



S-TAC Annual Reflection Report

Year 2
2023-2024



CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM
STATE TRANSFORMATIONAL ASSISTANCE CENTER

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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 (ACOE), UCLA Center for Community Schooling, Californians for Justice (CFJ), and National Education Association (NEA) – 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 county offices of education—we reflected on our progress in our [Year 1 Annual Reflection Report](#).

In this document, our Year 2 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: 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.

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 California Department of Education, 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, 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 sixteen members, based on the assessed needs of the initiative. 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 mid-year 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:

- a. Demographics: Highest need, based on grantee proposals
- b. 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.
- c. Inclusivity across all 8 R-TAC (Regional Transformational Assistance Center) regions.
- d. Enrollment of students spanning Grades 9 through 12. Middle school students may be considered under special circumstances.
- e. Mandatory involvement in the interview selection process.
- f. 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](#), provided two student keynote addresses, performed poetry and instrumental music during lunch and triumphantly emceed the entire 2-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's 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

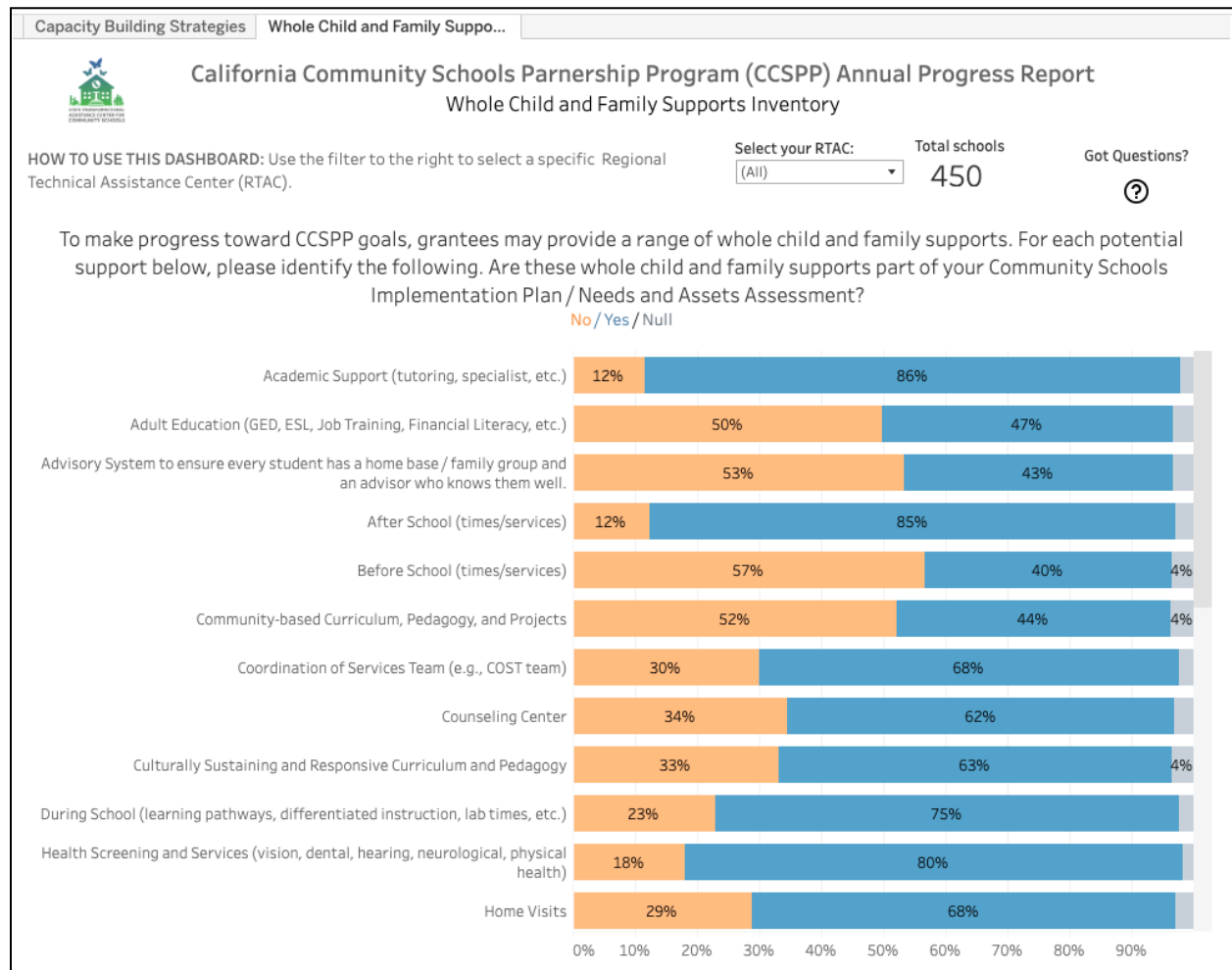
This section describes how the S-TAC has aimed to develop and support learning spaces for grantees across the state. The Communities of Transformative Practice bring together R-TACs to develop a shared understanding of the California Community Schools Framework and alignment in our strategies to strengthen 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, R-TACs together each year to celebrate the work, learn from each other through workshops, and to 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 County Offices of Education, 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, expertise, and responded to questions to address and foster strategies to support statewide implementation.

