

Greater Los Angeles Regional Transformational Assistance Center (R-TAC)



2023-24 Impact Report

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for Children's Health

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Acknowledgements

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Initiative Background



The purpose of this report is to summarize the work and impact of the Greater Los Angeles Regional Transformational Assistance Center (R-TAC) during the 2023–24 academic year, highlighting key achievements and findings to support ongoing improvement efforts. It provides a summary of key considerations and actionable next steps to guide future planning, support and learning opportunities for grantees in the Los Angeles region.

This report is intended to serve as a resource for the public, offering transparency into the R-TAC’s initiatives and progress while fostering informed discussions and collaborative efforts among all educational partners. It is designed to inspire community engagement, guide policy and decision-making and support continued growth and improvement in addressing regional needs.

In 2021, the [California Community Schools Partnership Act](#) was passed by the California legislature (California Legislative Information, 2021). In fiscal year 2021-22, \$2.8 billion from the California General Fund was allocated to the State Superintendent of Public Instruction to administer the California Community Schools Partnership Program (CCSPP; California Department of Finance, 2021). Seeking to prioritize schools with an unduplicated pupil count exceeding 80%, the California State Board of Education adopted the California Community Schools Framework in January 2022, thereby establishing the CCSPP as a critical equity initiative.^[1] The core practices that guide the community schools strategy are asset-based and justice-driven aimed at addressing long-standing opportunity gaps and disparities in student academic outcomes. In 2022, the California Legislature expanded the program by allocating additional funds, increasing the total CCSPP funding to [\\$4.1 billion](#) and extending the program through 2031.

The CCSPP Framework defines a community school as “any school serving pre-kindergarten through high school students using a ‘whole-child’ approach, with ‘an integrated focus on academics, health and social services, youth and community development and community engagement.” For general background on the community schools approach, see the October 2021 memo to the [State Board](#) (California Department of Education, 2021).

In order to provide equitable support to all CCSPP grantees throughout California, the state established eight Regional Transformational Assistance Centers (R-TACs). The R-TAC provides technical assistance and coaching support to current grantees and eligible schools. By integrating the CCSPP Framework across



^[1] Unduplicated Pupil count refers to students enrolled in a school district or a charter school who are either classified as English learners, eligible for free or reduced-price meals and/or a foster youth.

Greater Los Angeles Regional Transformational Assistance Center (R-TAC) Partners

both schools and communities, school sites enhance teaching, improve learning and build stronger partnerships centered on children and youth. The R-TAC team’s charge is to engage in best practices, as outlined in the [California S-TAC-R-TAC FAQs](#):

- 1. Conducting a comprehensive school and community assets map and needs assessment;
- 2. Developing programming and strengthening relationships to promote positive, supportive and racially-just school climates;
- 3. Creating, deepening and expanding community partnerships;
- 4. Coordinating services across child-serving agencies, municipalities, governmental entities and schools;
- 5. Improving authentic family and community engagement in the languages spoken in the community;
- 6. Establishing and supporting collaborative leadership and shared decision-making practices at the Local Education Agency (LEA) and school site levels;
- 7. Developing sustainable funding sources; and
- 8. Accessing and combining funding for services from multiple revenue sources.



In 2022, the Los Angeles County Office of Education (LACOE) and its partners, The Los Angeles Trust for Children’s Health (The L.A. Trust) and the UCLA Center for the Transformation of Schools (UCLA CTS), were awarded R-TAC funding to serve the Greater Los Angeles region. Below is a description of each collaborator’s role in executing the R-TAC work.

Los Angeles County Office of Education (LACOE)

As part of the Greater Los Angeles R-TAC, the LACOE Community Schools team is responsible for overseeing the work coordinated by all R-TAC team members. As the leading County agency responsible for the development of the evaluation plan, project deliverables and communication to the Greater Los Angeles Region, the team works collaboratively with both local and state level agencies invested in the project. R-TAC Coordinators provide individualized and group support within eight designated subregions across Los Angeles in order to ensure that a Multi-Tiered System of Support Model is effectively implemented in support of all grantees. The R-TAC Coordinators also develop and facilitate various learning spaces to support grantees with implementing the CCSPP Framework. Additionally, targeted support is provided by the team in order to address specific concerns and/or barriers raised by grantees. In partnership with UCLA CTS and The L.A. Trust, the Greater Los Angeles R-TAC operates as a cohesive team to ensure that all deliverables are accomplished and effective support is provided to grantees in the region.



In 2019, the LACOE Community Schools Initiative partnered with 15 Los Angeles area school districts to implement the Community Schools model in selected high schools. Starting in 2021, this work expanded to additional school sites including LACOE operated schools, as well as elementary and middle schools. Currently, the LACOE Community Schools Initiative supports 23 schools with implementing the CCSPP Framework at their school sites. This work laid the foundation for the efforts currently underway with the Greater Los Angeles R-TAC. By working closely with these 23 school sites, the team was prepared to expand their efforts to CCSPP grantees throughout the region, as well as leverage previous experiences, knowledge and resources to support Los Angeles County LEAs and school sites implement the community schools model.

Greater Los Angeles CCSPP Grantees

UCLA School of Education & Information Studies
Center for the Transformation of Schools

UCLA Center for the Transformation of Schools (UCLA CTS)

[UCLA CTS](#) possesses a deep understanding of student and school needs, emphasizing social and racial educational justice across the 80 districts within Los Angeles County. UCLA CTS conducts research projects to support school systems and policymakers in their efforts to organize schools around the needs, interests and talents of youth reform, student homelessness, students in the foster care system, school finance and ensuring practices and policies take into account the needs of students of color inside and outside of school settings.

 **The Los Angeles Trust
for Children's Health**

The Los Angeles Trust for Children's Health (The L.A. Trust)

[The L.A. Trust](#) brings extensive expertise in integrating health and education to support schools. This is achieved through building health systems for CCSPP implementation, facilitating convenings and developing collaborative leadership, student voice and data systems. Through its advocacy efforts, The L.A. Trust convenes a School Health Policy Roundtable and collaborates with LACOE to develop a collective impact strategy for policy and systems change that supports community school vitality and sustainability.



According to the U.S. Census, Los Angeles County remains one of the nation's largest counties, covering 4,084 square miles and serving as home to over 10 million residents.^[2] More than half of Los Angeles County residents speak a language other than English at home, with 38% speaking Spanish, 11% speaking Asian and Pacific Islander languages and 5% speaking other Indo-European languages. The County's poverty rate is nearly 14%, which is



slightly higher than the state poverty rate of 12%. Notably, the age group experiencing the highest poverty rate (18%) are persons under 18 years of age. The Greater Los Angeles region is also home to 80 public school districts and almost 2,000 individual school

sites. Additionally, charter schools make up a total of 367 school sites in Los Angeles County. It is estimated that Los Angeles County schools served nearly 1.3 million elementary-through-high-school-aged students in 2023–24.^[3] This equates to roughly one-quarter (22%), or about 1 out of every 5 student enrollments in the state (1,298,060 vs. 5,837,690).^[4]

Beginning in 2022, CCSPP planning and implementation grants were awarded to Local Educational Agencies (LEAs) and school sites across the region. For cohorts 1 and 2, approximately 77 LEAs received planning

^[2] U.S. Census Bureau. (n.d.). Los Angeles County, California profile. Retrieved August 8, 2024, from data.census.gov/profile/Los_Angeles_County_California?g=050XX00US06037#populations-and-people.

