

# 2024-25 Impact Report



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







# 2024-25 Impact Report

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

# Acknowledgments

Thank you to the UCLA Center for the Transformation of Schools (UCLA CTS) and The Los Angeles Trust for Children's Health (The L.A. Trust) for their work, support and partnership as part of the Greater Los Angeles Regional Transformational Assistance Center (R-TAC).



## Special Thanks to:

This publication was created in collaboration with many individuals who shared their time, feedback and knowledge. The Los Angeles County Office of Education (LACOE) Community Schools Initiative is grateful to the following individuals who supported the development of this report and the continued efforts of the Greater Los Angeles R-TAC:

- Dr. Debra Duardo, Los Angeles County Superintendent of Schools (LACOE)
- Alicia L. Garoupa, Chief of Wellbeing and Support Services (LACOE)
- Dr. Michelle Castelo Alferes, Executive Director of Wellbeing and Support Services (LACOE)
- Dr. Tyisha J. Noise, Director III (LACOE Community Schools Initiative)
- Dr. Selena Barajas-Ledesma, Director II (LACOE Community Schools Initiative)
- Steve Zimmer, Strategic Partnerships Administrator (LACOE Community Schools Initiative)
- Allyson Palas, Research and Evaluation Coordinator (LACOE Community Schools Initiative)
- Dr. Joseph Bishop, Executive Director (UCLA CTS)
- Dr. Brian Huff, Project Director (UCLA CTS)
- Dr. Maria Luz Espino, Research Analyst (UCLA CTS)
- Dr. Mayra Cazares-Minero, Research Analyst (UCLA CTS)
- Dr. Thomas Jacobson, Research Analyst (UCLA CTS)
- Adriana Jaramillo Castillo, Research Analyst (UCLA CTS)
- Anell Tercero, Data and Research Assistant (The L.A. Trust)

## Share Your Feedback:

For questions or comments, please contact us at [communityschools@laoe.edu](mailto:communityschools@laoe.edu) or 562-401-5472.

## Los Angeles County Office of Education

Community Schools Initiative

9300 Imperial Highway

Downey, California 90242-2890

[www.laoe.edu/community-schools](http://www.laoe.edu/community-schools)

# Table of Contents

|                                                                                    |    |
|------------------------------------------------------------------------------------|----|
| <b>Executive Summary</b>                                                           | 7  |
| <b>Using Evidence to Understand CCSPP Implementation</b>                           | 12 |
| Overview of the Greater Los Angeles R-TAC: LACOE, UCLA, TLAT                       | 14 |
| Los Angeles County Office of Education (LACOE)                                     | 14 |
| UCLA Center for the Transformation of Schools (UCLA CTS)                           | 15 |
| The Los Angeles Trust for Children’s Health (The L.A. Trust)                       | 15 |
| Description of CCSPP Grantees                                                      | 16 |
| Year 3 Highlights and Support Activities                                           | 19 |
| Services Provided by The L.A. Trust                                                | 25 |
| Services Provided by UCLA CTS                                                      | 28 |
| <b>Role of the Community School Coordinators (CSC)</b>                             | 29 |
| Lessons Learned from Community Schools Learning Site Visits                        | 30 |
| Insights from Implementation                                                       | 32 |
| <b>Key Learnings, Considerations and Next Steps</b>                                | 33 |
| Widespread Educational Indicators                                                  | 33 |
| Annual Progress Report: Phases of Growth                                           | 38 |
| Family Engagement                                                                  | 42 |
| Engaging and Advancing Family Engagement: Reflections from the APR                 | 42 |
| Advancing Authentic Family Engagement: Webinar Summary and Insights                | 43 |
| Family Engagement Strategies and Needs: Results from the TA Needs Assessment       | 44 |
| Centering Family Engagement: Aligning CCSPP Goals and Next Steps                   | 46 |
| <b>Service Access and Systems Transformation</b>                                   | 47 |
| Health and Wellness Landscape Analysis                                             | 48 |
| Scope and Methodology                                                              | 48 |
| Key Findings and Insights                                                          | 49 |
| Looking Ahead: Strengthening Community School Health Partnerships                  | 53 |
| Greater Los Angeles Transformation Zone                                            | 55 |
| Baseline Findings from Transformation Zone Interviews                              | 55 |
| <b>Conclusion</b>                                                                  | 58 |
| <b>Appendix A. Description of Greater Los Angeles R-TAC Learning Opportunities</b> | 62 |
| <b>Appendix B. Breakdown of Community School Roles</b>                             | 63 |
| <b>Appendix C. Educational Indicator Tables</b>                                    | 64 |





## Executive Summary

In its third year, the Greater Los Angeles Regional Transformation Assistance Center (R-TAC) continued to support schools and local educational agencies (LEAs) in implementing the California Community Schools Partnership Program (CCSPP). The work focused on capacity building, shared leadership, family engagement and advancing equity-centered practices that strengthen the community schools model across the region. This report summarizes key findings from multiple data sources, including R-TAC implementation activities, landscape analyses, key informant interviews, educational indicators and the 2025 Annual Progress Report (APR), highlighting progress, lessons learned and opportunities for continued growth.

We lift these findings to demonstrate the tangible impact of the R-TAC's technical assistance. Specifically, how coaching, technical assistance and subregional collaboration are helping schools move from visioning to transforming. These points are critical because they illustrate how investments in coordinated capacity building, family partnerships and equity-driven practices are transforming school systems from within. By highlighting these outcomes, this report underscores the R-TAC's pivotal role in accelerating community schools implementation, deepening local partnerships and building sustainable structures that advance educational equity and student success across Los Angeles County.

### Description of CCSPP Grantees and Year 3 Highlights

The Greater Los Angeles R-TAC supported a diverse cohort of CCSPP grantees in Year 3, encompassing both LEAs and individual school sites across Los Angeles County. These grantees reflect a range of school types all united by a commitment to advancing the Four Cornerstone Commitments of the CCSPP framework: assets-driven and strengths-based practices, racially just and restorative school climates, culturally proficient and relevant instruction and shared decision-making and participatory practices.

Throughout Year 3, the R-TAC focused on building grantees' capacity through intentional learning opportunities designed to strengthen implementation fidelity, promote equity and deepen understanding of the community schools model. This included a rich portfolio of professional learning sessions, webinars and facilitated convenings that brought together educators, district leaders and community partners. These sessions served as a collaborative space for reflection, peer learning and shared problem-solving, helping schools translate the

framework's guiding principles into actionable practices. In addition to large-scale learning events, the R-TAC offered targeted technical assistance and coaching to support site-specific implementation needs. Over the course of the year, more than 1,300 individuals (duplicate count) engaged in one-on-one or group supports, reflecting a strong and consistent demand for guidance around continuous improvement and systems alignment. By blending statewide priorities with local context, the R-TAC's Year 3 efforts not only strengthened individual school capacity but also cultivated a Countywide learning community committed to sustainable, equity-centered transformation.

## Family Engagement

As one of the Four Pillars of the CCSPP framework, family engagement is essential to successful implementation because it ensures that families are active partners in shaping school priorities, decision-making and student supports. Family and caregiver engagement was the most frequently identified goal in the spring 2025 APR, named by 61% of schools, with 6% specifically focusing on expanding parent workshops. Of the schools that identified strategies for engaging with family members, the most common strategies were surveys (90%), school events (79%) and school council meetings (76%). Additional approaches included focus groups, one-on-one interviews and visioning exercises. Beyond these, schools highlighted diverse practices such as newsletters, workshops, community events and advisory councils.

Whole Child and Family Supports (WCFS) data further illustrate the breadth of engagement, as captured in the comprehensive [Whole Child and Family Supports Inventory](#), which catalogs programs, services and engagement strategies for children and families. An estimated 126,819 families were reached through multiple communication and involvement strategies, with thousands more participating in leadership development





(n=13,984), nutrition supports (n=12,379), health services (n=11,958) and shared decision-making bodies (n=10,772). These findings underscore a comprehensive, multifaceted approach to family engagement, while also pointing to the need for schools to diversify their methods beyond surveys and traditional events to reach more families more meaningfully.

## Capacity Building Progress

The State Transformational Assistance Center (S-TAC) rubric continues to guide schools in assessing their growth across the five CCSP *Capacity-Building Strategies*, measured in three phases: Visioning, Engaging and Transforming. Cohort 1 schools, which began in 2022-23, show significant movement into the Engaging and Transforming phases, particularly in areas such as shared commitments and strategic community partnerships. Cohort 2 schools, which started a year later in 2023-24, also demonstrate strong progress, with the majority advancing from the Visioning to Engaging phase. Cohort 3 baseline data reveal that most schools are in the Visioning phase, with a smaller share already in the Engaging phase, which reflects early momentum at the start of their journey. Together, the cohorts illustrate the developmental arc of community schools implementation, showing promising signs of growth across all stages.

## Landscape Analyses

Findings from a Health and Wellness landscape analysis provided deeper insight into regional needs and priorities. Community schools are strengthening partnerships with community-based organizations, public agencies and local leaders to deliver critical services such as mental health, nutrition and health screenings. These partnerships address immediate needs while laying the groundwork for long-term equity and resilience.



## Transformation Zones

The transformation zone initiative demonstrated the value of concentrated regional support to accelerate implementation. By creating spaces for peer learning, experimentation and collaboration, transformation zones serve as proof points for scaling the community schools model. Interviews conducted with schools within the zones also provided critical insights into how schools are addressing chronic absenteeism through coordinated strategies, family engagement and integrated supports. This work illustrates how transformation zones can respond to urgent challenges while strengthening systems of support for long-term success.

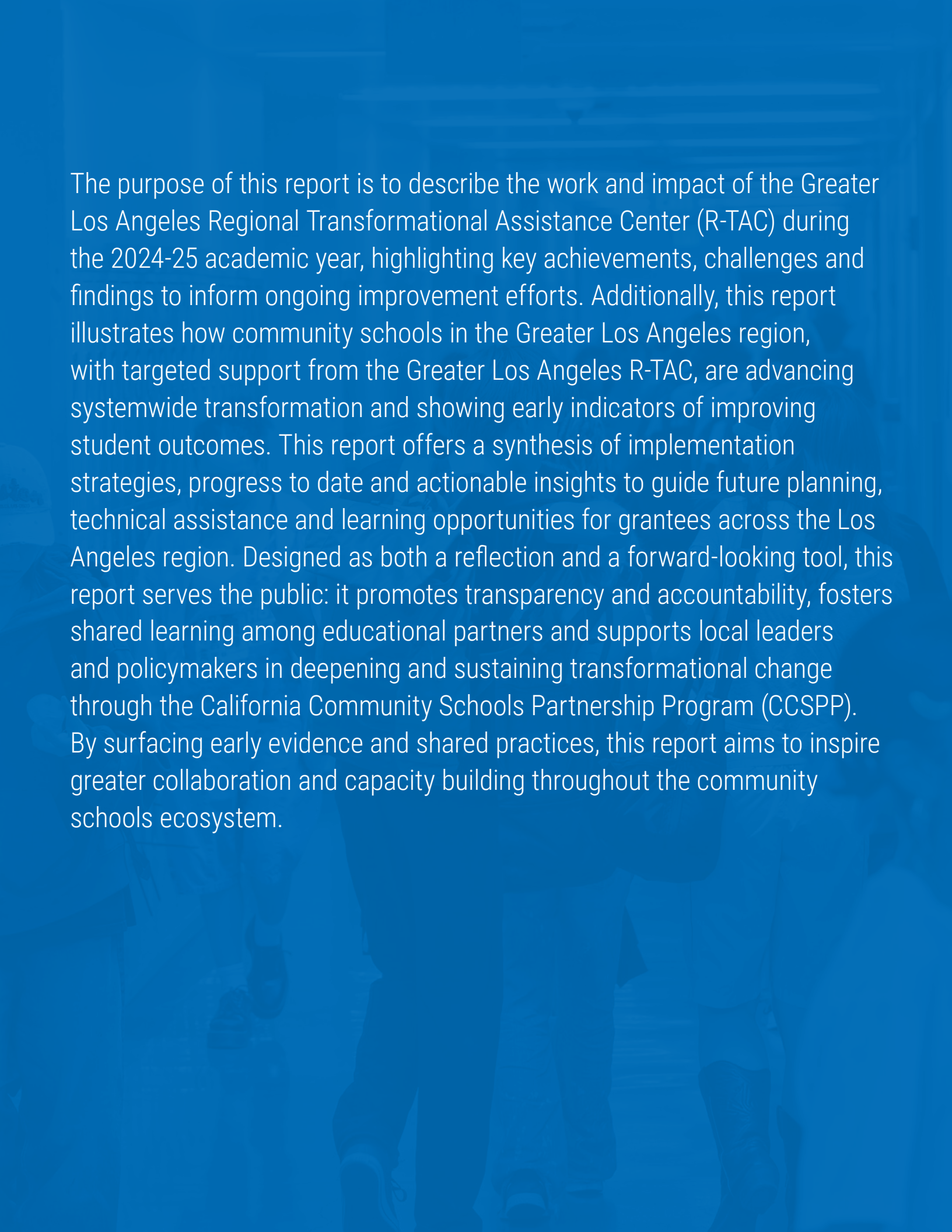
## Sustaining the Work

Year 3 results affirm the impact and potential of the CCSPP across Greater Los Angeles. Schools are deepening their capacity, expanding family partnerships and building sustainable systems that integrate whole-child supports. At the same time, opportunities remain to diversify engagement methods, strengthen racially just and restorative practices and scale effective models emerging from transformation zones. The progress of Cohort 1 into the Transforming phase demonstrates what is possible when collaboration and continuous improvement are prioritized, while Cohorts 2 and 3 show encouraging signs of early momentum. Sustaining this progress will require continued investment in professional development, data-driven reflection and structures for shared decision-making.

## Conclusion

The Year 3 findings demonstrate the power of the community schools model to advance equity, foster authentic partnerships and create inclusive environments where all students can thrive. By centering family voice, addressing whole-child needs and embedding racially just and restorative practices, the CCSPP and its partners are laying the foundation for transformative change that extends beyond individual campuses to entire communities.





The purpose of this report is to describe the work and impact of the Greater Los Angeles Regional Transformational Assistance Center (R-TAC) during the 2024-25 academic year, highlighting key achievements, challenges and findings to inform ongoing improvement efforts. Additionally, this report illustrates how community schools in the Greater Los Angeles region, with targeted support from the Greater Los Angeles R-TAC, are advancing systemwide transformation and showing early indicators of improving student outcomes. This report offers a synthesis of implementation strategies, progress to date and actionable insights to guide future planning, technical assistance and learning opportunities for grantees across the Los Angeles region. Designed as both a reflection and a forward-looking tool, this report serves the public: it promotes transparency and accountability, fosters shared learning among educational partners and supports local leaders and policymakers in deepening and sustaining transformational change through the California Community Schools Partnership Program (CCSPP). By surfacing early evidence and shared practices, this report aims to inspire greater collaboration and capacity building throughout the community schools ecosystem.



# Using Evidence to Understand CCSP Implementation

Transformation within school systems refers to a deep, systemic shift in how schools operate, engage and serve communities, grounded in equity, shared leadership and whole-child development. It involves rethinking the structures, relationships and practices that shape educational experiences, ensuring that schools become inclusive, responsive hubs of opportunity, wellness and empowerment for students, families and communities.

Transformation within school systems, as envisioned by the [California Community Schools Framework](#), is grounded in several interrelated elements that together drive deep, systemic change. At its core is a commitment to equity-centered systems change, which means removing structural barriers and aligning resources and supports based on community-identified needs. This transformation is powered by collaborative leadership and shared power, where families, educators, students and community partners co-create decisions and build trust through authentic engagement. To cultivate student thriving, schools integrate a comprehensive array of supports, including mental health

services, social-emotional learning and academic interventions, as essential foundations for addressing whole-child needs and fostering educational success. Students benefit from expanded and enriched learning opportunities that are culturally affirming, relevant and rooted in real-world application. At the same time, strong community-school partnerships position schools as neighborhood hubs, drawing on the assets of local organizations, health providers and civic groups. These shifts collectively foster a racially just and inclusive school climate, where belonging, safety, student voice and restorative practices are central to the learning experience. Together, these elements redefine schooling





as a joyful, empowering, responsive and interconnected space for students, families and communities. To demonstrate this impact, this report draws on a comprehensive set of data sources that reflect both implementation and emerging outcomes:

- **Community School Coordinator Impact:** Examples and case studies highlighting the critical role of Community School Coordinators (CSC) in facilitating cross-sector collaboration, convening site-based teams, building family partnerships and aligning services with local needs.
- **Widespread Educational Outcome Indicators:** Key academic and behavioral metrics, including chronic absenteeism, suspension rates, dropout rates and graduation rates, used to assess shifts in student experience and equity over time.
- **Annual Progress Report (APR) Findings:** Highlights from grantee APRs submitted during the 2024-25 school year, offering insight into implementation benchmarks, milestones and localized innovations.
- **Family Engagement Strategies:** Examples of promising family engagement practice efforts that build trust, increase participation and reflect community responsiveness.
- **Preliminary Landscape Analysis:** Findings from a Countywide landscape analyses focused on health and wellness services to identify current service gaps and opportunities for deeper alignment across systems.
- **Transformation Zones Implementation:** A focused look at one site located in one of three designated Transformation Zones in the County, where targeted technical assistance, resource alignment and shared learning have been concentrated to accelerate impact and model scalable practices. This review of baseline data will help highlight targeted efforts related to attendance and understanding of attendance strategies at the school site level, as well as school climate and family engagement as factors related to attendance.

