they wanted to meet quarterly for extended three-hour meetings in order to more deeply engage with the S-TAC team, ideas and decisions.

Recognizing that the CCSPP should not be viewed as one initiative among many that are currently being funded in California, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of initiatives (e.g., youth-focused behavioral health, nutrition, universal preschool, and expanded learning, Golden State Pathways, Multi-Tiered System of Supports, and the Statewide System of Support for school improvement), the STAC aimed to work with and learn from leaders of California’s allied initiatives. Members of the STAC team met with:

- Steven Mitchell and David Toston, California Collaborative for Educational Excellence (CCEE), Community Engagement Initiative, System of Support
- Representatives from the Children and Youth Behavioral Health Initiative (CYBHI)
- Representatives from UniteLA
- Representatives from the Learning Policy Institute

In Year One, seven working subcommittees—most with representation across three or four partnership organizations—guided our collective work:

- Webinars
- Collective Learning Space (CLS)
- Communities of Transformative Practice (CoTP)
- Communications
- Summit
- Data (included CDE representatives)
- Resources

In June and July 2023, each of these subcommittees used a common template to document its Year One work and analyze a variety of data we had collected on the quality of this work (e.g., surveys, participation logs, meeting notes, feedback from diverse stakeholders). The Data Team then synthesized these small group reflections to draft this report, adding on a section to capture the plans for Year Two, including a theory of action, that was developed at our fifth full S-TAC retreat on July 28th. On August 25th, we met again in person to review and refine this draft a final time, charting the course for Year Two.

This document has served as an important tool for our own reflection and learning. To ensure we are accountable to the state, we are also sharing this report as a deliverable to the CDE. In addition, we intend to use the report as a “taking stock” tool to kick off the second year of our Advisory Board and we are producing a short summary document or infographic to share the S-TAC’s work with a broader audience.

Part One: Engaging Learning and Networking Opportunities

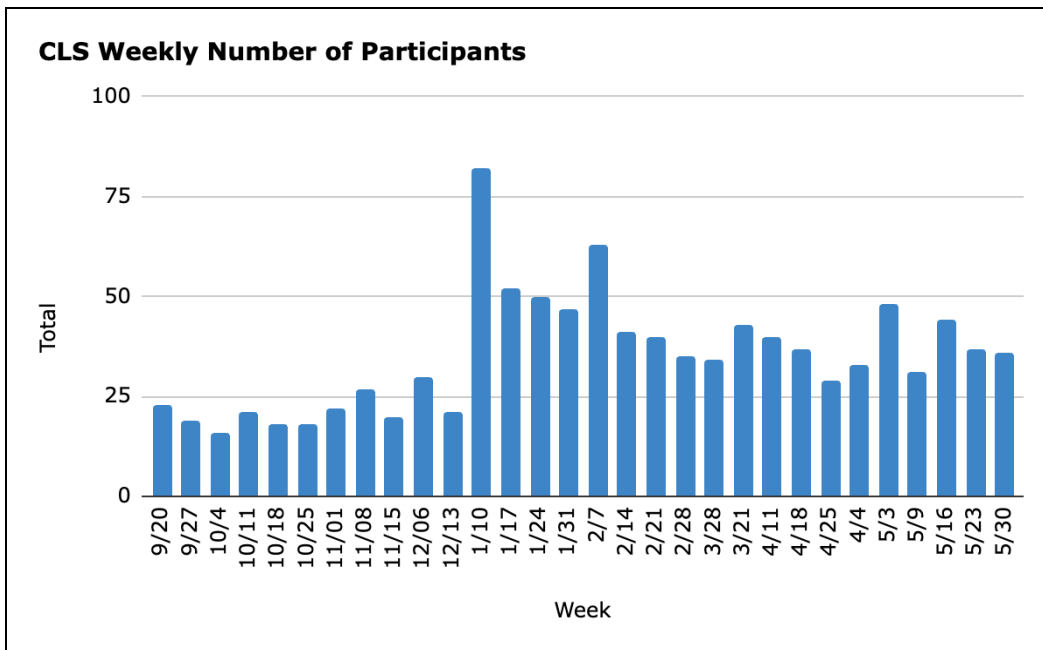
During the 2022-23 school year, our State Transformational Assistance Center (S-TAC) team established a range of learning spaces that aimed to provide CCSPP planning and implementation grantees an opportunity to deepen their familiarity with the community schools approach, effective implementation strategies and to learn from other grantees across the state. These learning spaces included: a weekly 60-minute virtual Collective Learning Space (CLS); a monthly Community of Transformation Practice (CoTP); monthly webinars, and an annual summit. The STAC also engaged RTACs in monthly one-on-one sessions aimed to strengthen

relationships between the STAC and RTACs, and to collectively construct a coherent strategy for delivering support to CCSPP grantees across the state.