^[3] According to the California Department of Education, in the 2023–24 academic year, Los Angeles County schools served 1,090,807 non-charter students and 207,253 charter students. The source for this data is the Data Reporting Office (California Department of Education, n.d.), retrieved from www.cde.ca.gov/ds/ad/files/enrcensus.asp.

^[4] California Department of Education. (2024). 2023–24 enrollment by ethnicity and grade. DataQuest. Retrieved August 16, 2024, from dq.cde.ca.gov/data_quest/.

grants, allowing up to two years to develop strategies for integrating the CCSPP Framework. Additionally, 245 school sites received implementation grants for both cohorts combined (see Figure 1).

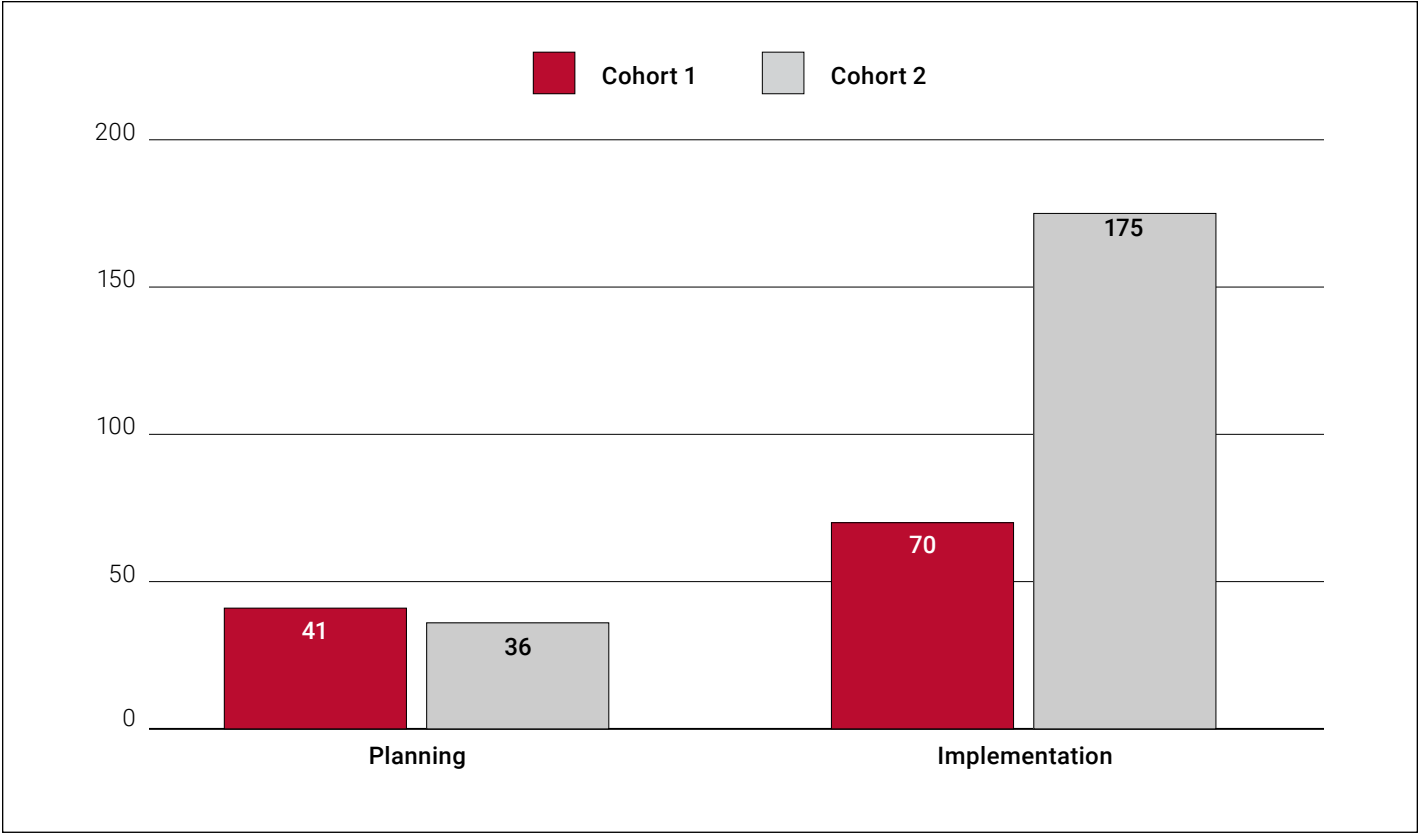


Figure 1. Los Angeles County CCSPP grantee and cohort breakdown

Planning and implementation grantees reflect the diverse communities across Los Angeles County. For individualized and regionally tailored support, grantees were grouped into eight subregions using Service Planning Area (SPA) boundaries to align with the resources available through Los Angeles County departments. The eight subregions include Antelope Valley, San Fernando Valley, San Gabriel Valley (East), San Gabriel Valley (West), Metro, South, East and West and South Bay. Additionally, Los Angeles Unified School District (LAUSD), which individually represents 54 of the implementation grantees in Los Angeles County, was assigned designated support. See Table 1 for a breakdown of grantees by grant type and cohort within each subregion.



With this subregion breakdown, the Greater Los Angeles R-TAC designated an R-TAC Coordinator for each of the subregions. This approach allows the R-TAC to honor local and regional context and fosters more authentic and personalized relationship building between the R-TAC and grantees, as well as creating opportunities to provide targeted, small group support for grantees located within the same subregion. Additionally, this approach was adopted to recognize that grantees within the same subregions might encounter similar challenges and/or share access to the same community resources and partnerships.

	Antelope Valley	San Fernando Valley	San Gabriel Valley (East)	San Gabriel Valley (West)	Metro	South	East	West and South Bay	LAUSD	Total
Planning 1	4	11	1	4	4	6	4	7	0	41
Planning 2	1	8	1	1	10	4	3	8	0	36
Total	5	19	2	5	14	10	7	15	0	77
Implementation 1	1	1	12	9	0	9	4	3	31	70
Implementation 2	23	14	28	12	6	31	17	21	23	175
Total	24	15	40	21	6	40	21	24	54	245

Table 1. Subregional distribution of CCSPP Grantees in Los Angeles County by cohort



Description of R-TAC Supportive Activities

Throughout the 2023–24 academic year, the Greater Los Angeles R-TAC provided the following technical assistance and support services to build grantees’ understanding and implementation of the CCSPP Framework. The target audiences for these activities included both Planning and Implementation Grantees, as well as Community Schools Site-Based Coordinators.