These sources offer a nuanced and holistic picture of how community schools are evolving across Los Angeles County and how the Greater Los Angeles R-TAC's support contributes to measurable progress in advancing the whole-child, whole-community approach outlined in the CCSPF framework.

# Overview of the Greater Los Angeles R-TAC Partners: LACOE, UCLA, TLAT

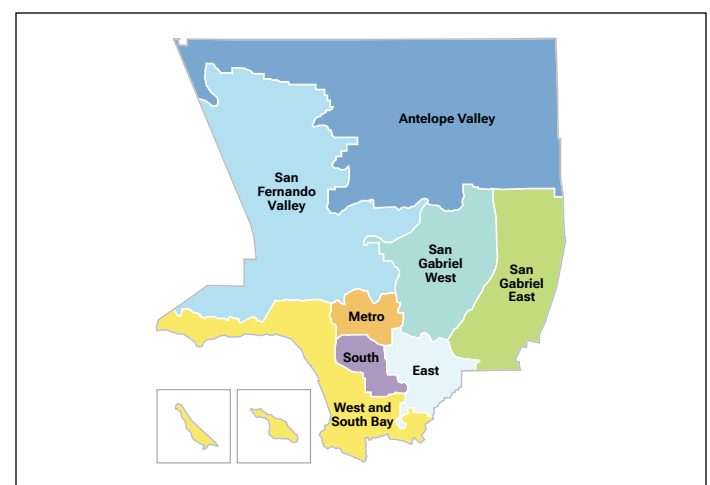
In 2022, the Los Angeles County Office of Education (LACOE) and its partners, The Los Angeles Trust for Children's Health (The L.A. Trust) and the UCLA Center for the Transformation of Schools (UCLA CTS), were awarded R-TAC funding from the California Department of Education to serve the Greater Los 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 Initiative team oversees the work coordinated by all R-TAC team members. As the lead 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 local and state agencies invested in the project. R-TAC Coordinators provide individualized and group support within eight designated subregions across Los Angeles to ensure a Multi-Tiered System of Support (MTSS) Model is effectively implemented in support of all grantees. The R-TAC Coordinators also develop and facilitate various learning spaces to support grantees in implementing the CCSPP framework. Additionally, the team provides targeted support to address specific concerns and challenges 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 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 County school districts to implement the Community Schools

model in selected high schools. Starting in 2021, this work expanded to select elementary and middle schools as well as LACOE-operated schools. Currently, the LACOE Community Schools Initiative directly supports 23 schools in 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 its efforts to CCSPP grantees throughout the region, as well as leverage previous experiences, knowledge and resources to support Los Angeles County Local Educational Agencies (LEAs) and school sites in implementing the community schools model.



## 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, students experiencing homelessness, students in the foster care system, school finance and ensuring practices, as well as 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 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 CCSP 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.





## Description of CCSPP Grantees

As of July 1, 2023, Los Angeles County remains the most populous county in the United States, with an estimated population of 9,663,345. This reflects the continued, although slowing, population decline in recent years, where in 2020 it was reported that Los Angeles County had a population of over 10 million residents.<sup>1</sup> The County spans 4,084 square miles and is one of the most linguistically diverse regions in the nation. According to the U.S. Census Bureau's 2019-2023 estimates, 56.2% of residents ages 5 and older speak a language other than English at home.<sup>2</sup> The median household income in Los Angeles County, based on the 2019-2023 data, is \$87,760. Approximately 13.9% of residents live below the poverty line, which is higher than the national average of 11.5% during the same period.

The Greater Los Angeles region is served by nearly 2,000 school sites in 80 public school districts. In the 2024-25 academic year, Los Angeles County's public schools enrolled approximately 1.3 million students from kindergarten through 12th grade. This accounts for about 22% of California's total public school enrollment of 5.8 million students.<sup>3</sup> Additionally, charter schools constitute a significant portion of the county's educational landscape, with 367 charter school sites operating throughout Los Angeles County (17%).



Beginning in July 2024, the CCSPP expanded to include Cohort 3 implementation sites. With this expansion, the region supported 489 grantees in total (see Figure 1). Approximately 24 LEAs remained in the final year of their planning grants, while Cohort 1 concluded its two-year development phase and formally sunset. Across

<sup>1</sup> U.S. Census Bureau. (2024, March 14). *More counties experienced population gains in 2023*. U.S. Department of Commerce. <https://www.census.gov/newsroom/press-releases/2024/population-estimates-more-counties-population-gains-2023.html>

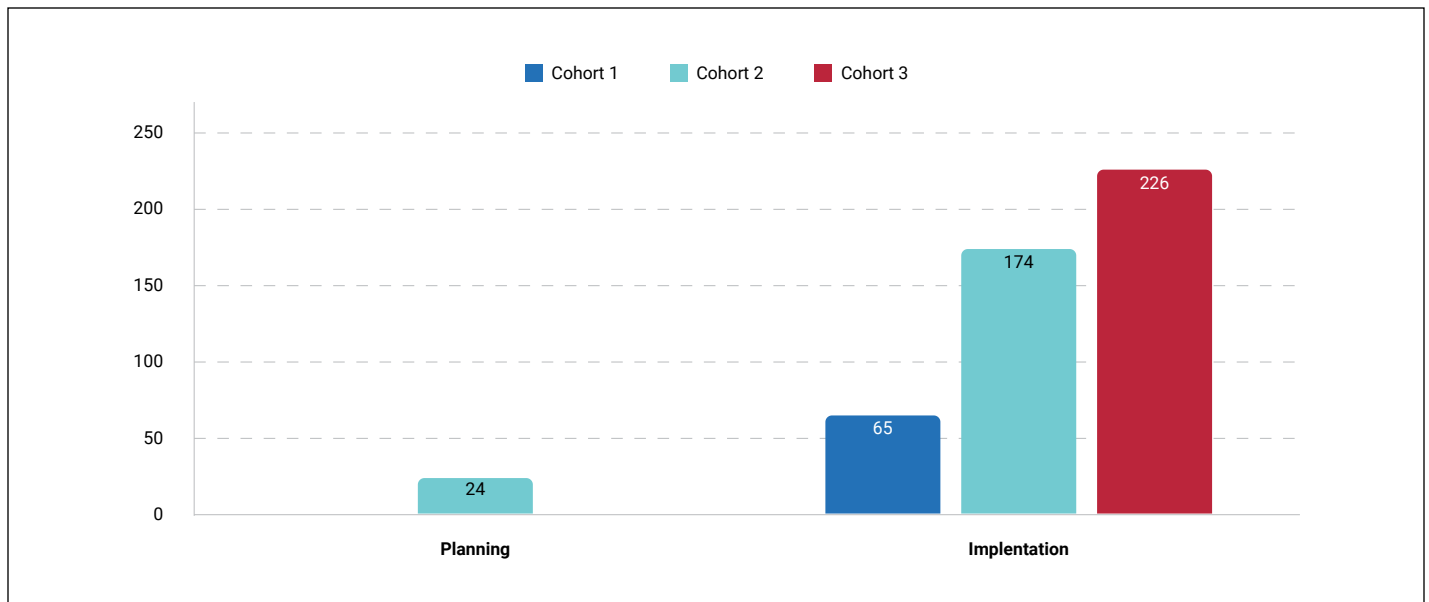
<sup>2</sup> U.S. Census Bureau. (2024). *QuickFacts: Los Angeles County, California*. U.S. Department of Commerce. <https://www.census.gov/quickfacts/fact/table/losangelescountycalifornia>

<sup>3</sup> California Department of Education. (2024). *Fingertip facts on education in California – CalEdFacts*. <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>

<sup>4</sup> One Orange County charter school applied as a consortium with Los Angeles County schools, with this number the total number of grantees for Cohorts 1-3 would be 466.

implementation Cohorts 1 through 3, Los Angeles accounted for approximately 23% of all implementation grantees statewide, 465 out of 2,024, underscoring the region's significant role in advancing Community Schools throughout California.<sup>4</sup>

Across all cohorts, most CCSPP grantee implementation sites were elementary schools (54%), followed by middle schools (16%) and high schools (18%). Smaller proportions include K-12 schools (4%), continuation high schools (3%) and various specialized settings, such as alternative, special education and court schools, illustrating the broad reach of community school implementation across diverse educational contexts. Charter schools made up nearly one-third of all CCSPP implementation grantees in Los Angeles County (33%, n=160). Across these sites, a total of 259,031 students were enrolled in 2024-25, an increase of 54,858 from the previous year, with 83.1% identified as socioeconomically disadvantaged and 22.9% as English learners. The vast majority of CCSPP schools had an Unduplicated Pupil Count (UPC) of 80% or more, with the remaining schools ranging between 50-79%. Additionally, the student population was predominantly Hispanic (78.9%), followed by African American (9.3%), White (5%) and Asian/Filipino/Pacific Islander (4.4%). This information underscores the program's focus on high-need communities and the importance of culturally responsive, equity-centered community school strategies.



**Figure 1.** Los Angeles County CCSPP grantee and cohort breakdown\*

\* These numbers reflect the current number of CCSPP grantees for the 2024-25 school year due to school closures and reallocation of funds.

Planning and implementation grantees continue to reflect the diverse communities across Los Angeles County (see Table 1).<sup>5</sup> The Greater Los Angeles R-TAC continues to support grantees by approximately aligning with Service Planning Area (SPA) boundaries to match 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, the Los Angeles Unified School District (LAUSD), which individually represents 60 of the implementation grantees in Los Angeles County, was assigned designated support.

|                                  | LEA Planning 2 |             | School Site Implementation 1 |             | School Site Implementation 2 |             | School Site Implementation 3 |             | Total      |             |
|----------------------------------|----------------|-------------|------------------------------|-------------|------------------------------|-------------|------------------------------|-------------|------------|-------------|
|                                  | n              | %           | n                            | %           | n                            | %           | n                            | %           | n          | %           |
| <b>Antelope Valley</b>           | 0              | 0%          | 1                            | 2%          | 22                           | 13%         | 34                           | 15%         | 57         | 12%         |
| <b>San Fernando Valley</b>       | 4              | 17%         | 0                            | 0%          | 14                           | 8%          | 9                            | 4%          | 27         | 6%          |
| <b>San Gabriel Valley (East)</b> | 0              | 0%          | 9                            | 14%         | 28                           | 16%         | 19                           | 8%          | 56         | 11%         |
| <b>San Gabriel Valley (West)</b> | 0              | 0%          | 9                            | 14%         | 12                           | 7%          | 32                           | 14%         | 53         | 11%         |
| <b>Metro</b>                     | 7              | 29%         | 0                            | 0%          | 5                            | 3%          | 30                           | 13%         | 42         | 9%          |
| <b>South</b>                     | 3              | 13%         | 7                            | 11%         | 31                           | 18%         | 27                           | 12%         | 68         | 14%         |
| <b>East</b>                      | 2              | 8%          | 5                            | 8%          | 18                           | 10%         | 47                           | 21%         | 72         | 15%         |
| <b>West and South Bay</b>        | 8              | 33%         | 3                            | 5%          | 21                           | 12%         | 21                           | 9%          | 53         | 11%         |
| <b>LAUSD</b>                     | 0              | 0%          | 31                           | 48%         | 23                           | 13%         | 7                            | 3%          | 61         | 12%         |
| <b>Total</b>                     | <b>24</b>      | <b>100%</b> | <b>65</b>                    | <b>100%</b> | <b>174</b>                   | <b>100%</b> | <b>226</b>                   | <b>100%</b> | <b>489</b> | <b>100%</b> |

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

<sup>5</sup>Planning grantees are reported at the Local Educational Agency (LEA) level (n=24), while implementation grantees are reported at the school site level (n=464).



## Year 3 Highlights and Support Activities

Throughout the 2024-25 academic year, the Greater Los Angeles R-TAC provided a range of technical assistance and support services to strengthen grantees' understanding and implementation of the CCSPP framework (see Appendix A for description). These offerings were designed to meet the needs of a diverse set of interest holders actively engaged in community school transformation. Target audiences included Community School Site-Based Coordinators, district- and school-site-level administrators and other key implementers of the CCSPP framework. Learning opportunities focused on building capacity around the CCSPP's Four Cornerstone Commitments, fostering collaborative leadership and advancing racially just, student-centered practices across school communities. The following is a list of those learning opportunities:

- Individual or Group Support Sessions
- Countywide Professional Development (PD)
- Subregional Communities of Transformational Practice (CoTP)
- Community School Learning Site Visits
- Technical Assistance Sessions
- Webinar Learning Series
- Wellness Center Site Visits

### Collaborative R-TAC Services and Supports

**Frequency of Learning Opportunities.** The Greater Los Angeles R-TAC hosted a total number of 77 group learning opportunities and technical assistance sessions with grantees during 2024-25 (see Table 2). The most frequently offered session was the Subregional CoTPs, which accounted for 49 of the total sessions. These sessions were held seven times throughout the year, underscoring their central role in fostering peer learning and localized implementation support. Other key

“

[The] reminder of 'brave' space vs 'safe' space served as empowerment [for] me to speak up more for community schools at my school site.

**CoTP Participant, South Subregion**

“

The community cultural wealth topic allowed me to rethink the support we provide for students and the root causes of some of their needs.

CoTP Participant, East Subregion

activities included six Technical Assistance sessions, five Countywide PD sessions, six Webinar Learning Series events and nine Community School Learning Site Visits. Additionally, two Wellness Center Site Visits were conducted to deepen understanding of health and wellness implementation on school campuses. April was the most active month, with 15 total sessions spanning five categories. This peak likely reflects a strategic moment in the year to reinforce implementation efforts, support reflective practice and build momentum for the final stretch of the academic year. Overall, this demonstrates a

comprehensive and intentional approach to learning, with an emphasis on ongoing collaboration, capacity building and real-time support tailored to the needs of grantees.

|                                                    | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|----------------------------------------------------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Countywide PDs (Virtual)                           |     | 1   |      | 1   |     | 1   |     |     | 1   | 1   |     |     | 5     |
| Subregional CoTPs (In-Person)                      |     |     | 1    | 8   | 8   |     |     | 8   | 8   | 8   | 8   |     | 49    |
| Community Schools Learning Site Visits (In-Person) |     |     |      |     |     |     | 1   |     | 4   | 4   |     |     | 9     |
| Technical Assistance Sessions (Virtual)            |     |     |      |     | 1   | 1   | 1   |     | 1   | 1   | 1   |     | 6     |
| Webinar Learning Series (Virtual)                  |     |     | 1    | 1   | 1   |     | 1   | 1   |     |     | 1   |     | 6     |
| Wellness Site Visits (In-Person)                   |     |     |      |     |     |     | 1   |     |     | 1   |     |     | 2     |
| Total                                              | 0   | 1   | 2    | 10  | 10  | 2   | 4   | 9   | 14  | 15  | 10  | 0   | 77    |

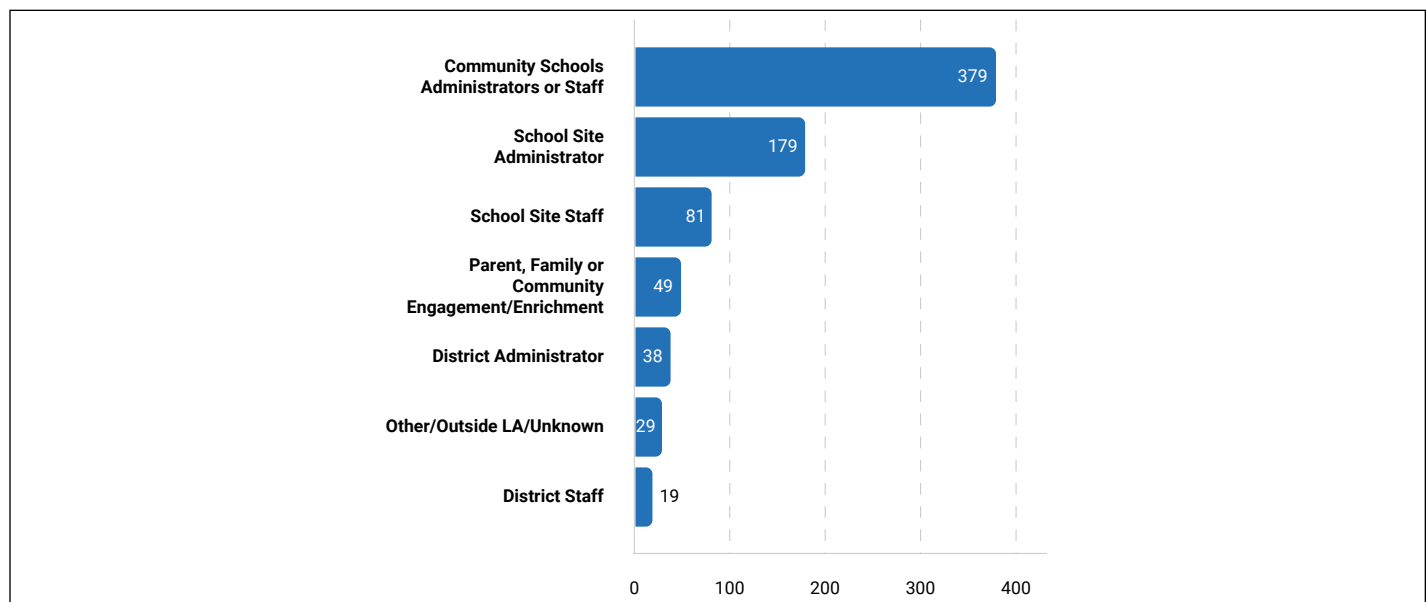
Table 2. Greater Los Angeles R-TAC learning opportunities by month (2024-25)

**Attendance During Learning Opportunities.** The 2024-25 participant attendance data shows that the Greater Los Angeles R-TAC engaged 3,548 duplicate individuals, representing 774 unique individuals (see Table 3). This high level of engagement reflects strong interest in advancing community schools implementation. Subregional CoTPs accounted for the largest share, with 1,775 duplicated participants. Countywide PD sessions drew 949 participants across five events, averaging 190 attendees per session, while the Webinar Learning Series attracted 340 participants. Participants also engaged in Technical Assistance Sessions (n=339), Community School Learning Site Visits (n=110) and Wellness Center Site Visits (n=35) to engage in more targeted, site specific learning experiences. The data illustrates a balanced technical assistance strategy, while combining broad-reaching professional development with deeper, localized support to meet the diverse needs of CCSPP grantees throughout the region.

|                                                     | Total        |
|-----------------------------------------------------|--------------|
| Countywide PDs (duplicated)                         | 949          |
| Subregional CoTPs (duplicated)                      | 1,775        |
| Community Schools Learning Site Visits (duplicated) | 110          |
| Technical Assistance Sessions (duplicated)          | 339          |
| Webinar Learning Series (duplicated)                | 340          |
| Wellness Site Visits (duplicated)                   | 35           |
| <b>Total (duplicated)</b>                           | <b>3,548</b> |

**Table 3.** Participant attendance during Greater Los Angeles R-TAC activities (2024-25)

Among the 774 unique individuals who attended one of our learning opportunities, nearly half (49%, n=379) were community school-affiliated administrators or staff at districts or school sites, followed by school site administrators (23%, n=179) and school site staff (10%, n=81; see Figure 2, see Appendix B for examples of roles). Additionally, 64% (n=497) of participants were from non-charter schools, while 36% (n=277) represented charter schools, reflecting the inclusive reach of Greater Los Angeles R-TAC support across both traditional public and charter education sectors. This diverse participation base reinforces the relevance and accessibility of the Greater Los Angeles R-TAC's learning opportunities and affirms its role in supporting a wide range of individuals driving community schools transformation.