Collective Learning Space

We created the Collective Learning Space to provide grantees with technical assistance and support during the interim period before the Regional Technical Assistance Centers (R-TACs) were established. The CLS meetings started in August, 2022 and aimed to build foundational awareness and understanding of the California Community Schools Framework and later the California Community Schools Fundamentals which included the “Overarching Values” informing the work and the “Capacity Building Strategies: A Developmental Rubric” aimed to guide and gauge community schools implementation. The space provided grantees opportunities for networking, meaning-making, and engaging in one-to-one, small- and whole-group generative conversations to promote collaboration and address immediate questions with the S-TAC team. The meetings established a true community—one where grantees shared experiences and struggles in a safe space, and received support from the S-TAC team, CDE, and peers on the ground. Grantees often shared weekly updates including successes and wins, frustrations and concerns; grantees looked toward one another to find out what was working for others in the field.

The Collective Learning Space culminated at the end of May 2023 and hosted approximately 1,284 CCSPP grantees in total. The average attendance per month was 35 attendees, with fall sessions going as low as 16 and 19, and in the winter spiking up to 82 and 52. The spike we observed in the winter was caused by the hiring that districts and counties had begun in the fall. Many new hires joined the space in search of guidance and support. The collective learning space remained a vibrant space for collaboration and resource sharing across our state’s multiple regions. The Collective Learning Space will be carried over into year two!



Weekly CLS attendance, based on available data.

Glows & Grows

Quotes from feedback surveys:

- “Continue the small breakout rooms so we can meet each other, and keep providing opportunities for us to share what we are doing in our districts. Thank you!” and
- “This was such a great meeting! One of the best thus far! I received so much great info and guidance. Thank you to everyone.”
- “More time on this topic ... we didn't have enough time to talk in the BOR and definitely not enough in the main room. This is important to spend more time on please. Thanks so much! These resources are amazing!”
- “Thank you for all your support!”

The resources referenced here include both the STAC capacity building strategies and needs and assets protocols as well as mapping tools shared by grantees.

Grows

- We need a more systematic way to capture attendance data and use the data to map out which regions are represented in the space. A more precise data collection can help us improve our outreach and support efforts.
- So many resources were shared in the Collective Learning Space and we did not have an infrastructure to capture local measures, stories, surveys, sample protocols, sample data systems, and other amazing resources being created on the ground. We need to improve how we collect and disseminate resources being created in the field.
- From feedback surveys: “Groupings by need/phase in the journey; continue offering resources, templates, questions for surveys, etc.”
- “Please develop and share with us a chart or graphic of some kind that shows how CS

efforts fit within everything else? (LCAP, SPSA, etc. - so many districts are viewing this as "one more thing" rather than how it all fits together)."

- "List of CSs in CA or elsewhere we can connect with or visit."
- "I agree, separating planning from implementing. A google drive with all the resources would be very helpful. Presentation on coding, I watched the resources (video & PPT) from the NEA sheet but that was for a small school. I am thinking perhaps someone with experience with high school 2,500+ students (coding) and are there templates/guides for reports that easy to read and effective when presenting this information?"
- "I'd love to have a collection space, place to gather any resources, books, conferences, links etc that are shared during the meeting. It could be an ongoing list, when a participant shares it you could say, please add it to the "Resource Padlet" . The padlet could be organized by the four pillars?"
- "I feel like I am guessing the whole time about what I should be doing next. It feels odds to me that there is not something that is more outlined about exactly what to do and how to do it. When people continue to have as many questions as they do, that should be a sign that things are not clear. I would love some one on one support with my questions. I do not want to feel like I am monopolizing anyone's time when we are in a shared space together so I only ask a small percentage of the questions I actually have. HELP PLEASE"

Community of Transformative Practice

In Year One, the major goals of the Community of Transformative Practice (CoTP) centered on the California Community Schools Partnership Program (CCSPP) framework. We used the CA Community Schools Framework to frame the roles and responsibilities of the State, the S-TAC, the R-TACs, county offices of education, and district/charter organizations in the implementation of this reform strategy. Within the monthly CoTP meeting we provided clear and timely communication about administrative (both fiscal and operational) elements. The space allowed for S-TAC and COEs to share resources and address important pieces like staffing to ensure success of the initiative. Following specific protocols the CoTP served to elevate, foster and document county expertise related to the CCSPP framework to advance school system transformation. The monthly meetings nurtured relationships of trust across institutions and regions (including R-TACs) to build a network of colleagues navigating and supporting CCSPP implementation. Starting in the winter the sessions included a spotlight section that showcased a county's journey and areas of expertise. This element of the space strengthened the networks across the county offices of education. A total of 8 monthly CoTPs were held in Year One. Over time the CoTP represented an authentic community of learners with over 100 members attending consistently, and representing regions across our state—from Shasta to Imperial county, Los Angeles to Fresno and Kings County.