Support Sessions: R-TAC coordinators tracked the type of support provided to grantees across Los Angeles County including the method of support, details on who received support and the topics that were discussed. These sessions were facilitated individually with school sites or in a group setting.

Virtual Communities of Transformational Practice (CoTP): Held virtually, these sessions were designed to build grantees’ capacity on the Community Schools Framework, provide networking opportunities and facilitate the exchange of ideas and best practices.

Drop-In Sessions: Informal gatherings for LEA and school teams to engage in collective learning around the CCSPP Framework. These drop-in opportunities supplemented the structured CoTPs, providing an additional layer of support and engagement.

Subregional CoTP: In-person, subregion meetings were facilitated to develop the capacity of all grantees on the Community Schools Framework, providing grantees with opportunities to network, share local resources and partnership and exchange ideas and best practices.

Learning Site Visits: In-person meetings with diverse stakeholder groups (e.g., students, parents, community members) were facilitated to generate and exchange collective knowledge, insights and information, helping all partners engage in and implement the work. These meetings included town halls, panel discussions, focus groups and other forums designed to elicit feedback and cultivate shared understanding.

Webinar Learning Series: Based on the comprehensive findings of the Technical Assistance Needs Assessment survey, these sessions address the nuanced needs of CCSPP grantees by delving deeper into critical topics related to the program. The L.A. Trust and UCLA CTS supported the development and presentation of content tailored to areas of keen interest and urgent need among the grantees.

Wellness Bus Tour: This effort involved visits designed to enhance understanding of three different models of school-linked health care delivery and to highlight the partnerships involved in their implementation.

Of the technical assistance and support services provided to grantees, the Greater Los Angeles R-TAC most frequently engaged with grantees through Support Sessions. Support Sessions were in-person or virtual, consisting of group or one-to-one meetings and/or consultations, informal site-visits, trainings or information and resource sharing.^[5] During the 2023–24 academic year, a total of 401 Support Sessions were facilitated in collaboration with grantees. The type of support provided during these sessions varied, depending on grantees’ requests and needs. Following Support Sessions, the most frequently provided technical assistance and support services were: CoTPs, Drop-In Sessions, subregion CoTPs, Site Visits and a Webinar Learning Series (see Table 2).



	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Support Sessions	2	8	14	15	18	8	33	33	57	79	81	53	401
Virtual CoTPs	0	0	3	3	3	2	1	3	3	3	3	0	24
Subregional CoTPs	0	0	0	0	0	0	0	0	0	8	0	0	8
Drop-In Sessions	0	0	1	1	1	1	1	1	1	1	1	0	9
Learning Site Visits	0	0	0	0	0	0	1	3	2	2	0	0	8
Webinar Learning Series	0	0	0	0	0	0	0	0	0	0	1	0	1
Wellness Bus Tour	0	0	0	0	0	0	0	0	0	0	1	0	0

Table 2. Greater Los Angeles R-TAC activities by month

^[5] R-TAC Support Session Site visits were informal, one-on-one or group sessions focused on building capacity around the CCSPP Framework, fostering networking and providing resources. These site visits differed from the more structured Learning Site Visits, which included specific activities to support CCSPP Framework implementation (e.g., panel discussions with community members, campus or classroom observations).

	Total Number of Participants
CoTPs (duplicated)	1,249
Learning Site Visits (duplicated)	166
Subregional CoTPs (duplicated)	124
Webinar Learning Series	79
Drop-In Sessions (duplicated)	77
Wellness Bus Tour	24
Grand Total (duplicated)	1,719

Table 3. Participant attendance during Greater Los Angeles R-TAC support activities (2023–24)

The Greater Los Angeles R-TAC also developed additional methods to support grantees. A description of outreach and support activities included:

Community Schools Hotline: The Community Schools central email address was developed and widely shared with all grantees as a point of contact for questions and support. To enhance accessibility, the Community Schools Hotline was created to provide grantees with immediate access to the Greater Los Angeles R-TAC and its resources. This hotline is staffed daily during regular business hours (Monday–Friday, 8 a.m.– 5 p.m.) and serves as a primary contact point for grantees seeking guidance on implementing the CCSPP grant.

R-TAC Coordinator of the Week: In support of the Community Schools Hotline, an R-TAC Coordinator of the Week was implemented to receive and triage incoming calls and/or emails. The assigned R-TAC Coordinator fields questions from grantees. They also link grantees with the R-TAC Coordinator assigned to their subregion in order to build relationships and shared understanding of the needs for that school and subregion.

R-TAC Coordinator Informal Site Visits: One goal of the Greater Los Angeles R-TAC is to build authentic relationships with grantees through the implementation of supports by subregions. Designated R-TAC Coordinators visit community schools in the field to observe how grantees are implementing the work in real time and to learn about promising practices. The coordinators schedule ongoing informal site visits with grantees to meet school administrators and school-based community coordinators, discuss challenges and successes in implementing the CCSPP Framework as well as network with other school sites or partners within the subregion.

Technical Assistance and Consultation Request Form: Los Angeles County grantees have the opportunity to request in-person or virtual one-to-one or group consultations and/or training services from the Greater Los Angeles R-TAC team through the “Technical Assistance and Consultation Request Form.” Consultation services include topic areas such as review of programmatic documents (e.g., Annual Progress Report, Sustainability Plan), information about budget or organizational supports, methods for conducting needs and assets assessments and information about the CCSPP Framework. Additionally, grantees can request support in developing their capacity to establish partnerships with oral health providers, methods for developing student advisory boards, teacher-mentor training, Youth Mental Health First Aid (YMHFA) certification training and opportunities to learn about substance use prevention through the evidence-based Screening, Brief Intervention and Referral to Treatment (SBIRT).



Key Learnings From Years 1 and 2

Key Learning #1 - Effectiveness of Learning Opportunities

Communities of Transformational Practice (CoTP)

During the 2023–24 school year, the Greater Los Angeles R-TAC hosted 32 virtual and in-person subregional CoTPs for a total of 1,373 attendees (duplicated count). The curriculum for the CoTPs was rooted in the CCSPP Framework’s Nine Capacity-Building Strategies:

- 1. Shared Understanding and Commitment
- 2. Collective Priorities: Setting Goals and Taking Action
- 3. Collaborative Leadership
- 4. Coherence: Policy and Initiative Alignment
- 5. Staffing and Sustainability
- 6. Strategic Community Partnerships
- 7. Professional Learning
- 8. Centering Community-Based Curriculum and Pedagogy
- 9. Progress Monitoring and Possibility Thinking

Of the participants, 521 (38%) responded to online surveys regarding their experiences in both virtual and in-person CoTPs. These surveys were administered at the conclusion of each session to identify successes and areas for growth when planning future learning opportunities. Participants reported that the sessions were effective and relevant, with information clearly outlined to facilitate seamless integration of their learnings into school communities.