**Figure 2.** Participant role at their LEA or school site (2024-25)

**Feedback From Learning Opportunities.** After each learning opportunity, participants reflect on their experiences and provide recommendations for future improvements. Participant feedback (n=2,084) indicated strengthened preparedness to implement the CCSPP framework and confidence in applying the CCSPP's Four Cornerstone Commitments, particularly assets-driven and strength-based practices (50%) and shared decision-making (46%). Participants also deepened their understanding of the CCSPP's Capacity-Building Strategies, especially in the areas of shared commitment, understanding and priorities (69%) and collaborative leadership (47%). Importantly, data showed a clear correlation between the topics covered in sessions and participants' reported increases in confidence or understanding of the CCSPP, suggesting that targeted professional learning directly strengthened participants' ability to implement the CCSPP framework in their own contexts.

**Support Provided to CCSPP Grantees.** Direct support activities refer to the resources, assistance and guidance provided by the Greater Los Angeles R-TAC to LEAs and school sites to strengthen CCSPP implementation and improve educational outcomes. Service types, frequency and structure are tracked monthly to assess engagement, refine processes and highlight successes in technical assistance, capacity building and crisis support. Between July 2024 and June 2025, the Greater Los Angeles R-TAC facilitated a total of 630 direct support activities engaging 1,393 duplicate individuals across various technical assistance formats (see Figure 3)<sup>6</sup>. The highest

“

Engaging in conversations with fellow Community School colleagues in the field and learning about their projects helps me identify important strategies that can drive our schools and district towards an improved educational system.

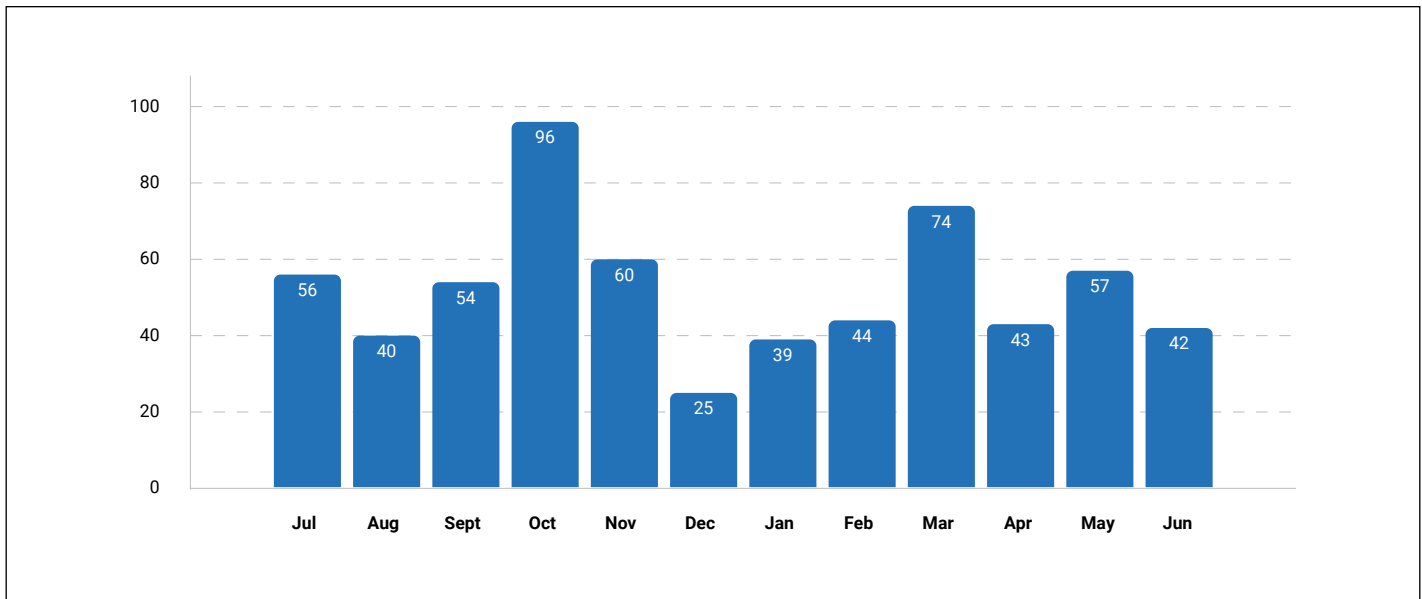
**Countywide Professional Development  
Participant, San Gabriel Valley (East)  
Subregion**

volume of support was provided in October 2025, with 96 activities, followed by March (n=74), November (n=60), May (n=57), and July (n=56), indicating peak months of engagement during the academic year. These sessions are designed to help CCSPP grantees strengthen implementation practices by addressing site-specific and systemic needs, such as strategic planning, data use, partnership development, addressing grant requirements and family engagement strategies. Through individualized and group-based formats, the Greater Los Angeles R-TAC provided responsive guidance, practical tools and collaborative learning opportunities that build capacity and sustain community school implementation.

Of the 630 sessions facilitated, 447 were one-on-one and 181 were group sessions, reflecting a varied

<sup>6</sup>Direct support activities include individual and group sessions. Individual sessions refer to one-on-one technical assistance provided to one individual from a school site or district to address site-specific needs. Group sessions refer to technical assistance provided to multiple participants, from a school site or district, simultaneously designed to support shared learning, networking and cross-site capacity building.





**Figure 3.** Frequency of direct support activities with CCSPP grantees

approach that included individualized support to address site-specific needs and group-based opportunities to foster collaboration and shared capacity-building across grantees. Regardless of whether support was provided individually or in a group setting, most sessions were conducted virtually (86% of individual sessions,  $n=386$ , and 65% of group sessions,  $n=120$ ). This allowed for broad and flexible engagement with grantees across the County. Additionally, the most leveraged methods of support included email (60% of individual sessions,  $n=266$ , and 44% of group sessions,  $n=80$ ) and consultations (25% of individual sessions,  $n=110$ , and 26% of group sessions,  $n=47$ ), regardless of meeting format. Similarly, the most frequently addressed topics in both one-on-one and group sessions were largely consistent, including question-and-answer sessions, information sharing and updates, providing resources and planning future collaborations or partnerships. The only notable difference between the two session structures was the fifth-most-common topic. In one-on-one sessions, this was the Annual Progress Report (APR) Support (14%,  $n=62$ ), reflecting a focus on compliance and site-specific implementation; in group sessions, it was Networking (16%,  $n=29$ ), highlighting the value of peer learning and relationship-building across sites. This overlap in content, with a slight variation in focus, illustrates how the Greater Los Angeles R-TAC used both individualized and group-based formats to deliver responsive, relevant and aligned support to CCSPP grantees across the region.

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

**Community Schools Hotline and Email:** The Community Schools central email address was developed and widely shared with 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 through Friday, 8 a.m. to 5 p.m.) and serves as a primary contact point for grantees seeking guidance on implementing the CCSPP grant.

**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.

**R-TAC Office Hours:** To provide flexible, responsive support to grantees, the Greater Los Angeles R-TAC offered two virtual office hour series throughout the 2024–25 academic year: Coordinator Office Hours and Data and Evaluation Office Hours. Coordinator Office Hours were hosted on a rotating basis by R-TAC Coordinators, creating an open and accessible space for grantees to drop in via Zoom for individualized guidance on implementing the Community Schools framework and meeting program deliverables. Complementing this, the Data and Evaluation Office Hours, offered targeted support around managing and analyzing data. These sessions provided updates on evaluation methods, as well as breakout discussions on specific topics such as data dashboards, APR submissions and focus group protocol design.

## Services Provided by The L.A. Trust Trainings

In fall 2024, The L.A. Trust began providing training sessions to grantees. These trainings were designed to strengthen health awareness and support sustainable, community-driven practices at community school sites. Through a sequence of learning opportunities, these trainings equipped grantees and partners with the tools and shared language to build knowledge over time, enhance school-based implementation and promote long-term health-focused education across school communities. A total of 11 training sessions were facilitated, focusing on topics such as peer-to-peer programs, oral health and SBIRT (Screening, Brief Intervention and Referral to Treatment). Trainings featured both comprehensive presentations and 30-minute lightning sessions, the latter highlighting key content such as SBIRT and The L.A. Trust’s peer-to-peer program. A total of 138 grantees attended the training and lightning sessions, along with 25 parents who participated in an oral health education training. Additionally, one oral health education session was provided for 365 elementary school students (see Table 4).

|                      | Total Trainings | Grantee Participants |
|----------------------|-----------------|----------------------|
| Peer-to-Peer Program | 3               | 33                   |
| Oral Health          | 4               | 46                   |
| SBIRT                | 1               | 23                   |
| Lightning Sessions   | 3               | 36                   |
| <b>Total</b>         | <b>11</b>       | <b>138</b>           |

**Table 4.** Trainings conducted during 2024-25

**Feedback from Learning Opportunities.** Grantees who attended trainings completed evaluations to share feedback and recommendations. Of the 138 grantees who attended, 20% (n=27) completed training evaluations. Overall, most respondents indicated that the training improved their comprehension of the CCSPP's *Capacity-Building Strategies*, including shared commitment, understanding and priorities (41%), collaborative leadership (33%), strategic community partnerships (15%) and centering community-based learning (11%)(see Table 5).

|                                                 | n  | %   |
|-------------------------------------------------|----|-----|
| Shared Commitment, Understanding and Priorities | 11 | 41% |
| Collaborative Leadership                        | 9  | 33% |
| Strategic Community Partnerships                | 4  | 15% |
| Centering Community-Based Learning              | 3  | 11% |

**Table 5.** Trainings improved the understanding of the CCSPP's Capacity-Building Strategies

Grantees also felt an increased confidence in implementing the CCSPP's *Four Cornerstone Commitments*, including shared decision-making and participatory practices (82%) and assets-driven and strength-based practices (78%, see table 6). Roughly one-third of all respondents indicated confidence in racially just and restorative school climates (37%) and culturally proficient and relevant instruction (30%).

|                                                          | n  | %   |
|----------------------------------------------------------|----|-----|
| Shared Decision Making and Participatory Practices       | 22 | 82% |
| Assets-Driven and Strength-Based Practices               | 21 | 78% |
| Racially Just and Restorative School Climates            | 10 | 37% |
| Powerful, Culturally Proficient and Relevant Instruction | 8  | 30% |

**Table 6.** Trainings increased confidence regarding the CCSPP's Four Cornerstone Commitments

**Future Considerations.** Overall, respondents felt the trainings were informative, while some provided suggestions to increase impact. Most respondents requested additional examples and visual materials, as well as real-world implementation models to make concepts tangible and transferable to school settings. Responses also called for additional training, particularly on peer-to-peer programs and collaborative leadership, as well as clearer guidelines on student roles and boundaries.

## Wellness Center Tours

In collaboration with LACOE, The L.A. Trust also co-organized two Wellness Center (WC) Tours, giving grantees the opportunity to visit school-based WCs and engage directly with leaders and stakeholders who established and currently operate them. The purpose of the tours was to deepen grantees' understanding of school-based health care delivery models, cultivate cross-sector relationships and encourage possibility thinking through firsthand observation of infrastructure, collaboration and impact. A total of 35 grantees attended the tours, which included an introduction to the on-site WC, a panel discussion with school, clinic and community partners, a guided tour of the WC, a networking activity with interest holders and a whole-group Q-and-A session.

**Feedback From Learning Opportunities.** Following the tours, attendees completed an evaluation to provide feedback on their experience, the tour's effectiveness and areas of further learning and improvement. Of the 35 attendees, 23 completed the survey (66% response rate). Similar to other learning opportunities, the tours strengthened understanding of the CCSPP's Capacity-Building Strategies. Notably, 91% (n=21) of respondents indicated improved understanding of strategic community partnerships, followed by 78% (n=18) for shared understanding, commitment and priorities, as well as 74% (n=17) for centering community-based learning (see table 7).

“

Grateful for the intentionality and expansive resources. I really enjoyed [the] opportunities to plan and discuss ideas. Excellent training!

**Peer-to-Peer Program Training  
Participant, West and South Bay  
Subregion**





|                                                        | n  | %   |
|--------------------------------------------------------|----|-----|
| <b>Strategic Community Partnerships</b>                | 21 | 91% |
| <b>Shared Understanding, Commitment and Priorities</b> | 18 | 78% |
| <b>Centering Community-Based Learning</b>              | 17 | 74% |
| <b>Collaborative Leadership</b>                        | 15 | 65% |
| <b>Sustaining Staff and Resources</b>                  | 14 | 61% |

**Table 7.** Wellness center tours improved understanding of Capacity-Building Strategies

“

It was really inspiring to see all of the various organizations working together to provide wraparound services to the community.

**Wellness Center Tour Participant,  
San Fernando Valley Subregion**



### Helpful Aspects or Topics of Wellness Center

**Tours.** Survey respondents highlighted the value of witnessing strong community partnerships in action and seeing how schools, health providers and community organizations collaborate to support students and families. Attendees especially appreciated the diverse perspectives shared during the panel, the targeted conversations in small-group networking sessions and the chance to hear directly from students about the impact of integrating services. Overall, the tours' structure, from panels to networking, was praised as both inspiring and effective in demonstrating how school-based health centers are developed and sustained through partnerships.

**Future Considerations.** Survey respondents expressed a strong interest in practical guidance for establishing and sustaining school-based health services, particularly around securing funding, developing Memorandums of Understanding (MOUs) and building partnerships with donors and health care providers within the context of charter schools or schools with limited space. Respondents also wanted examples of planning timelines and methods for leveraging relevant data when establishing a WC,

as well as examples of successful strategies for fostering collaboration between school staff and partner organizations. While most participants praised the tours as well-organized, engaging and inspiring, suggestions for improvement included featuring more local service providers, offering guidance tailored to charter schools and repeating the tours so more schools can benefit.

## Services Provided by UCLA CTS

As part of the Greater Los Angeles R-TAC, UCLA CTS has played a dual role in providing technical assistance and research expertise to support grantees and strengthen the implementation of the CCSPP.

### Technical Assistance and Strategy Development

UCLA CTS has supported grantees in data analysis and in identifying evidence-based strategies and frameworks to complement their CCSPP implementation efforts. This included helping grantees interpret data to inform decision-making and align with the CCSPP's *Four Cornerstone Commitments*.

### Research Oversight and Guidance

Serving as the research partner for the Greater Los Angeles R-TAC, UCLA CTS has provided guidance and oversight of research methods, tools and analysis to ensure rigor and coherence. Key contributions this year include:

- **Launch of [Community Schools Research Library](#):** Designed and began building a repository of peer-reviewed research to support grantees and practitioners. The repository highlights real-world applications of the CCSPP framework elements and offers illustrative examples of implementing cornerstone commitments across diverse contexts.
- **Transformation Zones Development:** Conducted background research, identified national peer-reviewed models, created data collection protocols and began interviewing key staff at the first site to operationalize the Transformation Zones strategy.
- **Examination of Educational Indicator Trends:** Compiled a multi-year dataset tracking school site-level data on chronic absenteeism, suspensions, dropouts and graduation rates at CCSPP sites, along with Smarter Balanced Assessment results in English Language Arts (ELA) and math.