The following outcomes represent the collaboration across the S-TAC and COEs:

- Mapping of Community School bright spots across the state. Several COEs including both urban, suburban, and rural communities shared their expertise and approach to building policies, systems, and practices that can advance the community school reform strategy.
- Individual internal assets and needs mapping at the County Level grounded in the CCSPP framework and a growth plan. Each county office of education grappled with questions about leveraging their existing assets while seeking assistance to address their gaps or areas of need.
- A method for documenting system transformation practices/ models/ideas at the district and county level to share widely with other county offices of education and educational partners writ large.
- The development of a COE/R-TAC Workgroup to help develop a set of best practices in running meaningful and impactful regional communities of transformative practice.

As the work transfers over to the eight Regional Technical Assistant Centers (R-TACs) in the fall of 2023, the blueprint for the work has been created by the S-TAC's CoTP in this first year.

Glow & Grow

Quotes from feedback surveys:

We learned that CoTP participants felt part of a larger community that was modeled by the STAC's approach to their learning:

- "We always say it takes a village, now we need to walk that talk. Thank you for modeling this work" and
- "I'm not alone in this work. We are all learning together."
- "It was incredibly helpful to see what STAC is developing in terms of documents and frameworks to support LEAs and school site teams."
- "I appreciate the RTAC Spotlights as an opportunity to explore the unique approaches and expertise in the RTAC role."

These quotes embody the spirit of the CoTP to enhance collaboration and leverage the expertise in the field. In addition, county offices of education expressed gratitude for the STAC-created resources and the processes utilized to engage the larger CCSPP community to frame the implementation of the community school strategy.

Grows

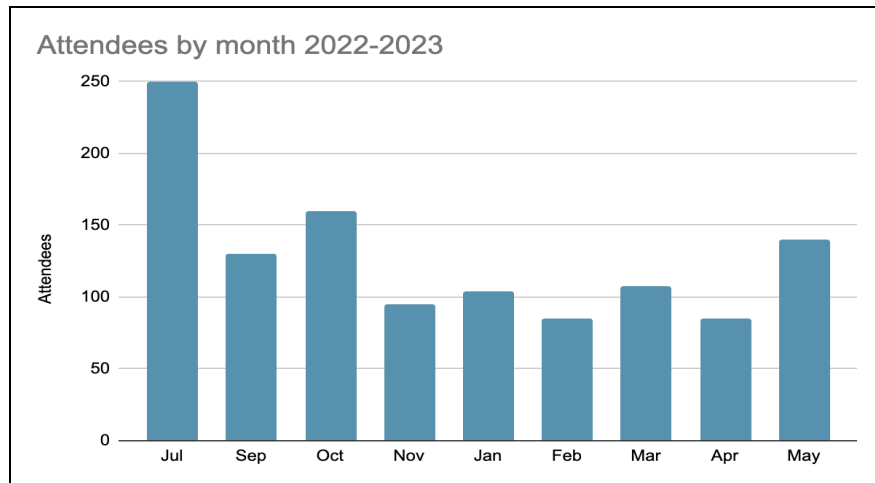
- One area of growth for us is sharing a clear learning arc with the RTACs and ensuring that their assets and needs are being considered in the creation and design of the CoTP.
- Leveraging the expertise of the RTACs to support their regions and the state will be an important area of growth that can improve our Collective Learning Space and Webinars.
- We need to create a better data system that helps us analyze who is attending the CoTP and how we can sustain participants' engagement and interest to facilitate the implementation and impact of the community schools strategy across our state.
- We need more time with R-TACs, particularly in individualized coaching support as they implement their own systems of support.

- Year 2 we plan to be a lot more hands on with the R-TACs given we can now focus our attention on them. We plan to do site visits with the R-TACs, have more in person meetings with them as a group and advise them on their respective COTPs.
- We also want to do a more rigorous job documenting the needs & assets and tapping more into their expertise.
- From Feedback Surveys:
- “More information to support small rural schools and communities. Thank you.”
- “Can we have a shared resource folder?”
- “Testimonials of community schools in action--as a learning opportunity and for inspiration!”
- “Please share some sort of visual or crosswalk or some document that shows CCSPP, MTSS, SPSA, CCSP, LCAP, and the rest of the alphabet soup ... and how it all fits together so districts don't just see it as “one more thing” -- Today's LCAP discussion was a great first step! Thank you!”
- “Please share a list of already established community schools in CA - Specifically in the Bay Area so that we may be able to visit or connect with them virtually”
- “I would like to see a resource google folder by Region so that we can share resources.”
- “Occasional face-to-face would be nice and it sounds like we will get there.”
- “It would be great to have breakout with those that are in the same/similar place in supporting schools and have discussions about next steps and what resources to use.”