The CoTPs also enhanced grantees’ understanding of the nine capacity-building strategies (see Figure 2). Nearly half of the grantees reported an improved understanding of strategies for creating shared understanding and commitment (44%) and for developing strategic community partnerships (44%). Approximately 30% indicated they had a better grasp of creating collaborative leadership spaces and monitoring progress effectively. Roughly one-quarter of participants reported increased understanding of establishing collective priorities, centering community-based curriculum and pedagogy or professional learning. However, fewer participants reported an increased understanding of staffing and sustainability (15%) or achieving policy and initiative alignment (9%). Future CoTPs could focus more on some of these areas where additional development is needed.

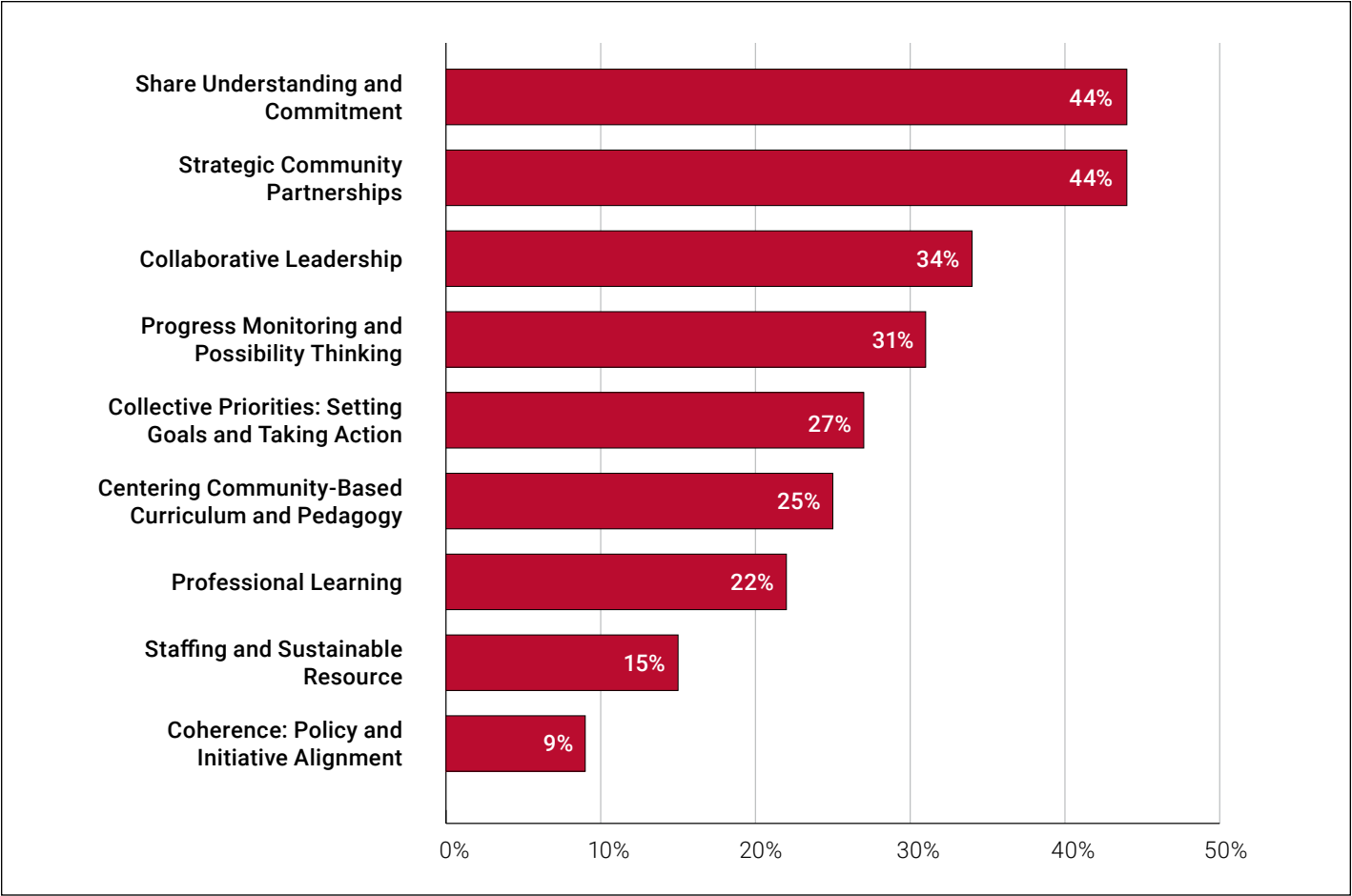


Figure 2. Los Angeles County grantees’: improved understanding of capacity-building strategies during CoTP session

The CoTPs were a valuable learning experience for most attendees, with nine out of every 10 respondents indicating they would recommend them to others. Several themes emerged from the open-ended responses regarding their recommendation rating. While several grantees expressed general appreciation for being able to engage in these learning opportunities (n=41), the majority of participants spoke about five key themes regarding the CoTPs including (n=494):

- 1. Informative Presentation and Presenters:** Participants generally assessed the presentations as thorough, well-developed and informative for grantees at all phases of the implementation process. Participants felt these opportunities provided relevant examples to guide their work. Additionally, these experiences were described as instrumental in grounding their teams in the CCSPP Framework and gathering relevant information to support them throughout implementation.

- 2. Collaborative and Networking Environment:** Attendees appreciated the space to “build community among the community schools and a space to share their journey.” These breakout sessions were also described as valuable opportunities for possibility thinking, making connections with other Community School leaders and discussing challenges or barriers they have encountered.
- 3. Provision of Resources and Tools:** Participants received tools and resources during the CoTPs to help with the implementation process. The tools were described as helpful, practical, concrete and ready for immediate application.
- 4. Presentation Structure and Format:** Grantees provided suggestions about the structure and format of CoTP presentations. These suggestions include improved pacing of the CoTP material and activities, increasing the time that CoTPs are facilitated, dedicating more time to networking and interaction with other grantees and scheduling more opportunities to meet in person.
- 5. Voices from the Field:** One key component of the Greater Los Angeles R-TAC CoTPs was bringing in experts from the field to share their experiences around Community Schools implementation. This theme highlighted the need to see more real-world examples of community schools in Los Angeles County. Featuring perspectives from school districts and sites, content experts and experienced colleagues was perceived as a beneficial use of time and an enriching learning experience.

Learning Site Visits

In response to the need for more in-person and practical learning experiences, the Greater Los Angeles R-TAC organized eight group learning site visits at community school sites across Los Angeles County. These visits were conducted in several subregions, showcasing various implementation approaches and models at elementary, middle and high school sites.