In Year Two, the CoTP continues to support the R-TAC's 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 California Department of Education, S-TAC, R-TACS, county offices of education/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, problem solve, 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 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 Annual Progress Report (APR) by reviewing a Tableau visualization that allowed R-TACs to interact with their local data (please see graphic and link below). The teams also engaged in a Gallery Walk of Bright Spots & 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

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-TAC's 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 CCSP 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:

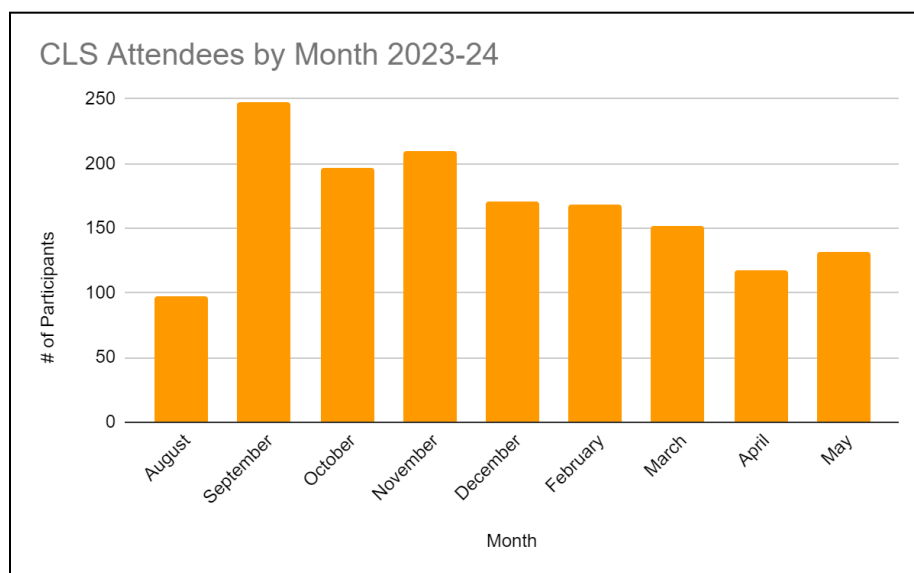
The Collective Learning Space (CLS) was established to provide grantees with technical and transformational assistance. The primary audience for the CLS is CCSPP grantees, which means we have the unique opportunity to engage with LEAs, site leaders, school staff, community school coordinators, community 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.) See graph below for CLS attendance by month:



Monthly CLS attendance, based on available data.

Glows & 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."

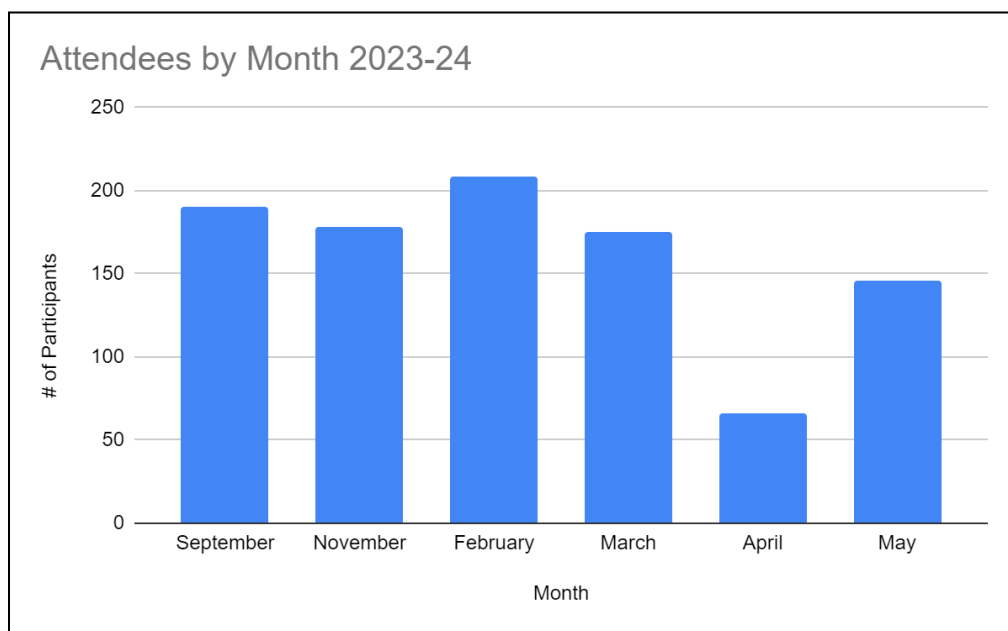
In the coming year, the S-TAC will continue to offer and provide grantees with technical assistance through CLS meetings, aiming to build foundational awareness and inspire a statewide movement for California community schools. We have currently scheduled six CLS meetings during the 2024-25 school year, 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's 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. Monthly attendance counts are captured in the graph below.