Through these efforts, UCLA CTS has helped establish a foundation of research-based resources and actionable strategies, strengthening the grantees' overall capacity and supporting the vision of the Greater Los Angeles R-TAC. Building upon direct services, supports and learning opportunities provided by the entire Greater Los Angeles R-TAC, the role of the Community School Coordinator (CSC) becomes critical in ensuring the CCSPP framework is effectively integrated, aligned with school priorities and responsive to the needs of students, families and staff.

## Role of the Community Schools Coordinator (CSC)

The Greater Los Angeles R-TAC works closely with CSCs to ensure the CCSPP framework is implemented with fidelity and aligned to each school's local context. Through ongoing technical assistance, coaching and professional learning, the Greater Los Angeles R-TAC supports CSCs in developing the skills and structures needed to effectively lead coordination, partnership development and continuous improvement at their sites.

Within the CCSPP, the CSC is recognized as one of the Four Proven Practices and plays a critical role in the successful implementation of the community schools model. While the responsibilities of the CSC are defined similarly across many community school initiatives, the CCSPP framework also specifically emphasizes the importance of this role. Creating and filling the CSC role as a discrete position is essential to successfully implementing the CCSPP framework. The CSC is responsible for the overall coordination of community school processes, programs, partnerships and strategies at the school site. This role anchors the integration of CCSPP's Four Pillars of Community Schools into the school's day-to-day operations. By design, the CCSPP situates the CSC as a site-based leader who ensures that local strategies are aligned with district priorities, grounded in equity and responsive to community needs.

While other established models reinforce this foundation, they also frame the role and key responsibilities of the CSC through a different lens. The Institute for Educational Leadership (IEL) frames the CSC primarily through a skills and competencies lens, underscoring the coordinator's role as a "boundary-crosser" able to bridge school and community cultures and convene diverse

stakeholders around shared goals. IEL also emphasizes the importance of personal attributes and diverse skill sets, highlighting big-picture thinking and strong facilitation skills. Similarly, while the New York City Community Schools model centers on the CSC as an essential role in integrating all aspects of the model, it also highlights the CSC's role as a program manager and strategic leader. The New York City model describes the CSC as leading data-driven needs assessments, securing funding and facilitating professional learning for staff and partners.

Together, these perspectives reinforce the CCSPP's core premise that a dedicated, full-time coordinator is essential to sustaining a comprehensive community schools approach. While the CCSPP defines the structural importance of the role within a statewide equity framework, IEL underscores the leadership skills that make it effective and New York City details the operational practices that bring it to life. This synthesis suggests that the most effective CSCs embody all three dimensions: strategic framework alignment, cross-boundary leadership and operational execution. These combined efforts are essential for transforming the community school vision into measurable outcomes for students and families.

# Lessons Learned from Community School Learning Site Visits

In the Greater Los Angeles region, CSCs are pivotal leaders in advancing equitable, whole-child approaches in schools. Their role functions in several capacities, including as connectors, facilitators and strategists of community schools. CSCs also provide resources and facilitate relationships to foster inclusive, responsive school environments. Their roles vary by school context, ultimately sharing the core commitments to collaboration, empowerment and system-building. Observations during Community School Learning Site Visits provided additional insights as to how the CSC is an integral part of implementing the CCSPP framework with authenticity and fidelity.



“

It is helpful to not only hear from LACOE but to hear the experiences of coordinators and specialists that are the boots on the ground doing the work with diverse populations at different sites.

**2024 Countywide Welcome Convening  
Attendee, South Subregion**

Community schools in Los Angeles County view their CSCs as “homegrown” leaders whose longstanding presence enables authentic partnership with staff, families and students. Their work often includes co-leading restorative practices and maintaining daily communication with the principal while also

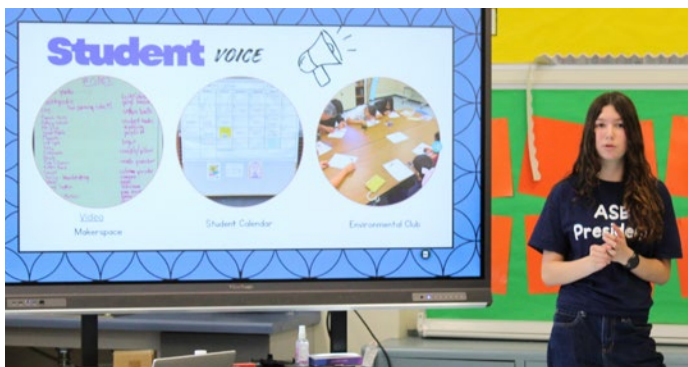
participating in districtwide learning spaces like “Think Tank Thursdays” to foster collaborative innovation and shared leadership. Other CSCs manage vibrant Parent Centers that serve as hubs for education, wellness, translation and family engagement. By organizing mental health support, community classes and



student de-escalation spaces, this ensures accessibility and empowerment for all families. Other examples include CSCs who lead “ME” time, a block for enrichment and intervention integrated into the school day. By coordinating peer tutoring, restorative justice, arts programming and community partnerships, the CSC supports academic success and social-emotional wellbeing. In small school settings, CSCs also balance case management with partnership development, supported by an administrative team that shares responsibility and helps manage workload. In other contexts, CSCs co-lead schools along with principals to create a culture of shared authority over budgeting, discipline and programming. CSCs emphasize community and family engagement, intentionally building parent leadership and sustainability. This role also integrates services aligned with community goals, ranging from

enrichment and college prep to basic needs support. This is done in collaboration with a broad team of social workers, counselors, student leaders and equity staff. Some CSCs strategically partner with the ASB student government to enhance awareness of resources and engagement through student-led communication.

Additionally, CSCs can function as a “systems manager,” coordinating teachers, parents and partners while leading site mapping, empathy talks with staff and data transparency efforts. For example, they partner with principals and staff to implement strategies like a new seven-period day to expand electives and foster student belonging and school pride. Other CSCs describe their role as “team manager,” coordinating administrative and leadership functions to ensure operational coherence. They



emphasize bilingual engagement, introducing school presentations in Spanish and highlighting the leadership team, which reflects a commitment to inclusive and transparent communication. Finally, some CSCs play a leadership role in student empowerment and equity initiatives. Responsibilities include supervising the school's Key Club, where opportunities exist to foster student leadership and service. They also identify no-cost partners with external organizations to enhance resources for students and families. Other established programming that CSCs lead includes initiatives such as "No Place for Hate," which is an anti-bullying initiative that promotes school climate and safety while driving systemic change toward inclusivity and fairness. This array of activities reflects that CSCs are deeply embedded in both student life and schoolwide equity leadership, leveraging partnerships and student voice to advance a safe, supportive and inclusive school culture.

## Insights from Implementation

The experiences witnessed during the Community School Learning Site Visits reveal essential insights about the qualities and practices that drive effective community schools coordination:

- **Relational Trust and Cultural Responsiveness Are Foundational:** CSCs build their work on deep community relationships through empathy talks, bilingual outreach or longstanding local ties. This creates trust that sustains engagement.
- **Shared and Distributed Leadership Elevate Impact:** CSCs succeed when authority and responsibility are shared among leadership teams.
- **Structured, Embedded Programs Sustain Change:** Integrated initiatives or programs, such as "ME" time, Parent Centers and equity initiatives demonstrate how CSCs institutionalize resources and supports for long-term impact.
- **Strategic Partnerships Multiply Capacity:** Whether coordinating with social workers, city agencies, student clubs or external partners, CSCs act as nexus points, creating networks that expand opportunities and resources.
- **Student Voice and Leadership Are Vital:** Through Key Clubs, ASB, restorative justice circles and student-led social media, CSCs engage youth as active participants and leaders in the school community.
- **Flexibility and Role Adaptation Are Strengths:** CSCs balance diverse tasks from case management to systems coordination, adapting their approach to fit school size, staffing and community needs.

Overall, the CSC role embodies a unique blend of strategic vision, relational expertise and operational skill. Across diverse school contexts, CSCs enable schools to function as hubs of opportunity, healing and equity while empowering students, families and educators alike.

# Key Learnings, Considerations and Next Steps

## Widespread Educational Indicators

Understanding patterns in chronic absenteeism, suspensions, dropout and graduation rates, as well as Smarter Balanced Assessment results, helps paint a clearer picture of how students are doing in school and how well schools are meeting their needs. These educational indicators are essential for identifying where systems are working and where additional support is needed, particularly in historically underserved communities. To better understand the reach and early effects of the CCSPP, data from grantee sites across the Greater Los Angeles region were examined for the school years spanning 2016-17 through 2018-19 and 2021-22 through 2023-24 (see Appendix C).<sup>7</sup> While many factors contribute to these trends, it is possible that CCSPP implementation has played a role in the positive shifts that are observed. However, a more rigorous data analysis is needed to draw more conclusive findings about the program's specific impact. The total number of grantees included in each of the analyses described below are included in Table 8.

|                                           | n   |
|-------------------------------------------|-----|
| <b>Chronic Absenteeism</b>                | 465 |
| <b>Suspension</b>                         | 465 |
| <b>Dropout</b>                            | 127 |
| <b>Graduation</b>                         | 127 |
| <b>Smarter Balanced Assessment - ELA</b>  | 459 |
| <b>Smarter Balanced Assessment - Math</b> | 459 |

**Table 8.** Total number of grantees included in the educational indicator analyses



<sup>7</sup> Note that CALPADS data are missing or incomplete for many outcomes in 2019-20 and 2020-21 due to the widespread physical school closures caused by the COVID-19 pandemic. Therefore, those two school years are omitted from the analysis of absenteeism, suspension and standardized test results presented here.

“

I believe this information is pertinent to anyone in the field of Education, because we all work with diverse communities and all schools need to implement Restorative Justice for our students as well as try and create a safer space for our students by having those important conversations about racial injustice and how to come together as communities.

**Countywide Professional Development Participant, West and South Bay Subregion**

Chronic absenteeism has shown a notable decline in the most recent year, dropping from 31.8% in 2022-23 to 28.3% in 2023-24, an overall 3.6 percentage point decrease, in CCSPP implementation grantees (see Figure 4).<sup>8</sup> While this downward trend mirrors Countywide patterns, CCSPP grantees overall experienced a slightly smaller overall decline than the county average of 4.8%. This positive shift follows a peak of 36.2% in 2021-22, likely tied to the widespread disruptions caused by the COVID-19 pandemic. While rates remain elevated compared to pre-pandemic levels (16.2% in 2018-19), the recent decline may suggest that CCSPP implementation schools are beginning to re-engage students and rebuild consistent attendance. When comparing implementation cohorts, Cohort 2 (5.2 percentage point decrease) demonstrated greater decreases in chronic absenteeism rates in recent years compared to Cohort 1 (4.6 percentage point decrease) and Cohort 3 (1.9 percentage point decrease). However, all cohorts still report higher chronic absenteeism than the overall county average<sup>9</sup>, indicating that continued focus on school-based supports, outreach and wraparound services is critical.

Mirroring Countywide patterns, suspension rates across CCSPP implementation sites have remained relatively steady, with a slight decrease from 3.0% in 2022-23 to 2.8% in 2023-24 (0.2 percentage point decrease; see Figure 5).<sup>10</sup> The consistency suggests that many schools may be stabilizing after earlier post-pandemic fluctuations, though challenges around equitable discipline and school climate remain. Interestingly, Cohort 3 implementation schools, which are newer to implementation, reported slightly lower suspension rates and greater reductions between 2022-23 and 2023-24 compared to Cohort 1 and Cohort 2 schools.

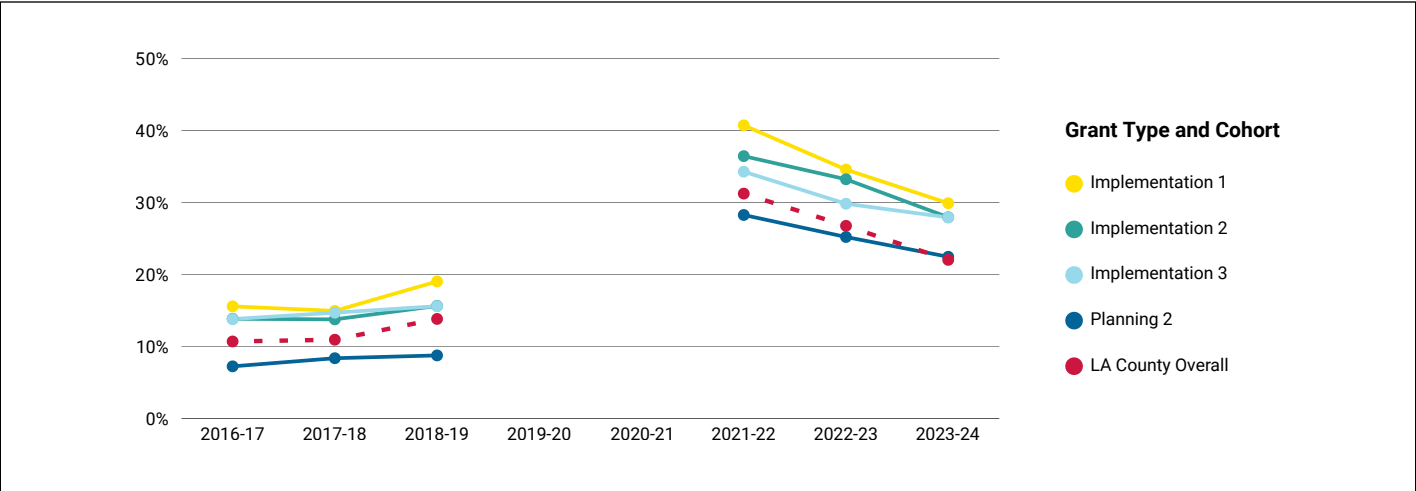
<sup>8</sup> California Department of Education, Chronic Absenteeism, 16-17 through 23-24, <https://www.cde.ca.gov/ds/ad/filesabd.asp>

<sup>9</sup> LA County overall statistics for absenteeism, suspension, dropout, graduation and assessments correspond to the county-level aggregation level for Los Angeles County as reported in the California Department of Education Downloadable Data Files, <https://www.cde.ca.gov/ds/ad/downloadabledata.asp>

<sup>10</sup> California Department of Education, Suspension, 14-15 through 23-24, <https://www.cde.ca.gov/ds/ad/filesd.asp>

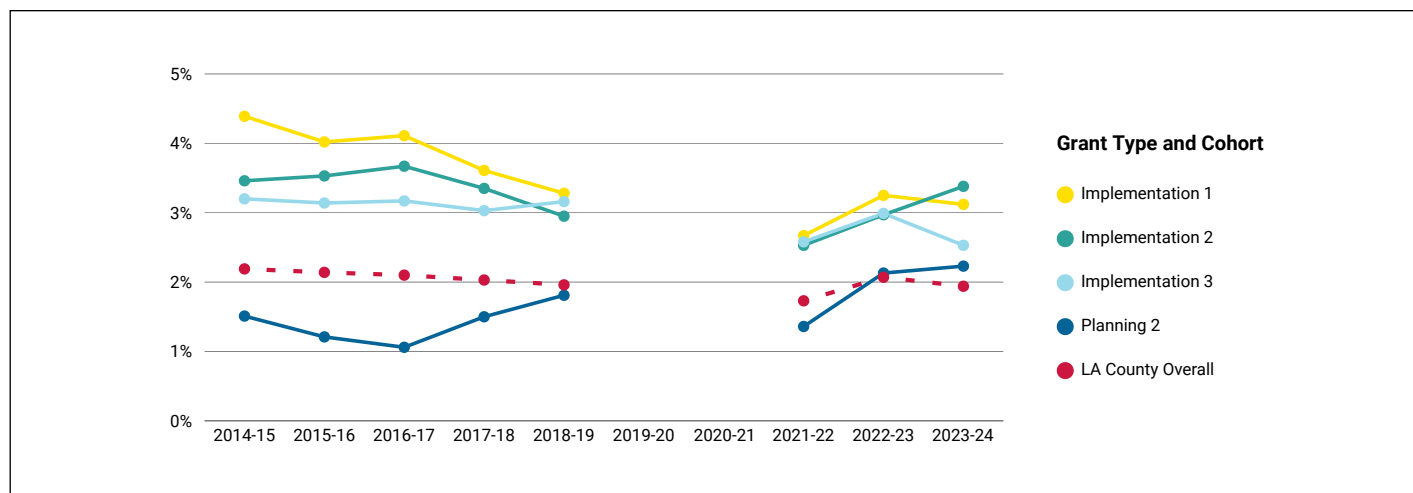
<sup>11</sup> California Department of Education, Four-year Adjusted Cohort Graduation Rate (ACGR) and Outcome data, 16-17 through 23-24, <https://www.cde.ca.gov/ds/ad/filesacgr.asp>