Feedback from the learning site visits indicated that grantees viewed these experiences as improving their understanding and capacity across the nine capacity-building strategies (see Figure 3). Specifically, 78% of grantees (n=97) reported a better understanding of methods to create collaborative leadership spaces. Additionally, 66% (n=82) noted improved comprehension of shared understanding and commitment strategies, while 61% (n=76) indicated greater knowledge of developing strategic community partnerships. As with the CoTP sessions, 14% (n=17) of respondents indicated that they improved their understanding of coherence between policy and initiative alignment strategies. This continues to be an area where grantees need more support and guidance during future learning opportunities, including site visits.

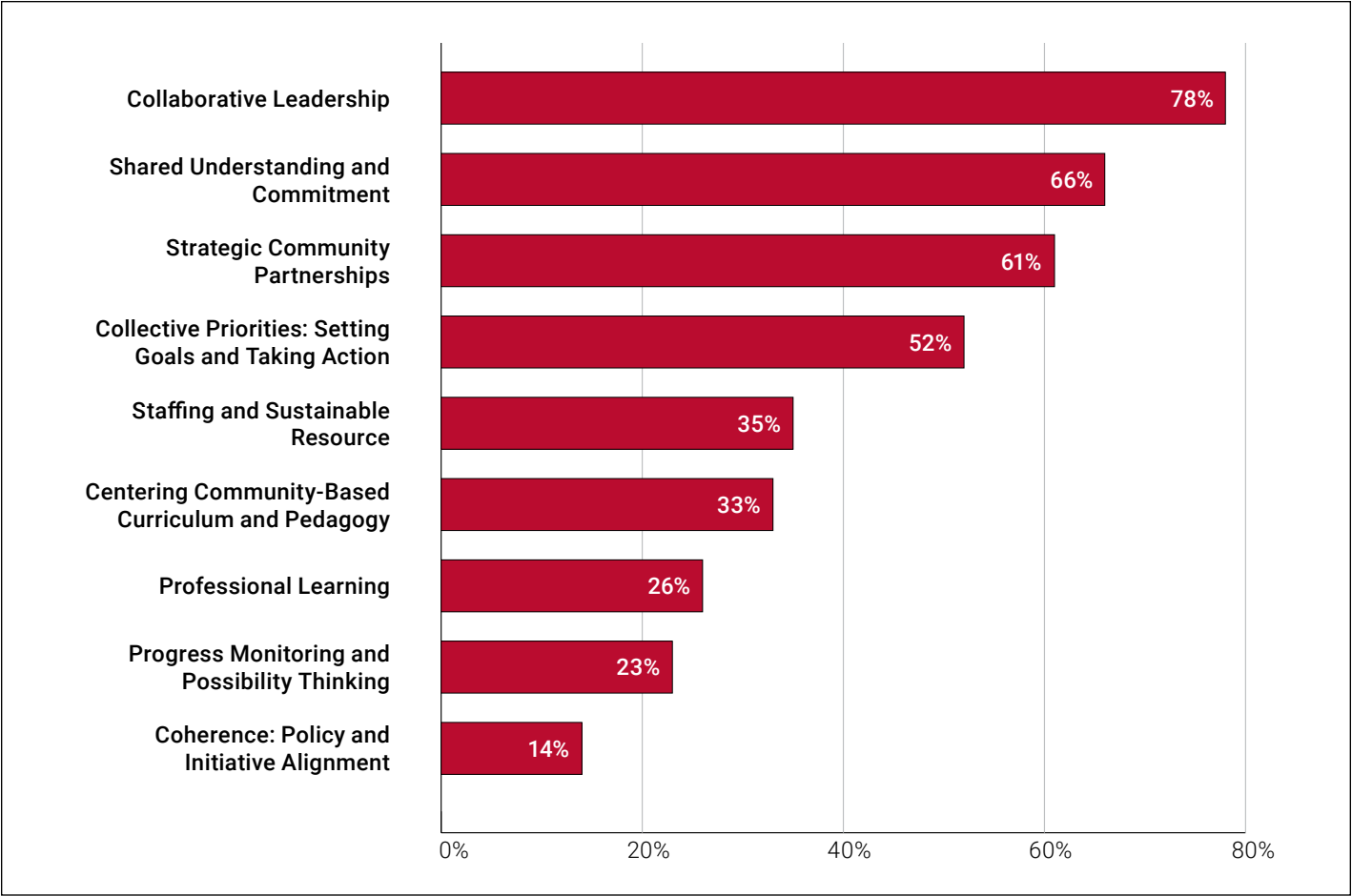


Figure 3. Los Angeles County grantees’ improved understanding of capacity-building strategies during learning site visits



Many felt these experiences allowed them to see the potential of community schools and promising practices deemed effective for various school sites. Additionally, grantees felt the panel discussions and classroom visits enriched their learning experience. Specifically, grantees appreciated the opportunity to hear about successes and challenges encountered at various sites during panel discussions. Additionally, hearing diverse voices from school communities, including parents, students and staff, was an additive element for grantees.

Wellness Bus Tours

During Year 2, The L.A. Trust and LACOE organized a Wellness Bus Tour on May 14, 2024, allowing Community Schools grantees in Los Angeles County to visit School-Based Health Centers (SBHCs) and Wellness Centers. The purpose of the Bus Tour was to invite grantees to learn about three different school-based healthcare delivery models, highlight how partnerships run and operate each model and provide grantees an opportunity to engage with potential health partners directly.

Of the 24 attendees, 13 (54% response rate) provided feedback about their experience participating in the Bus Tour and evaluated its overall effectiveness by completing an online survey. All survey respondents indicated the Bus Tour improved their understanding of five revised capacity-building strategies.^[6] Notably, 100% of respondents indicated an improved understanding of strategic community partnerships, followed by 69% for collaborative leadership, 62% for shared commitment, understanding and priorities, and 46% for centering community-based learning as well as sustaining staff and resources.

Overall, grantees expressed that the Bus Tour helped them envision how they could integrate student health services at their school sites. A key takeaway for the Greater Los Angeles R-TAC when planning future Bus Tours is the importance of showcasing more feasible school-based health care delivery models, such as mobile clinics, for grantees beginning to learn how to integrate health services. As they visited each location, stakeholders emphasized that establishing SBHCs and Wellness Centers is a long-term process, sometimes taking up to 10 years. Showcasing delivery models that could be accomplished in a shorter timeframe may be more beneficial as grantees begin to navigate and explore the implementation of school-health partnerships.

Key Learning #2 - Targeting Support Based on Annual Progress Report Self-Reflections

A comparative analysis of subregions highlighted a clear alignment between technical assistance needs and Local Control and Accountability Plan (LCAP) goals. Grantees in regions like Antelope Valley, South, East and Metro identified strategic partnerships, collaborative leadership and sustaining staff as key areas requiring support. Addressing these capacity-building needs will help grantees advance toward their LCAP goals, such as parent engagement, reducing absenteeism and improving college and career readiness, especially for vulnerable and historically underserved populations.