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 & Pedagogy: Deepened our understanding of the capacity building strategies and lifted up voices from Anaheim Union High School District.
- **February:** Shared Understanding & Commitments, Setting Goals & 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 & 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 Annual Progress Report (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 suite 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 & 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 buzz words 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 CCSPG 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 California Department of Education and the State Board of Education 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, eight R-TAC networking sessions, three student-led sessions, and two parent-led sessions, highlighting a robust and diverse program. These numbers represent a 35.8% increase in attendees and a 167% 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-TACs 4 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 LEAs 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 for students participating at the Summit focusing on youth voice, leadership and advocacy.

Day Two's plenary session featured keynote speaker, Lisa Villareal, an independent nonprofit advisor who chaired the steering committee for the National Coalition for Community Schools. Lisa shared her stories and lessons learned throughout her journey leading the community schools strategy throughout the Bay Area and the nation. Lisa'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, educators from LEAs, schools and county offices of education. 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 were 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 & 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 # 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 STAC 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 Local Educational Agencies (LEAs) and school sites as they work towards transforming their schools to community schools. It was developed to both guide and gauge the progress of Local Educational Agencies (LEAs) and school sites as they work towards 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 STAC 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 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 RTACs 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 RTACs. This could look like not only creating stronger feedback loops between resources and learning spaces, but strong loops between RTAC and STAC 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 CBL 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 COE's who are engaging in a transformative approach to utilizing county coordination grants.

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

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 go 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 is critical.
- People need to understand that there isn't 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 five anchor pages: 1) Homepage, 2) About Us, 3) CCSPP Fundamentals, 3) Tools & Templates, 4) Stories of Transformation, and 5) FAQs. Upon completion of the *DC V1*, the project was passed along to [State Creative](#), a web design group, to ensure technical excellence and ADA-compliance. 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](#) 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 bi-weekly 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 S-TAC's 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 Annual Progress Report (APR) as a tool for reflection and measurement of progress in the community school strategy, and the progress of the Multiple Measures Working Group which 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, Shasta County of Education consortium, and West Contra Costa Unified School District. Deep Dive sites have given valuable feedback to inform STAC resources and the annual progress report (APR). Their contributions to the field have benefitted all grantees. By the beginning of Year Two the team calendared 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 Our 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 (county offices of education, RTACs, STAC) 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 STAC learning spaces such as the Collective Learning Space, state webinars and communities of practice for RTACs and county offices of education.

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](#)), we trained 16 Community School Fellows from all three Deep Dive sites in digital storytelling. Twice a month CS Fellows (students, teachers, parents/caregivers, community school coordinators, district, county office of education 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 Anaheim Union high school district 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 STAC 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. RTACs, 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](#) that includes templates teams can use to organize site visits. A deep collaboration between the STAC 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 #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

STAC 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 #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

STAC response: Community of Practice for CS Teacher Leads pilot, CS Teacher Fellows Peer Learning Network [proposal](#) for 2024-2025

Learning Exchange #3 Shasta County Office of Education, May 2024

Focus: Data systems, role of county office of education to support community schools work, professional development model

Day 1: Introduction to Shasta'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 RTAC 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

STAC 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](#) highlights the Anaheim Union High School District's work on developing a reliable measure to gauge their 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 his/her 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 RTACs 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, [Anaheim Union](#) and Shasta County Office of Education (October 2024), have contributed to the UCLA Center for Community Schooling digital 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 ABC's (actions, briefs, and commentaries).

Grows and Glows

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 county office of education 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 challenge.
- 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 Annual Progress Report (APR)

We began Year Two with the development of the first Annual Progress Report encompassing data from 2022-2023 (APR Year 1). 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, State Board of Education, R-TACs and the public at large.

The APR was administered between September and December 2023 (release date 9/29/23). 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 3 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 Local Educational Agencies or Consortiums (89% response rate) and 450 out of 458 schools (98% response rate) by January 16th, 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 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](#). We are currently preparing an all-encompassing report with all the data collected from the 2022-2023 APR.

- We collected APR responses in Year 1 from 68 out of the 76 Local Educational Agencies or Consortiums (89% response rate) and 450 out of 458 schools (98% response rate) by January 16th, 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, two data cleaning and sharing rounds with LEAs and RTACs, two APR submission trackers developed and

updated weekly, we presented and discussed the APR in multiple STAC 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 3 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 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 a 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 California Department of Education, 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 Annual Progress Report, local measures data use cases, the development of a multiple measures online course, R-TAC data collection and evaluation efforts of their 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 their 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 California Department of Education, 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 24-25 student advisory board, 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 multi-year 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's learning arc with all grantees and RTACs 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, CBSs, 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 County Offices of Education (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, 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, county offices of education, 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 Community School 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, 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 **Annual Progress Report** 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 California Department of Education. 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.