Monthly Webinars

Since the inaugural webinar that took place on July 29, 2022, we sought to create a collaborative space for learning through the sharing of ideas, resources, wisdom, and first-hand experiences from the ground. The first webinar included vignettes from each organization that comprises the S-TAC. These short stories highlighted the richness that comes from collaborative work across organizations that albeit different in size and infrastructure, all espouse similar ideals around democracy, justice, and education. The concept of sharing concrete examples from various communities became a robust segment of every webinar thereafter. The “voices from the field” segment grew to include students, families/caregivers, teacher leaders, community partners, districts and county offices of education—all sharing their journeys in real time. The content of the webinars was continuously shared in other spaces like the Collective Learning Space (CLS) for grantees and the Community of Transformative Practice (CoTP) for county offices of education.

Nine webinars were hosted in Year One covering a variety of topics. A total of 1,369 participants attended the STAC webinars. On average participants attended one to two webinars. See graph below for the monthly attendance counts.



Webinar topics included the following:

- Steering committees. Voices from the field included parents, teacher union leaders, teacher leads, site administrators and community partners from Anaheim Union High School District and Oakland's Coliseum College Prep Academy.
- Partnerships and relationship-based collaboration. Californians for Justice shared their work in advancing student voice and leadership. California Alliance for the Boys and Girls club highlighted the importance of expanded learning opportunities designed to meet the needs, assets, and aspirations of students.
- Culturally relevant family engagement practices framed by the dual capacity framework (2021). Community-based partner True North Star shared the perspectives of Native American communities in Northern California.
- Student leadership and voice. Students from Long Beach and Monterey shared their leadership journeys and voiced their aspirations as students and as leaders in their respective communities.
- Integrated student supports. Los Angeles Unified School District, Shasta County Office of Education, and the UCLA Community School shared the importance of building coherent systems that integrate data, personnel, services, and progress monitoring tools to deliver quality educational and social services to students and families.
- Shared leadership. West Contra Costa Unified School District shared their journey to create shared leadership across their entire community schools collaborative which includes the City of San Pablo and multiple community partners.
- S-TAC resources. Foundational S-TAC resources—the overarching values of community schools, the capacity building strategies, and self-assessment tools—were reviewed and shared with grantees. Team discussed the alignment across the resources.

For our team the webinar planning space became a fertile ground for collaboration across grantees and their communities, school districts, county offices of education, and community

partners. The state webinars showcased the community schools work across multiple contexts in our state, while providing meaningful and helpful resources to the field.

Glows & Grows

Quotes from feedback surveys:

- “This tool answers a lot of the questions we have had throughout the year. Excited to print it out and go through it.” Re: STAC resources.
- “Continue to have more webinars as these are very useful and helpful to us!” and
- “So much to look at and share with other community schools team members. Very informative and well organized. Maybe a little too much for an hour? Looking forward to all day in June.”

Grows

- Monitoring attendance and collecting data on who is engaging in the webinar space remains an area of growth. Moving forward it will be important to understand whether we are sustaining engagement across our participants.
- Sharing the content ahead of time and targeting specific groups in our educational community might help us increase and sustain the number of attendees.
- Expanding the audience members by having interpretation services as one of the attendees shared: “to have interpretación en español” will be an important consideration.

Study Tours/On-site Learning

We hosted two study tours at the UCLA Community School in the Koreatown/Pico-Union area of Los Angeles, as part of the learning experience for grantees. The study tours took place on December 5, 2022 and May 18, 2023. The first study tour was tailored around the needs of R-TACs and provided an opportunity for R-TACs and partners to visit classrooms, have a guided tour by students, and spend time hearing first-hand accounts about community schooling from teacher leaders, students, community-based partners, and support staff. The visit allowed 30 participants (representing 7 of the 8 R-TACs) to capture their learning in an interactive reflection tool that captured the values and spirit of the CCSPP framework. In addition, Principal Queena Kim offered pre- and post- zoom sessions to answer questions and share additional resources with participants.

The spring study tour was open to a broader audience and included a guided tour by students, classroom visits, and a poster session that showcased the collective learning inquiry based projects that the staff engages in as part of their professional learning plans. Student researchers also presented their posters with detailed descriptions of their community-based research projects.

RTACs also participated in the Global Deep Learning Lab, hosted by New Pedagogies for Deeper Learning, from April 17-18, 2022 in Anaheim, California. Invited by the Stuart Foundation, RTACs, along with leaders of California's allied initiatives (e.g., Golden State Pathways, Dual enrollment, etc.), collectively engaged in a shared learning experience focused on whole child education, culturally responsive pedagogy, strategies for coherence, authentic assessments, and more. Presenters included global leaders such as Michael Fullan, Shawn Ginwright, Joanne Quinn, Zaretta Hammond and more.