Phases of Growth and Development

The State Transformational Assistance Center (S-TAC) for CCSPP provided a developmental rubric to LEAs and school sites to assess their progress toward transforming their schools into community schools. The rubric

^[6] At the beginning of 2024, the State Transformational Assistance Center (S-TAC) streamlined its capacity-building strategies, reducing them from nine to five. This refinement aimed to enhance efficiency in implementing the CCSPP framework.

initially measured progress across nine capacity-building strategies aligned with the California Community Schools Framework. However, these measures were consolidated into five capacity-building strategies during the spring of 2024. For the 2023 Annual Progress Report (APR), grantees were asked to rate their progress toward transformation across the original nine capacity-building strategies. The capacity-building strategies are measured as three phases of growth and development. The three sequential phases of growth are:

- Visioning**—the initial phase focused on raising consciousness around the strategy.
- Engaging**—the second phase focused on deepening skills, capacities and relationships and building the organizational infrastructure.
- Transforming**—focused on action and implementation of the strategy with students, families, partners and educators with sustainable practices to reflect on data and work towards continuous improvement.

In the fall of 2023 APR, most Greater Los Angeles cohort 1 grantees reported being in the visioning phase across all nine capacity-building strategies (see Figure 4). Most of the grantees who submitted responses reported being in the visioning phase for both progress monitoring and centering community-based learning, with approximately three-quarters (75%) in the latter category and 63% in the former. Of those within the engaging stage, several grantees reported being in the engaging phase for shared commitment, understanding and priorities (48%). Similarly, nearly half of grantees (43%) reported being in the engaging phase for strategic community partnerships.



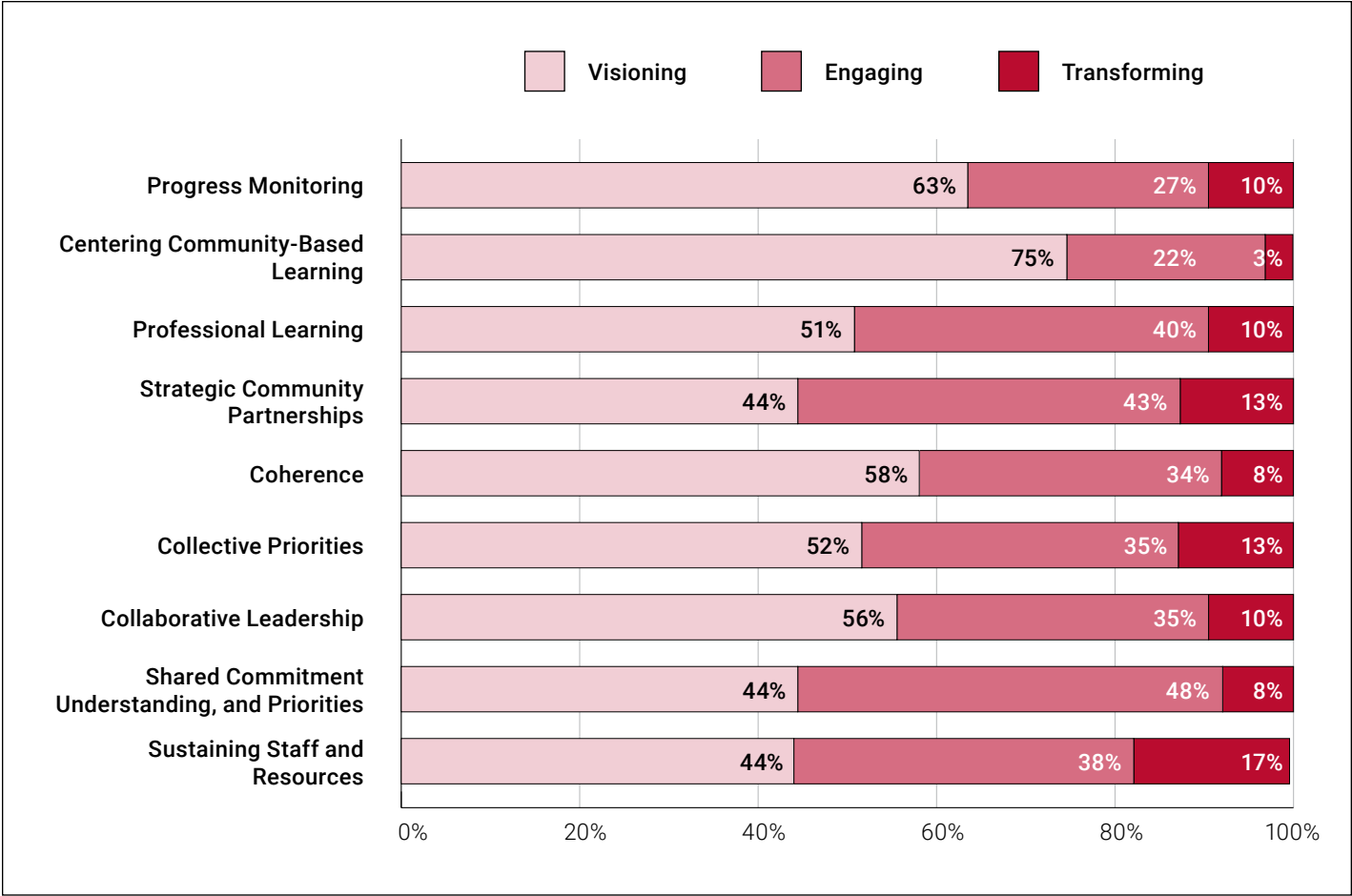


Figure 4. Los Angeles County cohort 1 grantees’ capacity-building strategies phases of growth, Fall 2023

Table 4 compares cohort 1 grantees’ self-reported growth from fall 2023 to spring 2024 across the five, revised capacity-building strategies for cohort 1. Since the strategies were consolidated, this comparison serves as a general indicator for grantees’ growth in each area. The most substantial growth occurred among grantees transitioning from the visioning to engaging phase across the five strategies. Shared commitment, understanding and priorities had the highest number of grantees reporting a transition to the engaging phase during the spring assessment (71% versus 45%), followed by centering community-based learning (49% versus 21%).

Alternatively, fewer cohort 1 grantees reported being in the transforming phase across all capacity-building strategies, with the exception of strategic community partnerships. One possible explanation for these decreases is that they may be a result of consolidating the strategies. However, with 71% of grantees reporting being in the engaging phase for shared commitment, understanding and priorities, this could also be a result

of grantees developing a more nuanced understanding of the strategies themselves. Further analysis should be considered to understand the factors related to this change.