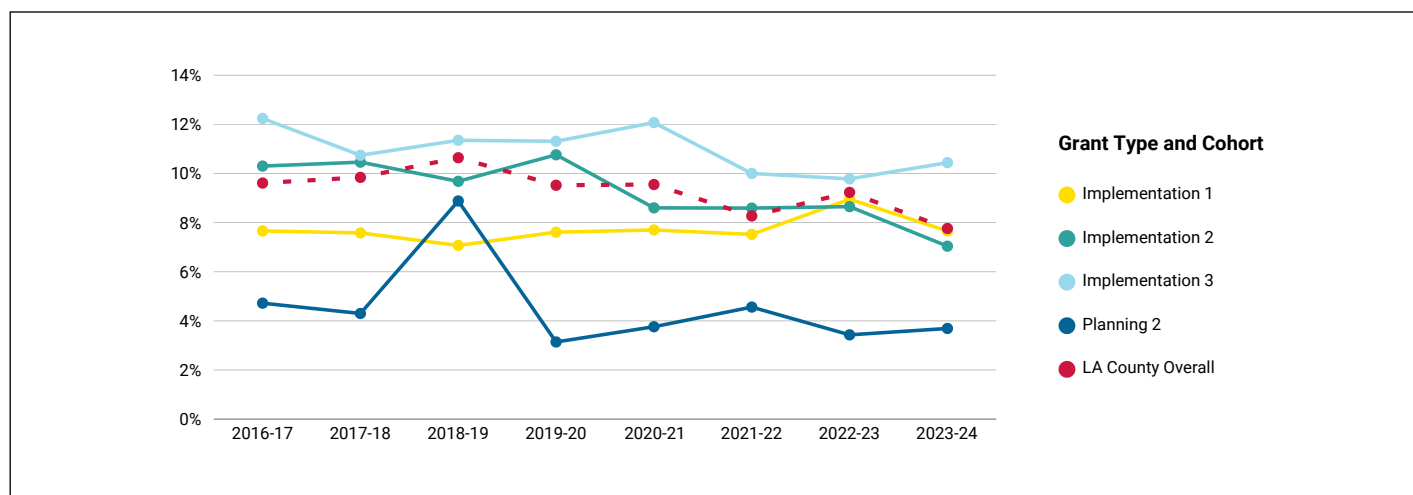
**Figure 4.** Yearly chronic absenteeism rates among CCSPP grantee schools by grant type and cohort



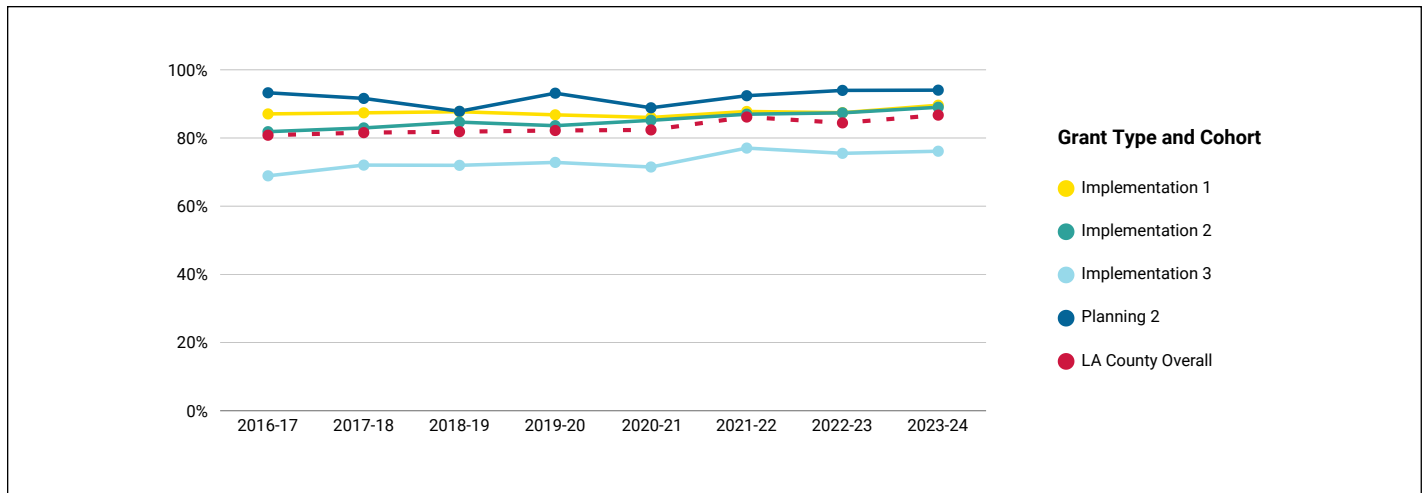


**Figure 5.** Yearly suspension rates among CCSPP grantee schools by grant type and cohort

Dropout and graduation rates provide additional insight into long-term student outcomes (see Figure 6 and Figure 7).<sup>11</sup> Dropout rates among CCSPP implementation grantees declined modestly from 9.2% in 2022-23 to 8.5% in 2023-24 (0.7 percentage point decrease), while Countywide averages showed a more steady decline from 9.2% to 7.8% (1.4 percentage point decrease). Dropout rates also varied across cohorts, with Cohort 1 and Cohort 2 showing the most significant reductions, closely aligning with the overall Countywide improvement. Meanwhile, graduation rates rose slightly, from 83.1% to 84.4% (1.3 percentage point increase). These rates remain slightly lower than the Countywide graduation rate of approximately 86.7% (2.3 percentage point increase). Implementation Cohorts 1 and 2 again tended to outperform newer cohorts in graduation rates, underscoring the potential cumulative impact of the community school approach over time.



**Figure 6.** Yearly dropout rates among CCSPP grantee schools by grant type and cohort



**Figure 7.** Yearly high school graduation rates among CCSPP grantee schools by grant type and cohort

As of the 2024 test year, Smarter Balanced Assessment “Standard Met and Above” rates in English language arts/literacy and mathematics remain slightly below pre-pandemic rates (see Figure 8 and Figure 9).<sup>12</sup> However, all three cohorts have exhibited year-over-year improvement in mathematics performance since 2022. Schools in Cohort 1 have returned to pre-pandemic levels in the percentage of students meeting or exceeding grade-level standards in mathematics, although Cohort 1 averages remain about 15 percentage points lower than the overall LA County averages. Cohort 1 has also exhibited slight improvement in English language arts/literacy, reaching roughly equivalent levels to pre-pandemic years. Since 2022, all three implementation cohorts have exhibited year-over-year gains that closely mirror Countywide trends in the proportion of students scoring at or above grade-level standards in ELA and math. However, while the trendlines share similar slopes, Implementation Cohorts 2 and 3 have exhibited slightly larger gaps in ELA and math proficiency relative to the overall County averages since 2022, compared to the time before the pandemic. While CCSPP schools appear to be improving at comparable rates to the County overall, persistent gaps remain. This is likely reflecting the deeper academic declines experienced during the pandemic and the broader systemic barriers these schools face.

These indicators offer an early but meaningful view into how CCSPP implementation is beginning to influence student experience and outcomes. While CCSPP grantees generally performed below Countywide averages, this trend is not unexpected given that many participating schools serve communities with higher levels of need and greater systemic barriers. These schools were often identified for CCSPP participation based on factors such as higher-than-average unduplicated pupil counts, opportunity gaps and higher rates of student disengagement reflected in elevated dropout, suspension or expulsion rates, all of which require sustained, multi-year strategies to address. Moreover, community schools typically begin by strengthening foundational

<sup>12</sup> California Assessment of Student Performance and Progress, English Language Arts/Literacy and Mathematics Research Files for Smarter Balanced Assessments, 2015 through 2024, <https://caaspp-elpac.ets.org/caaspp/ResearchFileListSB>

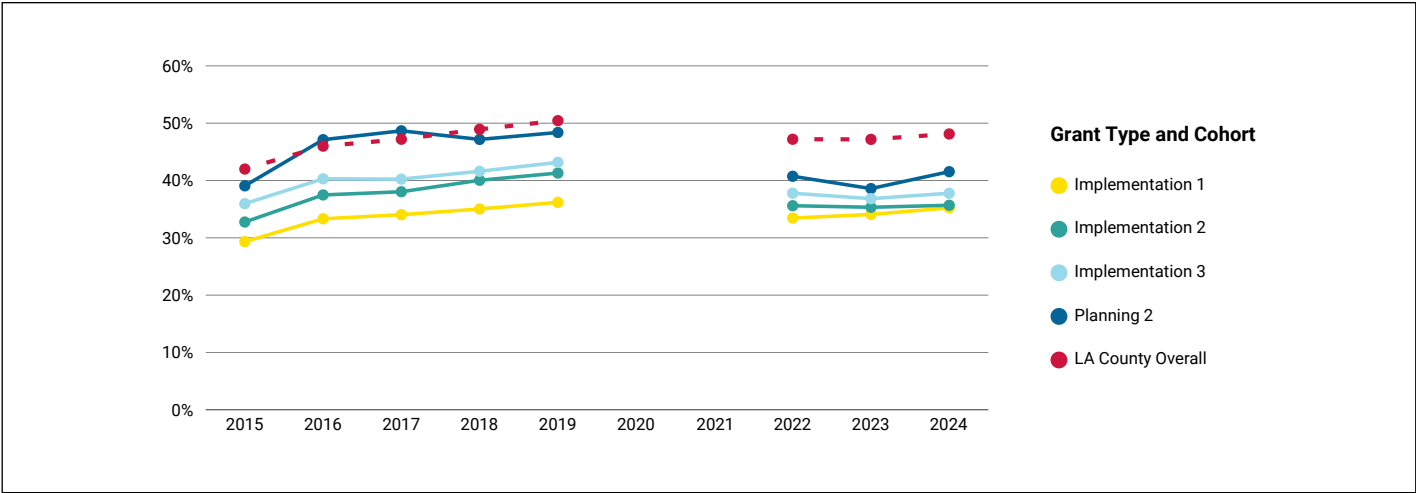


Figure 8. Yearly English Language Arts percentage ‘standard met and above’ among CCSPP grantee schools by grant type and cohort

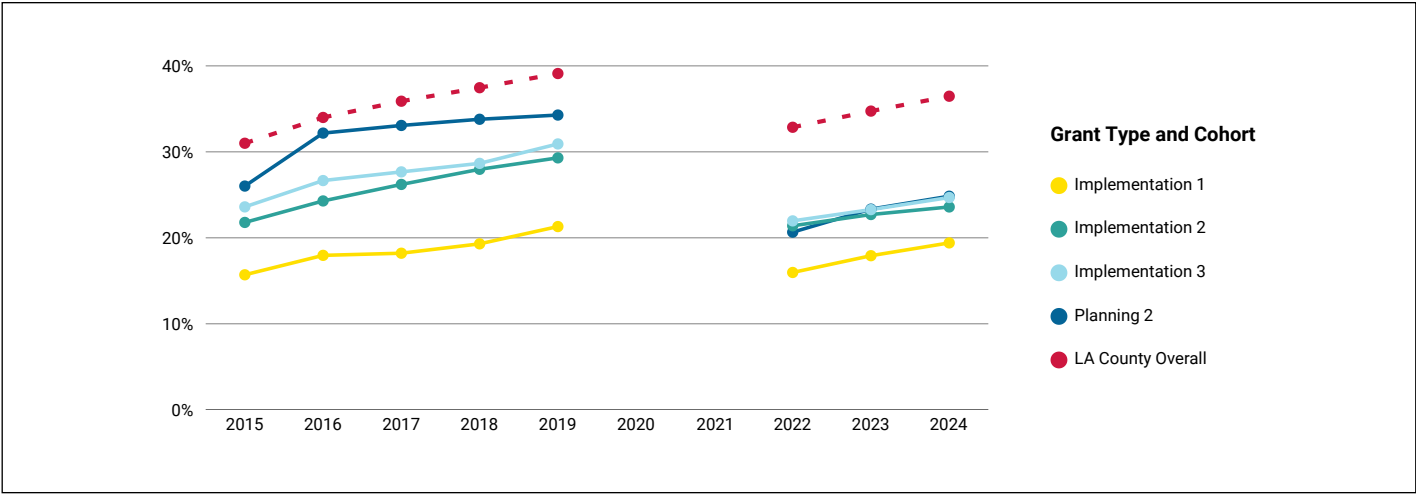


Figure 9. Yearly math percentage ‘standard met and above’ among CCSPP grantee schools by grant type and cohort

systems, such as family engagement, partnership development and systemwide coordination, before deeper academic and behavioral improvements emerge. Future analyses will also examine these outcomes disaggregated by student groups to better understand differences across populations and provide a more nuanced picture of these educational indicators.

These findings reinforce the importance of sustained investment in strategies that improve school climate, family engagement and access to essential services, which are foundational elements for advancing equity and success in community schools. To complement these findings, the following section examines how grantees are progressing through the phases of growth outlined in the APR, offering a closer look at schools’ developmental stages in implementing the CCSPP framework with fidelity.



## Annual Progress Report: Phases of Growth

The State Transformational Assistance Center (S-TAC) provided LEAs and school sites with a developmental rubric to reflect on progress in becoming a community school. The APR asks grantees to rate their progress across the CCSPP's *Capacity-Building Strategies* measured in three phases: Visioning, Engaging and Transforming.

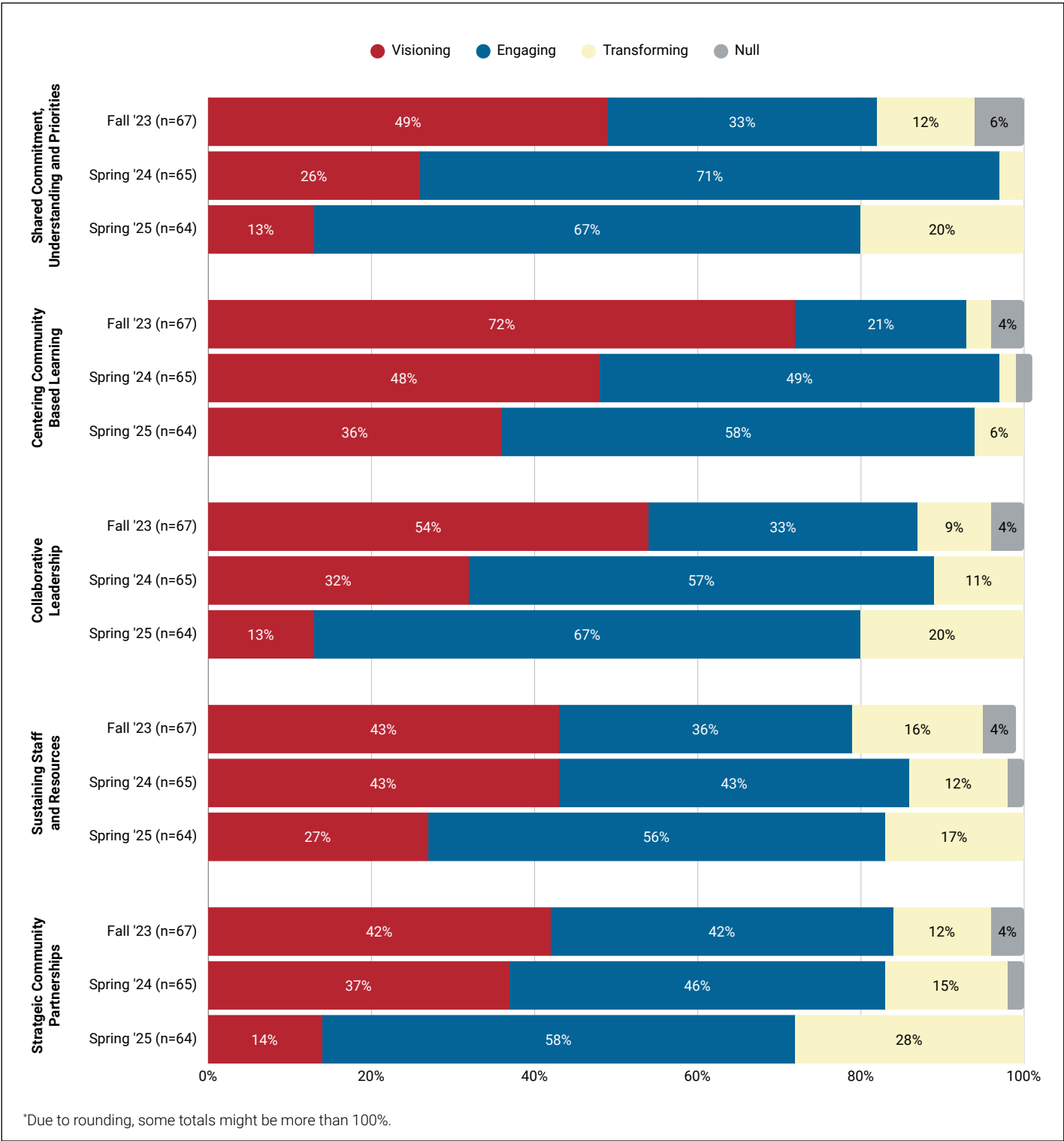
Cohort 1 grantees show clear shifts over time in how they approach the CCSPP's *Capacity-Building Strategies* (see Figure 10). In fall 2023, many schools were in the Visioning stage across areas such as *Centering Community-Based Learning* (72%) and *Collaborative Leadership* (54%). By spring 2025, the schools identifying as part of the Visioning stage declined sharply, while more schools moved into the Engaging and Transforming phases. For example, *Strategic Community Partnerships* rose from 12% to 28% within the Transforming phase. These patterns suggest that Cohort 1 schools are maturing in their implementation, with fewer still in development stages and more demonstrating deeper integration of community school practices. Cohort 2, which started in the 2023-24 academic year, shows a similar trajectory (see Figure 11). In spring 2024, many schools were concentrated in Visioning (e.g., 75% for *Centering Community-Based Learning*, 69% for *Strategic Community Partnerships*). By spring 2025, more schools shifted into the Engaging phase, with over half in areas such as *Collaborative Leadership* (64%) and *Sustaining Staff and Resources* (64%). While relatively few Cohort 2 schools reached the Transforming phase, the data indicates early momentum and steady progress from initial planning to active engagement. Overall, both cohorts reflect the expected development arc of CCSPP implementation: starting with vision-setting, moving toward engagement and gradually building toward transformation.