Glows and Grows

Quotes from feedback surveys:

- “The visit provided me with a great example of integrated student supports. I was able to see the co-ownership between students, staff, and administration. Since I started my position a few months ago, this allowed me to get an idea of how others are getting started and network with other schools and districts.”
- “It helped me confirm my thoughts that the community school model is embedded into the entire school community and throughout the day. As opposed to outside of the school hours.”
- “Kudos to pre-video meeting to prepare visitors on what to expect, logistics, etc.”

Based on feedback, future study tours will consider:

- Incorporation of “learning walks” so that classroom visits are structured to facilitate a reflective conversation with the entire group;
- Offerings across the state, in partnership with R-TACs, to more easily accommodate individuals from different regions;
- Visits to schools in varying stages of development;
- Connecting study tours to training or materials that discuss allowable uses of the grant, STAC resources and CDE accountability tools (e.g., APR).

Annual Summit

On June 16th, 2023, we hosted the first annual, in-person CCSPP Summit. Over 950 CCSPP grantees, researchers, policymakers, partners, educators, students, and families came together from across California to exchange lessons learned, ideas, and effective practices to inform and deepen California's commitment to community schools. Forty-nine counties were represented, from Imperial County in the Southern region of the state, to Shasta County, located in the Northern part of the state.

The one day event was held at the San Francisco Hilton Union Square. The Summit Planning committee received a total of 66 requests for proposals and selected 47 sessions to present during two 75 minute sessions.

A student advisory was critical to the Summit's development, with youth leaders serving as the event's MC, one of the keynote speakers, workshop facilitators, as well as sharing powerful testimony during an afternoon panel session. Student leaders spoke on their classroom experiences, the importance of student voices and shared power, and the opportunity for community schools to address issues stemming from systemic racism. Parent leaders also shared their experiences navigating the educational system and helping to establish positive relationships in schools.

Presentations were facilitated by students, community school educators in rural and urban communities, and in alternative programs, as well as community based organizations and community school partnerships. Presenting organizations included, but were not limited to:

- Building Healthy Communities
- California Afterschool Network
- California Department of Education
- California Health and Human Services
- California Partnership for the Future of Learning
- Children's Aid National Center for Community Schools
- Community Schools Learning Exchange
- County and District Offices of Education from across the state
- Fusion Charter School
- Learning Policy Institute
- Reclaim Our Schools, Los Angeles
- Regional Technical Assistance Centers
- True North Organizing Networks
- UpValley Family Centers

More than 60 community based organizations representing students, families and community schools partners participated in the one day event. In responding to our Summit feedback form, 91% of respondents indicated that they received helpful information from breakout sessions and 83% of respondents indicated that they plan to implement all or some of the knowledge or tools from the particular session attended. (Note that approximately 8% of participants responded to feedback forms.)

Glows & Grows

Quotes from feedback surveys:

- "Such a fantastic presenter. So dynamic, passionate and great information."
- "Great tools!"
- "I would love for the summit to be two days next year! I really found the sessions valuable and would have liked to have gone to more."

- “This summit really provided me with much-needed guidance and groundwork to get started.”
- “One of the best summits I've ever attended.”

Based on feedback from participants, future CA Community School Summits will consider:

- A two-day event with repeat sessions (or bigger rooms to allow for more attendees);
- Incorporating site visits;
- Increasing focus on rural issues;
- A keynote speaker with a strong background in education and who serves as a unifier;
- Using SCHED, Cvent or other conference platform.
- Collect more systemic data from statewide S-TAC events

RTAC one-on-ones

[to be completed]

Part Two: Resource Development and Dissemination

In Year One, our STAC team worked to develop and curate a number of resources aimed to support both planning and implementation grantees across the state. Resources developed in Year One include the following:

- *Overarching Values*. This document synthesizes the California Community Schools Framework. The *Overarching Values* aim to assist CCSPP grantees in operationalizing the pillars, commitments, conditions and practices that comprise the Framework—to help make sense of how they are interconnected and entwined to guide the work of community schools.
- *Capacity-Building Strategies: A Developmental Rubric*. This document is intended to serve as a road map for both Local Educational Agencies (LEAs) and school sites as they work towards transforming their schools to community schools. The Capacity-Building Strategies align with the California Community Schools Framework, its overarching values, and CCSPP statutory requirements. The rubric is structured in three sequential phases of growth and development and consists of phase-specific strategies and activities that assist LEAs and schools in gauging their growth and progress.
- *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 needs and assets of a school and community, and fosters collective responsibility and accountability for outcomes related to a shared vision of student success.