	Visioning Fall	Visioning Spring	Engaging Fall	Engaging Spring	Transforming Fall	Transforming Spring
Shared Commitment, Understanding, and Priorities	43%	26%	45%	71%	7%	3%
Centering Community Based Learning	72%	48%	21%	49%	4%	2%
Collaborative Leadership	49%	32%	33%	57%	12%	11%
Sustaining Staff and Resources	43%	43%	36%	43%	16%	12%
Strategic Community Partnerships	42%	37%	42%	46%	12%	15%

Table 4. Los Angeles County cohort 1 grantees’ capacity-building strategies phases of growth, Fall 2023 and Spring 2024 comparison

During spring 2024, cohort 2 grantees also provided a self-reflection of their phases of growth and development related to the capacity-building strategies (see Figure 5). More than half of all cohort 2 grantees reported being in the visioning phase across all five capacity-building strategies. For grantees within the engaging phase, more than one-third self-reported being in this phase for both shared commitment, understanding and priorities (38%) and sustaining staff and resources (35%). Since this was their first year of implementation, very few cohort 2 grantees self-reported being in the transforming phases across the capacity-building strategies.

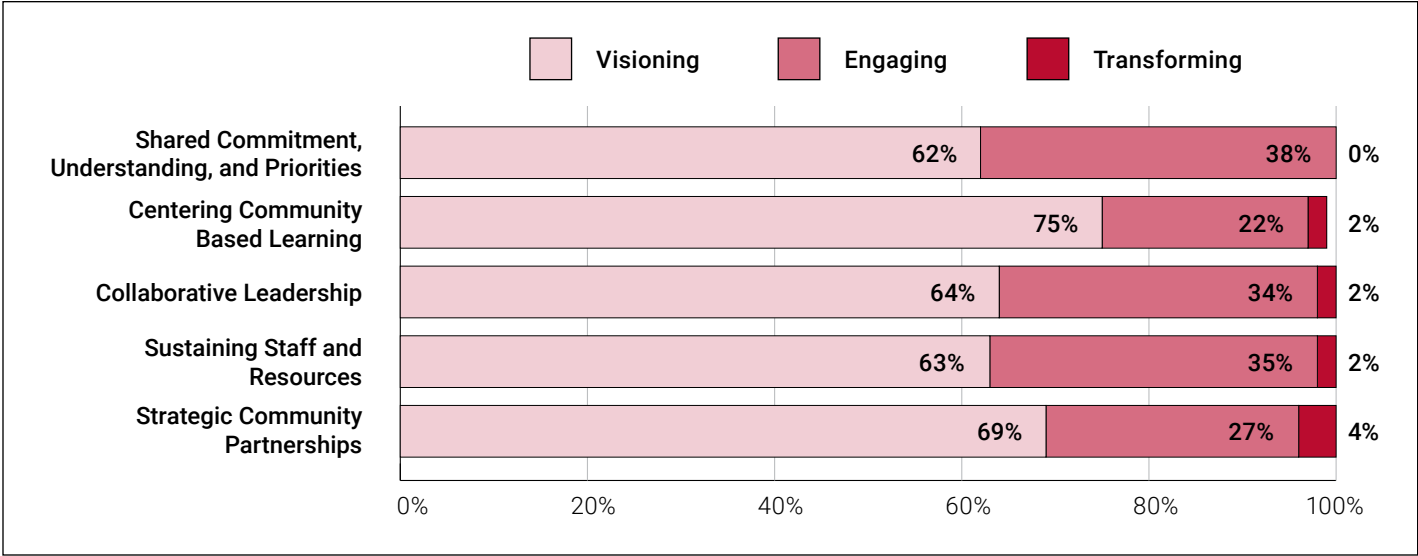


Figure 5. Los Angeles County cohort 2 grantees’ capacity-building strategies phases of growth, Spring 2024

Key Learning #3 - Technical Assets and Needs Assessment

During the spring of 2024, the Greater Los Angeles R-TAC administered a technical needs assessment to understand the needs of grantees. Survey items were developed based on the CCSPP Framework and the scope of work outlining the expectations of each R-TAC. Specifically, this survey addressed needs related to:

- 1. General Technical Assistance Support
- 2. Integration and Sustainability Efforts
- 3. Communication and Marketing Needs

Overall, 134 grantees responded to the Technical Needs Assessment survey. Among the 134 respondents, 84% (n=112) were implementation grantees and 16% (n=22) were planning grantees.

Knowledge of CCSPP

Only 5% of respondents reported having little to no knowledge of the CCSPP Framework. Approximately 50% of respondents reported having some knowledge of the CCSPP Framework, while nearly half (44%) reported extensive knowledge of CCSPP. The Antelope Valley and San Gabriel East subregions reported the highest levels of knowledge about CCSPP. Over half (54%) of Antelope Valley respondents felt very knowledgeable about the CCSPP Framework and over 90% (92%) of San Gabriel East respondents reported being very knowledgeable about the CCSPP Framework.

Capacity-Building Strategies

This survey also asked grantees about their need for resources using the five revised capacity-building strategies. Most respondents (64%) reported needing additional resources related to sustaining staff and resources. Approximately half of respondents required additional resources for strategic community partnerships (50%) and centering community-based learning (49%). Forty-one percent (41%) of respondents reported needing additional resources for collaborative leadership and 35% needed additional resources for shared commitment, understanding and priorities.

Top Five Services or Supports Grantees Need Assistance With

During the next school year, the services or supports needed by most grantees included:

- 1. Parental Leadership Development and Opportunities (41%)
- 2. Mental Health and Screening Services (35%).
- 3. Positive Behavioral Supports (32%)
- 4. Health Screening and Services (27%)
- 5. Programs and practices that teach social-emotional skills (27%)

Key Learning #4 - Emerging Themes to Support Integration of CCSPP Framework and Collaboration

As a part of the Greater Los Angeles R-TAC, UCLA CTS collaborated with LACOE to support the S-TAC in conducting focus groups. The focus group protocol was developed with the CCSPP Framework in mind to better understand grantees’ experiences with the Community Schools Initiative, as well as access to and effectiveness of S-TAC and R-TAC resources. In spring 2024, two focus groups were conducted in order to investigate:

- Participants’ experiences as part of the Community Schools Initiative
- How the Community Schools Framework has impacted their school sites
- The effectiveness of S-TAC resources and supports provided
- The effectiveness of Greater Los Angeles R-TAC resources and supports provided

Focus group responses revealed three key themes that examined the various impacts of the Community Schools Framework and technical assistance. These themes include:

- 1. **Resource Allocation for CCSPP Framework.** Participants noted that while the pillars are conceptually straightforward, translating them into practice can be complex. Additional resources are crucial for understanding and implementing the Community Schools Framework’s four pillars. Comprehensive training and materials are needed for schools to effectively apply these pillars and achieve their goals.
- 2. **Clarification of Roles.** Stakeholders expressed a need for clearer distinctions between these roles to enhance support and understanding. Clearly defining the roles of LACOE, S-TAC and R-TAC is vital for effective collaboration.
- 3. **Strategies for Collaboration.** Participants highlighted the benefits of networking through meetings and direct communication, emphasizing the importance of in-person gatherings to foster connections and share ideas for effective resource utilization. Building strong partnerships between community schools and local organizations is key to successful collaboration.