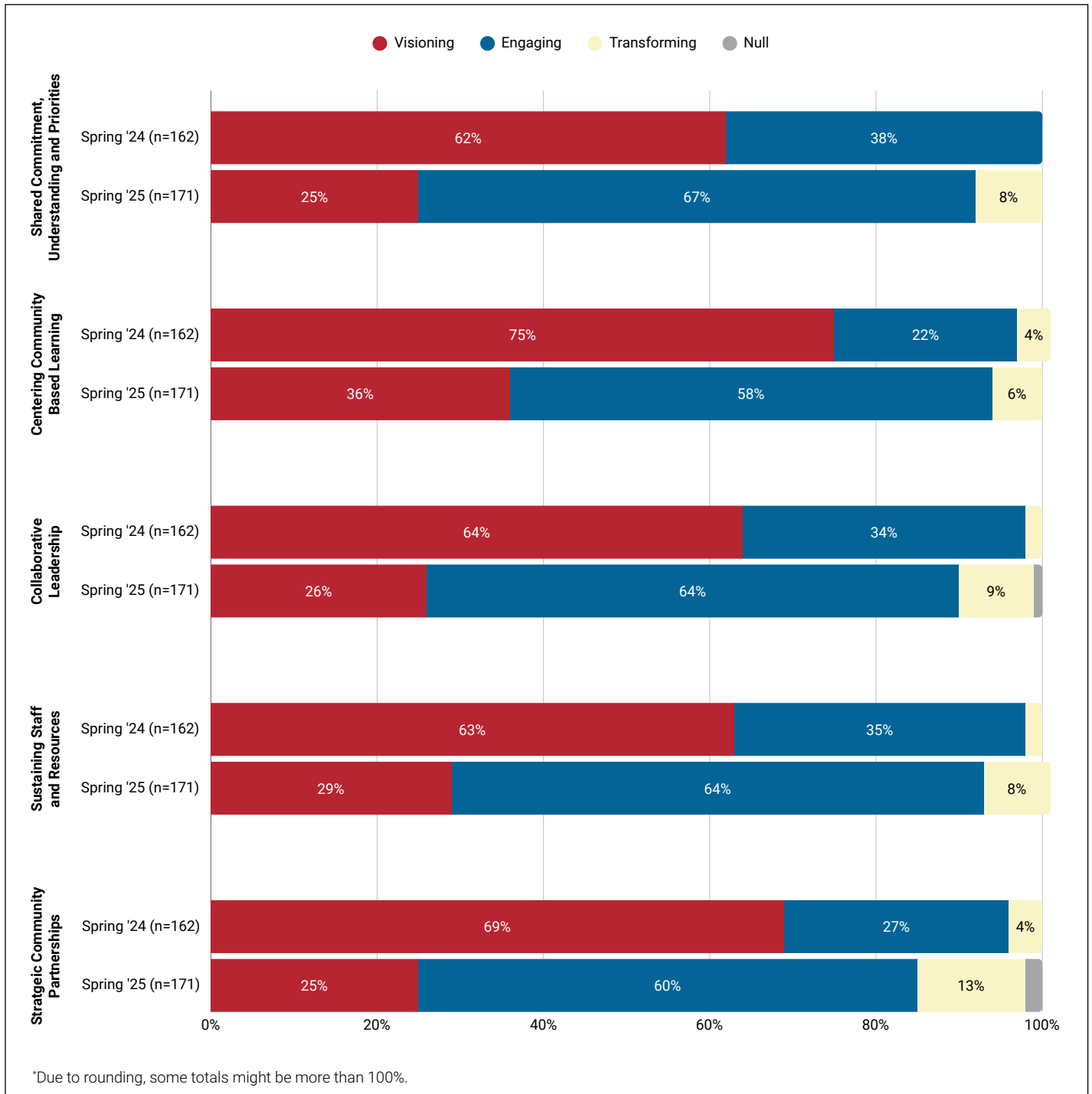
“

It was extremely helpful to hear various examples on how to begin to implement changes in order to transform [schools] into a racially just and safe space for all students and families.

**Countywide Professional Development  
Participant, San Fernando Valley Subregion**

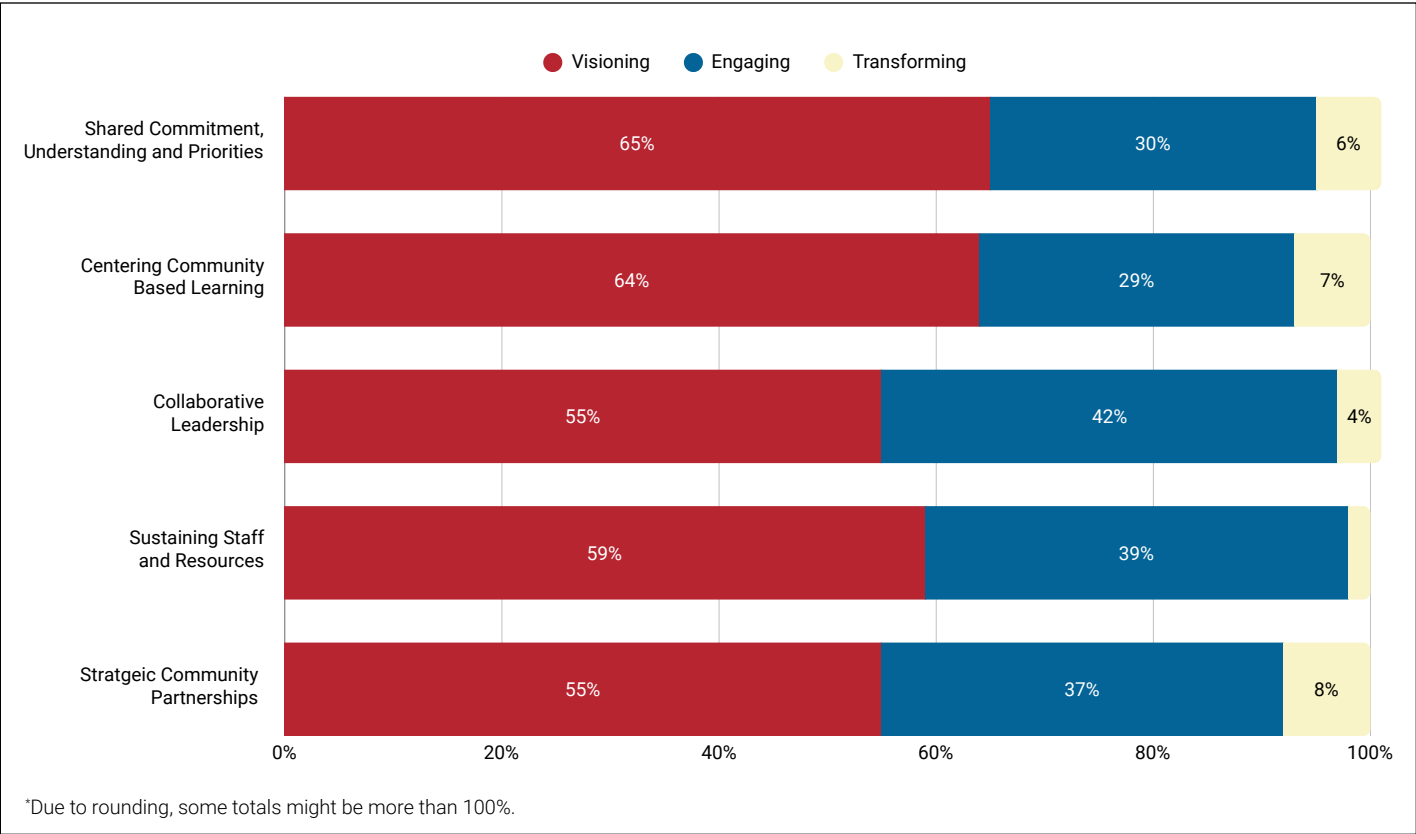


**Figure 10.** Los Angeles County Cohort 1 grantees' capacity-building strategies, phases of growth, fall 2023 through spring 2025 comparisons



**Figure 11.** Los Angeles County Cohort 2 grantees' capacity-building strategies, phases of growth, spring 2024 through spring 2025 comparisons

In spring 2025, the baseline results for Cohort 3 grantees show that the majority of schools are in the Visioning phase across all five of the CCSPP’s Capacity-Building Strategies, indicating they are still in the early stages of planning and defining their approach (see Figure 12). Between 55% and 65% of schools reported being in the Visioning stage, with the highest levels in *Shared Commitment, Understanding and Priorities* (65%) and *Centering Community-Based Learning* (64%). A smaller portion of schools are already engaging in implementation, particularly in Collaborative Leadership (42%) and *Sustaining Staff and Resources* (39%), suggesting that some schools are moving beyond planning in these areas. Very few schools report being in the transforming phase, with only 6-8% across strategies, underscoring that deep integration of community school practices is just beginning for this cohort. This baseline data highlights that Cohort 3 schools are at the starting point of their CCSPP journey, with most still laying the groundwork while a subset is beginning to test and adopt more targeted engagement strategies.



**Figure 12.** Los Angeles County Cohort 3 grantees capacity-building strategies, phases of growth, spring 2025 (n=226)



## Family Engagement

Family engagement is one of four pillars of the CCSPP, ensuring that parents and caregivers are active partners in shaping school priorities, decision-making and student supports. The Greater Los Angeles R-TAC deepened its focus on elevating authentic parent leadership, strengthening school-family partnerships and addressing grantees' needs for resources and connections to family support services. This section highlights reflections from the APR, insights from a Family Engagement and Parent Leadership webinar, results from the 2025 Technical Assistance (TA) Needs Assessment and next steps for centering family voice in CCSPP implementation.

### Engaging and Advancing Family Engagement: Reflections from the APR

As part of the CCSPP's APR, 439 schools reflected on how they engaged families throughout the year. Most commonly, schools used surveys (90%, n=393), school events (79%, n=349) and school council meetings (76%, n=333), with other strategies including additional meetings, focus groups, one-on-one interviews and visioning exercises. Beyond these methods (11%, n=47), schools reported diverse approaches, such as newsletters, workshops, open houses and community events, that connected families to school resources, local services and civic opportunities. While these efforts demonstrate a comprehensive, multifaceted approach to fostering family participation and community engagement, there remains an opportunity to expand the variety of engagement methods beyond surveys, school events and council meetings.

The Whole Child and Family Supports (WCFS) component of the APR also examines how various



supports are integrated into school sites for students and families. Schools reflect on whether support services are offered at their sites and their level of engagement with students, staff and families through these supports. Table 9 shows that an estimated number of families were engaged through a variety of channels, with 126,819 individuals reached via multiple communication and involvement methods. Significantly, smaller numbers participated in targeted supports and leadership opportunities, including parent leadership development (n=13,984), nutrition

services (n=12,379), health screenings (n=11,958) and decision-making bodies (n=10,772). This highlights the breadth and depth of family engagement across both everyday interactions and structured opportunities for involvement and influence.

|                                                                               | Total Number of Schools with Services | Estimated Total Number Engaged |
|-------------------------------------------------------------------------------|---------------------------------------|--------------------------------|
| Multiple Modes of Family Communication and Involvement                        | 308                                   | 126,819                        |
| Parent Leadership and Development Opportunities                               | 288                                   | 13,984                         |
| Nutrition Services and Supports                                               | 207                                   | 12,379                         |
| Health Screening and Services                                                 | 290                                   | 11,958                         |
| Shared Decision-Making Bodies that Center Student, Family and Community Voice | 301                                   | 10,772                         |

**Table 9.** WCFS: Top 5 supports where parents and families were engaged

Additionally, CCSPP grantees were asked to identify their top three goals for the year. Family engagement emerged as the most common priority, named by 61% (n=256) of grantees, with 6% (n=25) specifically focusing on developing parenting workshop efforts at school sites. Goals in this area focused on expanding workshops, trainings and events that build families’ capacity to support student learning and wellness; creating more inclusive and flexible opportunities for participation, including multilingual outreach, advisory councils and volunteer pathways; and deepening parent leadership through shared decision-making bodies and coalitions. Several schools also emphasized strengthening communication systems, reducing barriers such as language and scheduling, as well as tracking caregiver participation more authentically. These goals highlight a commitment to making family engagement both broader and more meaningful, while also pointing to ongoing opportunities for growth in inclusivity and reach. These findings illustrate both the progress and potential of

“

This was such a motivational and inspiring learning session! Family Engagement is an area of growth at our site that was identified through our needs and assets assessment. It was very powerful to hear from parents who have experienced genuine engagement at their schools and the transformative power that this genuine collaboration can have.

Webinar Learning Series Participant, San Fernando Valley Subregion

family engagement across CCSPP schools. To further explore how these strategies translate into practice, the following section highlights insights and outcomes from a webinar focused specifically on parent engagement.

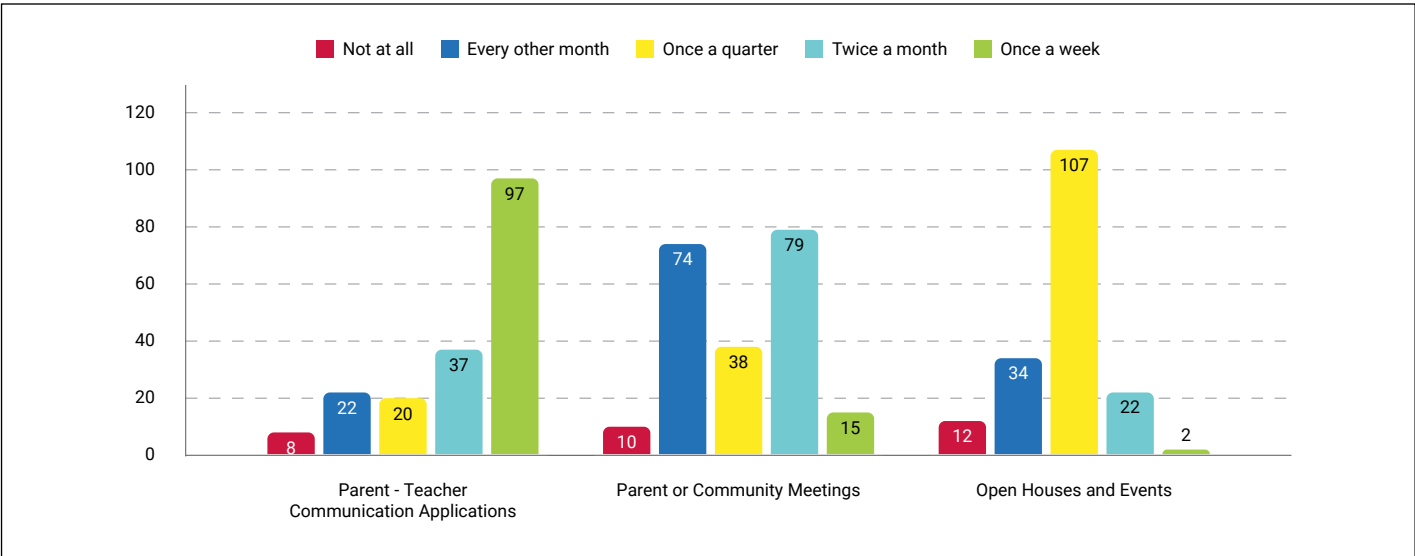
## Advancing Authentic Family Engagement: Webinar Summary and Insights

In response to the 2024 Technical Assistance (TA) Needs Assessment, the Greater Los Angeles R-TAC hosted a Family Engagement and Parent Leadership webinar in spring 2025. The session was designed to deepen understanding and capacity around family-school partnerships and to uplift parent leadership within the context of CCSPP. Of the 81 LEA or school site grantees who attended this webinar, representing 74 school sites, a total of 39 individuals completed the feedback survey (48% response rate). Feedback from this session indicated high levels of satisfaction and effectiveness. Nearly all participants (97%, n=38) agreed or strongly agreed that the session improved their preparedness to implement the CCSPP framework. Respondents also reported significant gains in confidence related to the CCSPP's *Four Cornerstone Commitments*, with shared decision-making and participatory practices standing out as the areas with the highest self-reported growth (97%, n=38). Participants also reported a deeper understanding of several key *Capacity-Building Strategies*. Most notably, 69% (n=27) felt more confident in implementing collaborative leadership practices and 62% (n=24) indicated an improved grasp of shared commitment, understanding and priorities.

The most frequently cited strength from the qualitative data was the inclusion of authentic parent voices. Parent panelists were praised for their passion, insight and real-world experiences that brought the work to life. Many participants noted that hearing directly from parent leaders served as a powerful reminder of their purpose and deepened their commitment to meaningful family engagement. The presenters and the panel were often mentioned as the most helpful aspects of the session, with many respondents describing the experience as inspiring, empowering and transformative. Participants also shared how they planned to apply the learning in their own work. These included launching "Data Days" to reflect on school-site priorities, revisiting family engagement strategies and leveraging frameworks such as the *Dual Capacity-Building Framework for Family-School Partnerships* and the *Spectrum of Family and Community Engagement*. Several attendees expressed renewed motivation to elevate parent leadership and shared decision-making at their schools and districts. During future sessions focused on parent leadership and involvement, participants requested additional opportunities to discuss this topic, practical examples of implementation, strategies for engaging families that have historically been disconnected and guidance on overcoming resistance from school or district leadership. Taken together, the feedback from this session affirms the importance of centering parent voice in professional learning. It reinforces the need to continue building capacity for authentic, equity-driven family engagement as part of CCSPP implementation.