In developing these resources, we aimed to enact a democratic, collaborative, and transparent process by sharing iterations of resources with advisory board members, nonprofits/community partners (e.g., California Partnership for the Future of Learning, Community Schools Learning Exchange), research organizations (e.g., WestEd and Learning Policy Institute) and CCSPP grantees, and incorporating their valuable feedback into working drafts. We developed structures to ensure collaboration with experts across the field including bi-monthly meetings with the STAC Advisory Board (5 meetings held between July 2022 and June 2023, plus a focused meeting to solicit feedback on working drafts of the Annual Progress Report (APR)). In sum, six iterations of the Capacity-Building Strategies document and APR were shared with partners and Deep Dive Transformation Partners for review and feedback. Two iterations of the self-assessments and Needs and Assets Assessment Guide were shared with partners and Deep Dive Transformation Partners. Public comment was also solicited, via a google form, on the APR, self-assessments and Needs and Assets Assessment Guide.

We will continue to engage with grantees, including Transformation Partners and advisory board members, to ensure the S-TAC is curating, developing and sharing the resources and tools that will support the work of schools and districts across the state. We will utilize data collected via WestEd's Year 1 survey to serve as a statewide needs and assets assessment on resources to determine future resource curation and development. Based on feedback we have received on working drafts of available resources, the STAC will continue to make revisions, ensuring resources meet the needs of grantees. We will also develop and provide a range of supports to grantees via videos, webinars, RTAC engagement (including CoTP) to guide and encourage the use of tools and resources.

Glows & Grows

Quotes from feedback form seeking public comment from CCSPP grantees on S-TAC resources (Needs and Assets Assessment Guide, LEA and Site-Level Self-assessments aligned with Capacity-Building Strategies and the Annual Progress Report):

- “We believe that the Needs and Assets Assessment Guide and Self-Assessments will help us reflect on our growth and progress as captured in the APR (Annual Performance Report). These tools align well with each other and are designed to evaluate our implementation efforts in community schools.”

- “Using these tools together helps us see where we are doing well and where we need to make changes. It helps us show our progress in the APR and make sure we are meeting the goals we set for our community schools.”
- “I plan to draw from [these resources] as a planning tool, professional development of myself, key staff and also as a guide for staying on task and achieving benchmarks.”
- “I am familiar with these processes but the foundational aspect of this is excellent. It is a simple and concise delivery of content that allows even newer administrators to understand and access the materials. There is a lot to read but it is informational and doesn't take long. Nicely done.”

Based on feedback from CCSPP grantees (via public comment), Advisory Board and state partners:

- Development of one-pagers and visuals that simplify frameworks;
- Development of “actionable tools”;
- Development of step-by-step instructions and timeline options for utilizing the resources
- Opportunity for deeper engagement with tools and resources (e.g., webinars, trainings, instructional videos, etc.);
- Clearer distinction between optional and required forms and tools.

Communications Strategy

In addition to developing a range of resources, the S-TAC also established a communications strategy to share updates from the field including links to new resources, video clips and announcements. The STAC developed its communication strategy with a primary audience of California’s 800+ CCSPP grantees, and California’s 8 Regional Technical Assistance Centers (RTACs) in mind. The STAC communications strategy also considered non-grantee LEAs and the general public, including non-education affiliated leaders and community members, as the awareness, opinions and advocacy of the latter can impact the longevity and breadth of impact of the community school approach on public education in California.

Our communications strategy aims to:

- Improve uptake of tools/resources and supports among grantees
- Improve understanding of the STAC and RTACs and their respective roles/purposes
- Improve connections among the STAC, RTACs and grantees
- Build capacity among RTACs to be “trusted messengers”/supports for grantees
- Increase awareness of community schools and build advocacy for community schools in other (non-grantee) school districts
- Build ongoing support for community schools work at the state-level

The development of the S-TAC website and dissemination of a bi-weekly newsletter served as a critical tool for meeting these objectives in Year One. The S-TAC website was created and hosted by ACOE and served as an interim space to house S-TAC resources as the Digital Commons was developed. The S-TAC website was created and hosted by ACOE and served as an initial space to house S-TAC resources as the Digital Commons was developed. The newsletter informed CCSPP grantees about various learning opportunities (e.g., Collective Learning Space, webinars, CoTP), and other exciting news from the field.

In Fall 2023 we will launch the Digital Commons. The Digital Commons intends to create a “public forum for transformation” where STAC resources are showcased, existing best practices and implementation stories from grantee partners are highlighted and disseminated, and grantees can connect to other community schools and partners in their local area. We will utilize the Digital Commons to ensure that resources are widely shared, available and understood across the CCSPP network. In addition, resources will be cross-listed with the CDE’s Educators Together platform to promote wide dissemination. In addition, resources will be cross-listed with the CDE’s Educators Together platform to promote wide dissemination.