Key Considerations and Next Steps

Adapting Greater Los Angeles R-TAC Learning Opportunities

There remains room for growth with regard to the structure and frequency of the Greater Los Angeles R-TAC learning opportunities, as well as the support provided to grantees. Grantees’ feedback points to a desire for more tailored content, varied dates to engage in these learning opportunities, expanded networking opportunities and a focus on data methodologies. By addressing these areas, the Greater Los Angeles R-TAC can continue to support grantees effectively and ensure the ongoing success of this transformative initiative.

While progress was made toward deepening participants’ understanding of key strategies, such as collaborative leadership and community partnerships, this report also highlights areas where further support is needed, such as policy coherence and initiative alignment. Suggestions for improvement include more structured discussions, additional examples of the CCSPP Framework in elementary settings and logistical considerations to enhance future site visits. Another area for growth, based on findings from the Wellness Bus Tour feedback, includes providing more practical and tangible examples that help grantees envision the integration of student health services at their sites, guidance on securing funding, establishing partnerships and advocating for community support. Moving forward, incorporating more feasible models, such as mobile clinics, will provide grantees with actionable steps as they begin their journey in developing school-based health services.

In addition, better definition of roles between LACOE, S-TAC and R-TAC, as well as examples of more effective collaboration strategies are needed moving forward. As the Greater Los Angeles R-TAC moves into the next academic year, the team aims to deepen their understanding through site observations, focus groups, empathy interviews and case studies. These methods will provide nuanced insights into the implementation of the CCSPP Framework, helping to refine strategies and support systems. The continued commitment to collaboration and feedback will ultimately enhance the effectiveness of the Community Schools model and foster a more integrated and inclusive environment to foster continued growth and learning.

Targeted Technical Support and Guidance

The Greater Los Angeles R-TAC Technical Assistance Needs Assessment revealed key insights into the needs and challenges faced by CCSPP grantees and opportunities to respond to feedback from the field, including a strong preference for virtual technical assistance, increased resources to sustain staff, develop community partnerships and support community-based learning. Similarly, sustaining opportunities such as Communities of Transformational Practice (CoTPs) and site visits will continue to advance understanding and implementation of the CCSPP Framework in schools across Los Angeles.



Additional opportunities are also needed to address grantees’ desire for stronger connections with community-based organizations and service providers, emphasizing the importance of partnerships to enhance mental health, social-emotional learning and academic support services. Further, additional emphasis on the identification of ongoing, flexible funding to sustain the progress made through the CCSPP initiative will be critical to this next phase of technical assistance and support. There are both strengths and areas for improvement in communication, technical assistance and partnership building, offering a roadmap for the Greater Los Angeles R-TAC to refine its support strategies and ensure the long-term success and sustainability of community schools in the region.

It is also clear that supports, including priorities and partnership needs across subregions vary. For example, Antelope Valley, South, East and Metro have identified a need for resources across multiple strategies, particularly in areas such as sustaining staff, strategic partnerships and collaborative leadership. The identification of partnerships required to support whole child development further highlights the importance of targeted support at community, family and school levels. Addressing mental health, academic support and parent leadership development emerges as a consistent need across subregions, but with nuanced differences that should be addressed through region-specific technical assistance offerings.

The Greater Los Angeles R-TAC will continue to develop more effective targeted support strategies as the Community Schools initiative progresses by leveraging qualitative and quantitative data to identify and address the needs of grantees and tracking and assessing the effectiveness of provided support activities. This approach will enhance school and community ecosystems, ensuring that efforts are responsive to the specific needs of grantees and students across subregions.

Alignment of School-Site Goals and Self-Reflection Practices

The progress reported by Greater Los Angeles grantees in the implementation of the CCSPP Framework reflects a wide range of growth across various capacity-building strategies. While many grantees remain in the early visioning phase, particularly for strategies like centering community-based learning and progress monitoring, several have moved into the engaging and transforming phases. These advancements demonstrate the growing commitment to transforming schools into community-centered environments that prioritize shared leadership, professional learning and strategic partnerships.

The artifacts provided by grantees offer tangible evidence of their efforts, from job descriptions to community partnerships and learning plans. As the initiative progresses, these artifacts will serve as

important indicators of each school’s development and their alignment with the CCSPP Framework. While there is still much work to be done, especially in areas like professional learning and progress monitoring, the grantees’ dedication to continuous improvement and collaboration bodes well for the future of community schools in Greater Los Angeles.

The analysis of the relationship between self-reported capacity-building and LCAP goals reveals a broad spectrum of progress across different LEAs. While some have advanced significantly in capacity-building strategies, others remain in earlier phases of development. Notably, coherence between policy and initiative alignment is a common theme in schools where strong integration of CCSPP goals with LCAP and other initiatives has propelled them into more transformative phases. These learnings will continue to be leveraged to inspire and accelerate transformation across our region.

Some LEAs have effectively used CCSPP funding to complement existing LCAP activities, enriching student services and creating sustainable partnerships, and also demonstrating mature phases of capacity-building through policy alignment and strategic community partnerships. Varying levels of coherence reflect the range of progress toward systems change and capacity-building, with some schools moving towards transformation and others actively engaging in building the foundational structures needed for future growth.



Conclusion

The work conducted by the Greater Los Angeles R-TAC over the past two years has laid the foundation for implementing the CCSPP Framework across the region. Key achievements include developing a coherent understanding of the CCSPP Framework, fostering strong partnerships through relationship-building and asset mapping and creating a logic model to guide and evaluate progress. Collaborative meetings with stakeholders and other regional R-TAC teams helped align the approach with statewide initiatives, ensuring a robust support system for grantees.

During Year 2, the Greater Los Angeles R-TAC made significant strides in supporting the implementation of the CCSPP Framework across one of the nation’s largest and most diverse counties. With over 1.3 million students enrolled across nearly 2,000 schools, the challenge of providing equitable support to grantees was addressed with a strategic and regionally focused approach. Countywide support was organized through eight distinct subregions and led by dedicated R-TAC Coordinators, enabling the R-TAC to foster strong relationships and deliver targeted assistance addressing the unique needs of each area.

The R-TAC’s efforts were multifaceted, offering a wide range of technical assistance and support services. Frequent engagement through Support Sessions, along with Communities of Transformational Practice, Drop-In Sessions and Community Schools Site Visits, ensured grantees’ access to guidance and resources necessary for successful CCSPP implementation. By continuously adapting to the needs of grantees and developing relationships, strong foundations were established to promote ongoing success in fostering equitable and transformative educational practices across Los Angeles County.

A cornerstone of this work was the recognition of the importance of learning alongside grantees as co-learners. The R-TAC embraced the foundational phase as an opportunity to grow, innovate and refine its practices while fostering mutual learning. This co-learning approach not only deepened relationships but also ensured that strategies were informed by the lived experiences and insights of grantees.

Moving into the 2024–25 academic year, the overarching goal for the Greater Los Angeles R-TAC work is to deepen conversations around race and equity while creating brave spaces to support and sustain school transformation.



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