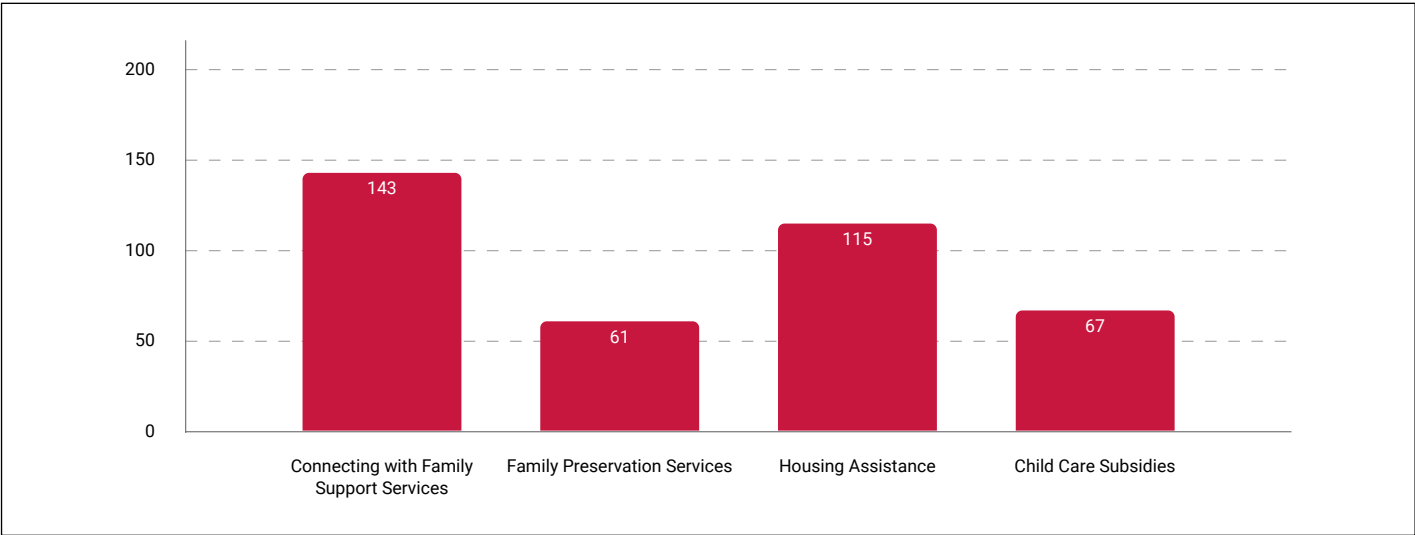
## Family Engagement Strategies and Needs: Results from the TA Needs Assessment

The 2025 TA Needs Assessment found that while family engagement is strong, there is significant room to grow in securing funding and strengthening connections to family support and preservation services. For



**Figure 13.** Communication and marketing tools used to engage parents in community schools implementation

instance, over half of grantees (60%, n=167) indicated that parents engaged in their Community School Advisory Council (CSAC) and about 10% of grantees (n=27) indicated that other family members engaged in their CSAC. The most widely used methods of communication between grantees and parents included parent-teacher communication apps (67%, n=185), parent or community meetings (78%, n=217) and open houses and events (64%, n=177). Over a quarter of grantees utilized parent-teacher communication apps at least once a week (35%, n=97), while over half held parent or community meetings twice a month or every other month (55%, n=153) and over one third of grantees held open houses and events once a quarter (38%, n=107) (see Figure 13).



**Figure 14.** Organizations and agencies grantees need support connecting with

Despite high family engagement and frequent parent-teacher communication across LEAs and school sites, over half of grantees wished they had funding for family engagement efforts (65%, n=178) or basic needs for families (64%, n=176). While some grantees indicated that they have existing partnerships with family support services (13%, n=38), family preservation services (1%, n=5), housing assistance (9%, n=27) and child care subsidies (2%, n=6), others still need support in this area. More than half indicated a need for further assistance connecting with family support services (52%, n=143), while 22% (n=61) need support with family preservation services, 41% (n=115) need support with housing assistance and 24% (n=67) would like support connecting with child care subsidies (see Figure 14). Finally, grantees identified parent leadership development and opportunities (70%, n=190) and home visits (25%, n=69) as whole-child supports that they might need assistance with developing, evaluating or establishing systems for in the future.

## Centering Family Engagement: Aligning CCSP Goals and Next Steps

In Year Two, Greater Los Angeles grantees made meaningful progress in implementing the CCSP framework, especially in leveraging learnings from site visits and analyzing educational equity indicators. As we moved into Year Three, our focus deepened on centering family engagement as a core strategy for capacity-building, shared decision-making and collaborative leadership. While many grantees continued to build their vision, particularly around community-based learning and progress monitoring, several Cohort 1 sites have transitioned into the engaging and transforming phases. This is seen through intentional family input during gatherings and an understanding of family concerns. This progression reflects a growing commitment to building community-centered schools where family voice, shared leadership and culturally responsive partnerships are encouraged to be embedded in the CCSP framework.

To support this shift, the Greater Los Angeles R-TAC will prioritize the development and implementation of family-informed engagement tools, including interview and focus group protocols designed specifically to surface parent and caregiver perspectives. These tools will help to guide conversations and highlight how families experience school communication, decision-making processes and opportunities for leadership. This information will directly inform school-site planning and support alignment with the “Engaging Educational Partners” section of the APR, which recognizes families as key interest holders. By uplifting family insights, values and priorities, these efforts aim to ensure that family engagement is not an ancillary component, but a driving force behind more responsive, equitable school practices. The goal of this is to support a model where family engagement is understood as a continuous, reciprocal and transformative process, as well as advance the broader goals of the CCSP to create inclusive and thriving community schools.





## Service Access and Systems Transformation

To guide equitable systems change and improve outcomes for students and families across Los Angeles County, a series of foundational assessments was conducted to better understand existing conditions and community needs. This section presents key findings from three critical areas:

- **Health and Wellness Landscape Analysis**, conducted by The L.A. Trust, maps current school- and community-based health services, highlights gaps in access and identifies opportunities to strengthen student wellbeing across the County.
- Baseline Data Collection in the County's **Transformation Zones**, which captures early indicators of student and family experiences, supportive services and school climate to inform attendance practices.

These analyses establish a shared understanding of the current landscape and provide a data-informed foundation for shaping responsive, racially just and community-centered practices in the years ahead.



# Health and Wellness Landscape Analysis

School-based health services continue to be a central priority across Los Angeles County, reflecting a growing recognition that academic success is inseparable from student wellness. The L.A. Trust conducted a Health and Wellness Landscape Analysis aligned with the CCSPP framework to assess the current state of school-health partnerships, identify service gaps and inform strategies to better integrate health supports within community schools.

This analysis was designed to generate actionable insights that guide the development of sustainable, equity-driven school-health systems grounded in the CCSPP's whole-child approach. Specifically, the goals were to:

- Map existing school-health services and partnerships;
- Identify logistical assets and barriers to student access;
- Connect grantees with healthcare providers and regional partners; and
- Strengthen technical assistance efforts to support long-term health service integration.

The Greater Los Angeles R-TAC served as a bridge between schools, districts and the healthcare ecosystem, ensuring that school communities had both the partnerships and infrastructure necessary to deliver integrated supports that advance student wellbeing and educational equity.

## Scope and Methodology

This landscape analysis aimed to examine student health needs by mapping existing school-health services and partnerships, learning about logistical assets or barriers that affect student access and service integration, and identifying potential healthcare partners for grantees and providing technical assistance. Findings from the school-health landscape analysis are informed by:

- **Grantee Health and School-Health Partnership Surveys:** 109 unduplicated grantee sites and 36 unduplicated healthcare providers responded to surveys about existing school-health partnerships.
- **Provider Interviews:** 20 school-linked healthcare providers were interviewed to learn about logistical assets and limitations related to school-health integration.
- **Meet and Greet Sessions:** 67 grantees attended virtual meet-and-greet sessions with 16 participating providers, where grantees learned about healthcare providers in their community and exchanged contact information.

- **Technical Assistance (TA):** 16 TA consultations were conducted with grantees interested in enhancing school-health integration.

## Key Findings and Insights

To better understand the status of school-health partnerships in Los Angeles, the Greater Los Angeles R-TAC conducted surveys, interviews, meet-and-greet sessions and TA consultations with grantees and providers. These activities identified existing partnerships, surfaced areas of greatest student health need and revealed both opportunities and challenges related to expanding or integrating services. The findings below offer valuable insight to guide ongoing TA and strengthen alignment with the CCSPP framework.

**Grantee and Provider Surveys.** The Greater Los Angeles R-TAC administered surveys to CCSPP grantees and healthcare providers to learn about existing school-health partnerships and services provided, as well as identify grantees or providers who are interested in establishing new or expanding existing partnerships. A total of 109 grantees responded to the survey, with 36% representing charter schools and 64% traditional schools. Overall, 75% reported current partnerships with health providers, most commonly behavioral health (98%), followed by oral health (39%), physical health (38%) and substance use prevention and treatment services (27%, see Table 10). Charter schools expressed a stronger interest in expanding partnerships (82%) compared to traditional schools (50%). Additionally, a total of 36 healthcare providers responded to the survey, comprised of Department of Mental Health contractors and federally qualified health centers, with 100% reporting existing partnerships with a school and 55% (n=20) seeking new partnerships.<sup>13</sup>

|                           | Behavioral Health | Oral Health | Physical Health | Substance Use Prevention/Treatment |
|---------------------------|-------------------|-------------|-----------------|------------------------------------|
| <b>Antelope Valley</b>    | 8                 | 5           | 5               | 3                                  |
| <b>San Fernando</b>       | 7                 | 2           | 3               | 4                                  |
| <b>San Gabriel East</b>   | 15                | 4           | 3               | 2                                  |
| <b>San Gabriel West</b>   | 13                | 9           | 8               | 3                                  |
| <b>Metro</b>              | 12                | 5           | 4               | 1                                  |
| <b>South</b>              | 8                 | 2           | 4               | 3                                  |
| <b>East</b>               | 11                | 3           | 0               | 3                                  |
| <b>West and South Bay</b> | 5                 | 2           | 4               | 3                                  |
| <b>Total</b>              | <b>79</b>         | <b>32</b>   | <b>31</b>       | <b>22</b>                          |

**Table 10.** Number of grantees with health partnerships by service type (n=81)

<sup>13</sup> One-hundred percent (100%) were behavioral health providers, 56% oral and physical health and 50% provide substance use prevention and treatment.

Collectively, 81% of all respondents indicated active partnerships, confirming that school-health collaborations are widespread across Los Angeles County. The majority of those with an existing partnership also expressed interest in establishing new partnerships with providers (67%). Moving forward, the Greater Los Angeles R-TAC identified a continued need to support schools in leveraging internal and external assets, improving communication structures, examining service utilization rates and developing sustainable structures for continued growth of school-health integration.

**Provider Interviews.** To better support CCSPP grantees in strengthening school-health partnerships, the Greater Los Angeles R-TAC conducted interviews with 20 school-linked healthcare providers to understand logistical assets, limitations and strategies for effective service integration. Invitations were extended to all 36 school-linked providers who responded to the provider survey, as well as to other providers who partner with The L.A. Trust. Feedback from these interviews informed the TA provided to grantees and highlighted both the value and complexity of maintaining sustainable partnerships. Providers shared practical insights into partnership development, barriers to student access and ways to align health services with educational priorities. Four key components emerged as essential for integrating services and enhancing partnerships:

- **Clarify Shared Purpose and Vision:** Providers emphasized that successful partnerships begin with a shared purpose that aligns with school or district priorities, such as goals of the Local Control and Accountability Plan (LCAP). Engaging students, families, educators and leadership ensures relevance and sustainability. As one provider advised, “Do the work ahead of time to find out what students really need. Everything will fall into place if the demand is there.”
- **Build Trust Through Communication and Engagement:** Consistent, transparent communication is foundational for collaboration. Providers noted that communication often occurs only during crises, but regular engagement helps maintain alignment and buy-in. One provider reflected, “The challenge is building relationships where everyone has buy-in... we need the school administration to help us navigate schedules and protocols so we can actually see students.” Additionally, effective teacher-led outreach—to raise awareness of available school-health services—is essential for engaging students and families, highlighting that intentional, regular engagement is critical for partnerships to thrive.
- **Dedicated Staff Capacity:** Effective coordination requires dedicated school staff who can serve as champions for health integration. Providers stressed that partnerships often falter without someone tasked with maintaining relationships and managing logistics. As one participant explained, “You need a champion at the school to see it through, because the partnership requires work.”
- **Structure for Regular Collaboration:** Sustained partnerships depend on structured spaces for cross-sector collaboration, such as Coordination of Services Teams (COST) or Whole Child

Leadership Councils. These structures allow schools and providers to align supports, share data and problem-solve collaboratively. As one health provider described, “One of our schools has a regular collaborative for service providers, facilitated by another organization, that ensures we’re looking for opportunities to leverage all available resources.” This demonstrates how a structure for ongoing collaboration can create new opportunities, foster shared learning and deepen the impact of partnerships.

In response to the provider interviews and grounded in the School Health Integration Measure (SHIM) and the CCSPP framework, the Greater Los Angeles R-TAC developed a tool to support community schools in building, strengthening and sustaining school-health partnerships rooted in equity, shared power and the whole-child. Specifically, the tool was informed by:

- Twenty health providers, including community health centers and behavioral health providers, who shared what makes partnerships thrive and identified limitations and barriers.
- The SHIM framework assesses integration between schools and School-Based Health Centers (SBHCs) across five key domains. The SHIM is a powerful reflection tool applicable for any school partnering with health providers (co-located or external), not just SBHCs. It helps teams evaluate whether services are equitable and meaningfully aligned with teaching, learning and whole-child wellness.
- The CCSPP framework, which emphasizes co-design, student and family voice and systems that address barriers to learning. This tool makes those elements actionable in the context of school-health partnerships.

The tool consists of three parts. First, the four core practices outline ongoing habits that help schools and partners collaborate, communicate and integrate school-health services effectively. Second, these practices are supported by six key infrastructure elements, which provide the systems, roles and routines needed to sustain consistent service delivery, even during staffing transitions. This creates consistent and effective service delivery and helps schools implement the habits that make integration work. Finally, MOU tips offer a guiding framework to develop a well-crafted MOU, emphasizing the importance of embedding integration and

“

It’s aligned with what Community Schools are doing, with the schools being the hub. That’s where we are. Here we exist to serve the community and the schools are a big piece of the community.

**Behavioral Health Provider**



sustainability from the start. By translating provider insights into actionable tools and technical assistance, the Greater Los Angeles R-TAC continues to play a central role in helping schools establish systems that embed health services as an integral part of the community school model.

**Meet-and-Greet Sessions.** Following the provider interviews, the Greater Los Angeles R-TAC hosted six virtual meet-and-greet sessions to connect grantees with potential health partners who were seeking new school partnerships. Based on survey and interview responses, 39 providers were invited to participate after indicating they were interested in or have the capacity for new school partnerships. Of the 39 invited providers, 16 participated in the meet-and-greets and 67 of the 122 grantees who registered for the sessions attended. As a result, six virtual meet-and-greets were hosted for all subregions, with the exception of Antelope Valley (see Tables 11 and 12).

Prior to these sessions, participating providers were oriented to the CCSPP framework and its whole-child

|                           | Participating Providers | Behavioral | Oral | Primary Care | Substance Use Prevention and Treatment | Vision | Mobile Services |
|---------------------------|-------------------------|------------|------|--------------|----------------------------------------|--------|-----------------|
| <b>Antelope Valley</b>    | NA                      | NA         | NA   | NA           | NA                                     | NA     | NA              |
| <b>San Fernando</b>       | 5                       | 4          | 4    | 3            | 5                                      | 1      | 3               |
| <b>San Gabriel East</b>   | 4                       | 3          | 0    | 0            | 2                                      | 0      | 1               |
| <b>San Gabriel West</b>   | 4                       | 3          | 0    | 0            | 2                                      | 0      | 1               |
| <b>Metro</b>              | 4                       | 3          | 2    | 2            | 2                                      | 2      | 2               |
| <b>South</b>              | 8                       | 6          | 2    | 3            | 5                                      | 0      | 3               |
| <b>East</b>               | 6                       | 5          | 2    | 2            | 6                                      | 1      | 2               |
| <b>West and South Bay</b> | 5                       | 4          | 0    | 0            | 3                                      | 0      | 0               |

**Table 11.** Total number of physical and mental health providers who participated and types of services provided

|                           | n   |
|---------------------------|-----|
| <b>Antelope Valley</b>    | N/A |
| <b>San Fernando</b>       | 15  |
| <b>San Gabriel East</b>   | 4   |
| <b>San Gabriel West</b>   | 3   |
| <b>Metro</b>              | 15  |
| <b>South</b>              | 8   |
| <b>East</b>               | 15  |
| <b>West and South Bay</b> | 7   |
| <b>Total</b>              | 67  |

**Table 12.** Total number of grantees participating in meet-and-greet sessions by subregion

approach, asking them to share short presentations on available services, including mobile options and provide contact information for follow-up. During the six meet-and-greets, grantees inquired about service costs and MOUs, while providers sought to understand school implementation of the CYBHI multi-fee payer schedule. A key outcome was the identification of 16 Countywide providers actively seeking new partnerships and now familiar with the CCSPP framework. Providers expressed strong alignment with the community schools model, recognizing schools as central community hubs. These providers now serve as preferred partners for future grantee technical assistance and partnership development.