Glows & Grows:

Based on feedback from grantees, future communications strategy will:

- Aim to synthesize the CCSPP work into clear and concise language that promotes understanding amongst CCSPP stakeholders and the wider public
- Ensure grantees and other interested partners know how to access and share all the resources available.
- Provide communication and information in multiple languages, representative of communities across our state.

Presentations

STAC team members also shared the work of the STAC, including resources, and the strengthening community schools movement in California by presenting at various local, state, and national conferences and convenings both virtually and in-person:

- Roundtable, convening by UC Berkeley on Unhoused Youth, Center for Cities+Schools, Virtual, Fall 2022
- Los Angeles County Office of Education 5th Annual Symposium on Community Schools, Los Angeles, CA, Winter 2023
- Latina History Day Panel, Sponsored by the Ballmer Foundation, Panel on Community Schools, Los Angeles, CA, Winter 2023
- Curriculum and Improvement Support Committee (CISC) Leadership Symposium by the California County Superintendents, Monterey, CA, Winter 2023

- Hayward Unified School District, Community Schools Training, Virtual, Spring 2023
- Best of Out-Of-School Time (BOOST) conference, Palm Springs, CA, Spring 2023
- Acacia Center for Justice, Unaccompanied Youth, Cross-Sector Convening, Virtual, Spring 2023
- American Educational Research Association (AERA) annual conference, Virtual, Multiple Measures Framework and CS Landscape, Spring 2023
- SoLD Learning Café Series, EdPrepLab, Learning Policy Institute & Bank Street College, Virtual, Spring 2023
- National Community Schools & Family Engagement Conference, Philadelphia, PA, Spring 2023

Part Three: Data–Measurement, Reflection and Growth

The STAC aimed to nurture and develop the implementation and improvement capacity of CCSPP grantees by supporting the use of data for the purposes of measurement, reflection and growth. With this objective in mind, we have: (1) partnered with CDE to collect data and craft data collection tools; (2) drafted a Multiple Measures framework; and (3) identified Deep Dive Transformation Partners to understand CCSPP implementation from a system’s perspective. These efforts are intended to align and build upon each other and are anchored in our goal of creating a practice of continuous improvement to bring long-term positive impact for students, families, educators and communities.

Assisted in Statewide Evaluation Efforts

We helped build the state’s capacity to learn about the implementation of the CCSPP by working alongside the CDE to help fill the evaluation void currently present in the program. In Year One, we assisted in crafting a call for a statewide CCSPP evaluator and provided support to WestEd in their design of a Year One survey of Cohort One CCSPP grantees via 3 rounds of feedback. The Year One survey was administered by WestEd in Spring 2023 and yielded a tremendous response rate with 99% of CCSPP grantees responding to the survey and 438 of 459 of participating schools (95%) completing the school survey. We received the raw data files in July and we are currently analyzing these data to inform technical assistance strategies and to serve as baseline data for a future evaluation. To date, we have produced an initial 8-page report of key findings to share with RTACs.

We also designed an optional Implementation Plan Template (aligned with the Capacity-Building Strategies), and developed a draft of the Annual Progress Report (APR) required of all CCSPP Cohort 2 Implementation Grantees. As with other resources developed by the S-TAC, feedback on the APR was solicited from advisory board members, partners, and practitioners. A total of six

iterations of the APR were shared with partners. A special convening of the advisory board was held to gather feedback on the APR and public comment was solicited through the distribution of a google form to CCSPP grantees.

Glows & Grows

Glows:

- Responsive to CDE's requests to create new templates and tools.
- Inclusive and collaborative process for soliciting feedback from a wide range of stakeholders.
- New tools are aligned with CS Fundamentals.

Grows:

- Creating a process for feedback/approval from CDE and SBE to ensure timely release of tools and timely release of tools and greater alignment

Multiple Measures Framework

In Year One, we drafted a white paper that lays out a vision for capturing multiple measures of the quality of community schools. To understand the outcomes of community schools, we propose a multiple measures framework that combines state-mandated student outcome measures with locally-developed, community-based measures that align with the California Community Schools Framework. The multiple measures framework also includes both formative and summative measures.

This draft of the multiple measures framework is based on a strong understanding of implementation processes, including the type and quantity of related activities and outputs. Consideration and discussion of implementation measures can serve as a basis for understanding effectiveness. As such, our multiple measures framework is aligned with the Capacity-Building Strategies, developed by the STAC. The Capacity-Building Strategies, and associated activities, provide an implementation roadmap that builds the structural and organizational capacity for collective efficacy and action in meeting shared goals. The multiple measures framework in alignment with the Capacity-Building Strategies, reflect a focus on continuous improvement by moving beyond traditional metrics of educational success to reinvent systems of measurement rooted in asset-based, community-driven, and actionable data.

The STAC will further develop the multiple measures framework during Year 2. Through convening a Multiples Measures Working Group, composed of research and evaluation experts across RTACs (and the state at large), we will lift up local measures of successful community schooling implementation as defined by grantees. We will leverage this learning to develop

resources for the Digital Commons and, ultimately, a Multiple Measures micro-credential to support grantees in developing their own authentic and meaningful local measures of success.

Glows & Grows

Glows

- Collected information from Deep Dive partners on how they are conceptualizing and using local measures (e.g., 5Cs in AUHSD)
- Aligned multiple measures framework with APR, Capacity-Building Strategies and self-assessments by encouraging LEAs and schools to identify and elevate “local measures.”

Grows

- Develop a plan for sharing the Multiple Measures Framework and building a shared understanding about this important tool.

Deep Dive Transformation Partners

To understand CCSPP implementation from a systems perspective, the S-TAC carefully selected an initial set of “Deep Dive transformation partners.” Deep Dive transformation partners represent a “vertical slice” of the system—from the practice level to the policy level (e.g., from the classroom to the Capitol). Our three partners (Anaheim Union High School District, Shasta County Office of Education Consortium, and West Contra Costa Unified School District) were carefully selected to represent our state system in terms of urbanicity, size, demographics, and distinct geographic regions. Our work with the Deep Dive transformation partners aims to develop the collective capacity (knowledge and skills) of implementation teams, and to identify successes and barriers to implementation. Our approach provides the opportunity to understand the capacities and infrastructure needed to support the transition to and sustainability of the community schooling model. Through these partnerships, we will gain an understanding of what is needed to support and sustain change over time and across staff at all levels of implementation so that we can successfully support the spread of effective community schools practices across the state.

Glows & Grows

Glows

- Data Team conducted 3 in-person retreats and 2 full-day site visits with Deep Dive teams to build relationships, deepen contextual understanding, and reflect on the strengths and areas of growth with the capacity building strategies
- Leveraged perspectives of Deep Dives in refining resources and supporting use of resources in LEA planning and reflection
- [Op-Ed by Supt. Mike Matsuda](#) that highlighted AUHSD’s role as a Transformation

Partner and opportunity to support districts across the state

Grows

- Develop strategic research plan to document community schooling implementation in each Deep Dive site, with particular focus on capacity building strategies
- Develop tailored learning opportunities for and a network improvement community amongst three Deep Dive transformation partners through three in-person learning exchanges, and ongoing virtual conversations
- Develop a plan for sharing the learning with grantees and the larger educational community both through written implementation stories and accompanying practitioner guides

Part Four: Charting the Course for Year Two

Our first year of work together as an S-TAC team has set the foundation for deeper learning and engagement statewide in year two. With the number of CCSPP grantees growing, our TA will be increasingly centered in the work of the eight R-TACS. To ensure coherence statewide, we have a detailed plan to engage multiple stakeholders in a statewide learning arc—supported by core resources in the Digital Commons—that extends across the five main Learning and Networking Opportunities established in year one: Collective Learning Space; Webinars; Communities of Transformative Practice; Annual Summit; and Deep Dive Transformation Partners. The following goals and outcomes are central to this learning arc:

(GOALS) In service of students, families, communities, and staff, specifically the most historically marginalized, the learning opportunities offered by the STAC aim to:

- Inspire and impel a statewide movement for CA Community Schools.
- Co-create a humanized learning space where participants are valued for their unique strengths and experiences, take time to think and reflect, and embrace complexity.
- Increase grantee’s understanding of the WHY, HOW, and WHAT of the CS strategy with an emphasis on building their capacity in the HOW as this is where transformation occurs.
- Connect learning and amplify transformational practices across STAC learning opportunities and resources.

(OUTCOMES) Resulting in:

- An energized CA Community Schools movement that includes students, educators, families, staff, and community partners.
- Deeper connections amongst community school interest holders locally, regionally, and statewide.
- Powerful stories of transformation from sites/LEAs being lifted and shared to invite deeper reflection and ignite action.
- Shared ownership for the quality and impact of our collective learning and expertise.

- Shifts in mindsets and practices that allow for sharing of power and centering of historically marginalized voices.
- Increased organizational and structural capacity of grantees to achieve school transformation.
- A repository of STAC-created and locally developed tools, grounded in our overarching values and capacity building strategies, that grantees routinely access to inform their work.

Complementing this learning arc and framework for the work, our S-TAC Data Team will continue to support statewide data collection, analysis, and use in partnership with the CDE. In addition, we will work closely with R-TAC data leads to develop consensus around a statewide Multiple Measures Framework to guide the use of data for CCSPP implementation. We will also share multiple measures used across the state to learn and improve community schools—shifting the accountability discussion towards a holistic and local view of equitable student outcomes and community school implementation progress.

We enter year two reflective of the “glows and grows” from year one and hopeful that we can continue to serve the state of California by assisting school communities, LEAs, and COEs in their work to transform public education.