**Technical Assistance (TA) Consultations.** The TA consultations aimed to assess CCSPP grantees’ current student health and wellness systems and identify next steps for integration. Of the 122 meet-and-greet participants, 52% (n=63) requested a 30-minute consultation with the Greater Los Angeles R-TAC to discuss school-health needs. Sixteen (n=16) consultations were conducted between May and June 2025, predominantly with charter schools (94%). The most common health needs identified were behavioral health (69%), vision (63%) and oral health (56%), with many schools citing challenges in funding vision care beyond insurance-covered glasses (see Table 13). They noted that although insurance typically covers one pair of glasses per year, students often break or lose them, creating a need for additional support to maintain consistent access to vision care. Most grantees (88%) reported existing partnerships but sought additional connections, which the Greater Los Angeles R-TAC facilitated through warm hand-offs to potential providers. Based on consultation findings, schools were assessed as being in either the visioning (69%) or engaging (31%) phases for school-health integration, highlighting both growing momentum and ongoing needs for system support from the Greater Los Angeles R-TAC.

| Services                               | n  | %   |
|----------------------------------------|----|-----|
| Behavioral Health                      | 11 | 69% |
| Vision                                 | 10 | 63% |
| Oral Health                            | 9  | 56% |
| Mobile Services                        | 7  | 44% |
| Primary Care                           | 6  | 38% |
| Immunizations                          | 6  | 38% |
| Substance Use Prevention and Treatment | 2  | 13% |

Table 13. Top grantee school-health needs identified during consultations

Looking Ahead: Strengthening Community School Health Partnerships

This landscape analysis offers important insights into the school-health partnership ecosystem across the Greater Los Angeles region while also highlighting considerations that shape how the findings should be interpreted. Much of the data relied on survey responses and interviews that depended on respondents’

knowledge of existing partnerships, which could not be independently verified due to the absence of a centralized data source for school-health collaborations. As a result, the analysis may not fully capture where partnerships exist or how they operate across school sites and districts.

Survey findings illustrate these challenges. Most site-level partnerships were identified through the grantee survey, while provider responses more often referenced collaborations at the LEA level. Because school-health partnership data is not systemically collected or publicly available, verification was not possible. Additionally, 19% of respondents (21 out of 109) reported being unsure whether partnerships currently exist at their sites. The interview component of the analysis also revealed important gaps in perspectives. While provider interviews offered valuable insights into opportunities and challenges, the absence of grantee voices limits the ability to fully understand how partnerships function day to day. Grantee perspectives are essential for validating provider feedback, clarifying barriers such as communication and alignment, and distinguishing between isolated challenges and broader systemic issues. Including these perspectives in future analyses would support a more comprehensive understanding of how school-health integration is implemented in practice.

Another challenge involved identifying providers with both the capacity and willingness to form new partnerships. Although 39 providers initially expressed interest, many reported operating at or near capacity, and 59% ultimately did not participate in partnership meet-and-greets. Some providers with countywide service areas also reported limited regional availability. These constraints underscore the importance of sustained coordination and relationship-building to expand the pool of potential health partners available to schools.

Despite these limitations, the findings demonstrate that school-health partnerships are widespread across the region. Yet, many operate independently rather than as part of a coordinated system of care. This presents an opportunity for the Greater Los Angeles R-TAC to support schools in moving from isolated partnerships toward more intentional and integrated approaches that leverage both internal and external assets. Amid an unpredictable healthcare funding landscape, the Greater Los Angeles R-TAC plays an important role in helping schools develop sustainable partnership infrastructure that can support long-term student wellbeing.

Several key recommendations emerge from this analysis. First, providing targeted technical assistance can strengthen integration through the development of practical tools, partnership protocols, and leadership supports that help schools coordinate services more effectively. Second, engaging directly with schools, including CSCs and other site-level leaders, can help identify barriers and co-create realistic, context-driven strategies for strengthening partnerships. Finally, identifying partnership gaps can help guide resources and partnership-building efforts toward underserved schools and communities. Through these efforts, the Greater Los Angeles R-TAC can continue to support the transformation of school-health partnerships from isolated initiatives into more integrated and equitable systems of care that advance the wellbeing of students, families, and communities.

## Greater Los Angeles Transformation Zone

The purpose of Transformation Zones is to initiate changes in practice in order to address educational inequities that persist in traditional models of schooling. The Greater Los Angeles R-TAC applied this approach by focusing efforts in three districts within Los Angeles County with a high concentration of community schools, creating targeted opportunities for collaboration, shared learning and accelerated implementation. In Los Angeles County, transformation zones align with the Community Schools Framework defined by the LACOE Community Schools Initiative under the CCSPP. This framework integrates the goals of the transformation zone initiative, focusing on enhancing student outcomes by improving instructional and counseling practices, organizational structures and community engagement at multiple levels. By fostering collaboration and addressing inequities, transformation zones represent a powerful model for achieving lasting educational change.

Specifically, the Greater Los Angeles R-TAC's CCSPP Transformation Zones seek to reduce chronic absenteeism within each partnering district by between 10-15% over the three-year transformation zone partnership. Across the three partnering districts, chronic absenteeism increased sharply during the COVID-19 pandemic and remains well above pre-pandemic levels, though each district has begun to make gradual progress. These baseline trends underscore the need for deeper, more targeted supports to address persistent attendance challenges and strengthen conditions for student engagement. To improve student attendance, the Transformation Zone work involves initiating targeted community school strategies designed to transform the approach of LEA and individual school sites. The goal is to improve overall attendance outcomes while also addressing racial disparities in attendance, disciplinary interventions, and ultimately academic achievement among grantees.

### Baseline Findings from Transformation Zone Interviews

To better understand how these transformation efforts are unfolding in practice, the Greater Los Angeles R-TAC conducted baseline interviews with school and district leaders within the designated Transformation Zones to capture early implementation experiences, challenges and promising strategies for addressing

attendance. Five one-on-one interviews were conducted at an elementary school in one of our Transformation Zones to better understand the factors influencing chronic absenteeism and the implementation of the CCSPP framework. Participants included the school's Teacher on Special Assignment (TOSA), counselor, site coordinator and a parent volunteer, all of whom were interviewed on campus. The principal was interviewed separately via Zoom. Detailed notes and reflection memos documenting key observations and insights from the interviews were leveraged as part of this analysis. These memos and notes were then consolidated into a single dataset, which was systematically reviewed and thematically coded to identify recurring patterns, themes and areas for potential intervention. Across interviews, the following five themes arose as significant factors around chronic absenteeism:

- 1. Family Engagement and Support:** Family engagement is the most significant factor, with many noting a correlation between consistent engagement of parents and attendance. However, interviewees also noted the barriers parents face when getting their students to school, such as neighborhood-specific and socioeconomic factors. These barriers include demanding work schedules, transportation challenges, housing instability and behavioral issues at home. The school addresses these challenges through home visits, community events, volunteer liaisons and resource distribution via its wellness center. Events like "Art Night" created conditions to foster relationships with parents, boosting attendance for some families. However, there was a consensus among interviewees that root issues, such as family support and wellbeing, still need to be effectively addressed. Currently, the CSC leads student attendance interventions, but responsibility should also be shared with teachers. While there is some informal communication between the CSC and teachers, there is no formal or consistent process for teachers to support the CSC in these efforts.
- 2. Post-COVID Student and Parent Needs:** Interviewees noted that the pandemic has left lasting effects on students' social-emotional skills, has created separation anxiety and has shifted some parents' perceptions about the necessity of in-person learning. Many interviewees noted that some parents are still inclined to keep their students at home even if a student in their class has a sneeze or a cough. Additionally, since these are elementary students, many have been introduced to school during the pandemic and remote or hybrid learning. For these students, the paradigm of schooling has been shaped by COVID and may not mirror the same priorities as the pre-COVID paradigm.
- 3. Balancing Accountability with Support:** While some staff advocated for consistently using punitive measures such as the School Attendance Review Board/Team (SARB/SART) process, others favored relationship-building to shift attendance behaviors. However, some felt that the SARB/SART process often did not lead to meaningful consequences because of uneven implementation and a lack of district support. Currently, the school uses the standard attendance review process, principal messaging and some parent education as intervention strategies for chronic absenteeism.



- 4. Resource and System Capacity:** The school currently has a part-time counselor and TOSA who leads academic affairs. Currently, the school does not have a full-time person in charge of attendance or behavioral interventions, resulting in inconsistent enforcement of attendance policies. However, due to funding for a full-time MTSS specialist, the school plans to strengthen its MTSS supports to address attendance behaviors and even implement tiered support around behavior and attendance.
- 5. Collaboration and Communication:** While collaboration and communication are two important strategies being used in the school, their use is uneven; teachers are often the first to notice attendance risk patterns, but they are not systematically integrated into the intervention process. Currently, some information about teacher-parent communication occurs and is supported by parent volunteers. Additionally, the parent communication apps are used to ensure that messages around policies and priorities are consistently shared with parents. However, building trust with parents is essential and takes time and consistency to deepen the relationships in a meaningful way.

At the school, chronic absenteeism is driven by a combination of family circumstances, post-COVID social-emotional challenges and systemic resource gaps. Regular attendance correlates with active parent engagement, while barriers such as work schedules, transportation issues and housing instability limit families' ability to get students to school. The pandemic has left lasting effects, including separation anxiety, reduced social skills and shifting parental attitudes toward in-person learning. Staff perspectives vary on whether to emphasize punitive measures or supportive approaches, but there is agreement that consistent, mild consequences and proactive supports are needed. Resource limitations, such as part-time counseling staff and inconsistent enforcement of attendance policies, constrain the school's capacity to respond effectively. In the upcoming school years, the school will implement strategies to address chronic absenteeism with strategies that are scalable and specific to their school community. As this represents baseline data from the Transformation Zones, the Greater Los Angeles R-TAC will expand interviews in the next year to include additional schools and communities to better understand and document effective, community-driven practices for reducing chronic absenteeism and promoting consistent student attendance.



## Conclusion

The third year of the Greater Los Angeles R-TAC demonstrates the steady and meaningful impact community schools are making across the region. As a key partner in community schools implementation, the Greater Los Angeles R-TAC has played an essential role in building local capacity, providing tailored technical assistance and fostering collaboration among districts, schools and community partners. The Greater Los Angeles R-TAC has helped grantees translate the CCSPP framework into actionable strategies that strengthen school systems and promote equitable outcomes for students and families. With a clear focus on capacity building, shared leadership and inclusive engagement, grantees have continued to expand their reach and impact on students, families and communities. Data reveals that schools are moving along the transformational arc, from visioning to engaging and toward transforming, while strengthening the infrastructure necessary to sustain community school practices over time.

The analysis of widespread educational indicators across CCSPP sites highlights encouraging trends, including reductions in chronic absenteeism and gradual improvements in graduation rates, alongside modest declines in suspension and dropout rates. These findings suggest that, while progress is being made, there remains critical work to ensure that all students experience equitable and supportive learning environments. The Greater Los Angeles R-TAC is uniquely positioned to help propel schools toward deeper transformation by supporting data-informed improvement efforts and promoting practices that foster inclusive, culturally responsive and positive school climates. Through ongoing

technical assistance, professional learning and collaborative inquiry, the Greater Los Angeles R-TAC can continue to equip schools with the tools and strategies needed to build environments where students feel connected, supported and motivated to thrive academically.

Family and caregiver engagement emerged as a central theme, with schools employing a variety of strategies to ensure that parents and community members are not only informed but are active partners in shaping the school experience. From surveys and school events to advisory councils, workshops and leadership opportunities, schools are

broadening the ways they connect with families. At the same time, the data highlights this as an area for continued growth, particularly in diversifying engagement methods beyond the most common approaches and ensuring accessibility across languages, schedules and community needs. The Greater Los Angeles R-TAC's technical assistance has been instrumental in helping grantees design and implement these engagement strategies, sharing voices from the field during CoTPs and creating spaces to actively engage in best practices across schools to deepen authentic family engagement.

Findings from the health and wellness landscape analysis further underscore the importance of partnership development and the integration of whole-child supports. Schools are forging strong connections with community-based organizations, public agencies and local leaders to provide resources such as health screenings, nutrition programs and mental health supports. These partnerships not only address immediate student and family needs but also build the foundation for long-term equity and resilience in school

communities. The Greater Los Angeles R-TAC has supported this work by connecting grantees with regional partners, elevating model practices and aligning supports to address systemic barriers through a coordinated Countywide approach. The work within the transformation zones also offers valuable lessons for scaling community schools implementation. By focusing on targeted regions and leveraging localized collaboration, transformation zones have provided spaces for deeper experimentation, peer learning and alignment of resources. Interviews conducted with a school in the transformation zones shed light on how chronic absenteeism is being addressed through coordinated strategies, family partnerships and supportive services. Moving into the next year, the Greater Los Angeles R-TAC's leadership will continue to develop and support this model to enable districts to test innovative approaches, build cross-district collaboration opportunities and accelerate progress toward systemwide transformation.

As grantees look ahead into the next phase of implementation, sustaining momentum will require continued investment in professional development,



“

I just feel that LACOE is very supportive as an R-TAC. The information is clear and easy to follow. I believe that the technical assistance was very helpful last year.

**2024 Countywide Welcome Convening  
Attendee, South Subregion**

data-driven reflection and structures for shared decision-making. The Greater Los Angeles R-TAC remains a critical driver in this process, bridging state guidance with local implementation efforts, amplifying promising practices and ensuring that districts and school sites have the tools and relationships needed to sustain the work. The growth of Cohort 1 schools into the transforming phase demonstrates what is possible when schools embrace collaboration and continuous improvement, while Cohorts 2 and 3 show promising early progress that will strengthen with time and support.

Looking forward, the Greater Los Angeles R-TAC will build upon these findings through deeper analyses

designed to enhance understanding of program impact and inform continuous improvement. Planning future analyses include exploring statewide educational indicator trends and comparing them to CCSPP and Countywide patterns, examining differences by student group and school type to better understand equity gaps, and analyzing the impact of the Greater Los Angeles R-TAC's support on school and district implementation outcomes. These efforts will not only provide greater insight into how the CCSPP model drives change across diverse contexts, but will also ensure that technical assistance remains responsive, strategic and evidence-based.

Ultimately, the Year 3 findings affirm the power of the community school model to advance equity, strengthen school-community partnerships and create inclusive environments where all students can thrive. By centering family voice, addressing whole-child needs, fostering racially just and restorative climates, and coordinating technical assistance across the county, the Greater Los Angeles R-TAC continues to play a pivotal role in translating the CCSPP vision into sustainable, systemwide change.







# Appendix A. Description of Greater Los Angeles R-TAC Learning Opportunities

The table below provides a description of the activities provided to grantees in Los Angeles County. The target populations for these activities include both Planning and Implementation Grantees. This includes LEA and school site administrators, Community School Site-Based Coordinators or other staff involved in the implementation of the community schools model.

| Activity                                                           | Description                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual or Group Support Sessions</b>                        | Greater Los Angeles R-TAC coordinators tracked the type of support provided to grantees, 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 group settings.                                                                                     |
| <b>Countywide Professional Development</b>                         | Virtual, quarterly sessions were facilitated to bring together CCSPP grantees across Los Angeles County. The focus of these activities was grounded in the CCSPP's Four Cornerstone Commitments. This also includes a Welcome session for Cohort 3 grantees.                                                                                                           |
| <b>Subregional Communities of Transformational Practice (CoTP)</b> | In-person, subregion meetings were facilitated to develop the capacity of all grantees on the CCSPP framework, providing grantees with opportunities to network, share local resources and partner or exchange ideas and promising practices.                                                                                                                          |
| <b>Community School Learning Site Visits</b>                       | In-person meetings were facilitated to generate and exchange collective knowledge, insights and information, in efforts of helping all partners engage in and implement the work. These visits included town halls, panel discussions, focus groups and other forums designed to elicit feedback and cultivate shared understanding.                                   |
| <b>Technical Assistance Sessions</b>                               | Virtual sessions for LEA and school teams to engage in collective learning around CCSPP technical assistance needs. These sessions focused specifically on CCSPP grant deliverables such as how to apply for Cohort 4 and completion of required documentation (e.g., the Annual Progress Report, Sustainability Plan and Expenditure Report).                         |
| <b>Webinar Learning Series</b>                                     | Based on the 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 CCSPP implementation. 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. |
| <b>Wellness Center Site Visits</b>                                 | 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.                                                                                                                                                                      |

# Appendix B. Breakdown of Community School Roles

The table below presents examples of LEA- and school-level job titles of those who attended Greater Los Angeles R-TAC learning opportunities during 2024-25. Those whose titles explicitly referenced Community Schools were categorized as Community Schools Administrators or Staff, while all others were grouped based on roles without a direct Community Schools designation.

| Community School Administrators or Staff |                                            |                                |
|------------------------------------------|--------------------------------------------|--------------------------------|
| Administrator                            | Assistant Director                         | Associate Director             |
| Case Manager                             | Chair                                      | Coordinator (District or Site) |
| Director                                 | Engagement Coordinator                     | Instructional Specialist       |
| Lead (District or Site)                  | Liaison (District or Site)                 | Manager                        |
| Parent/Community Liaison                 | Partnership Manager                        | Program Assistant              |
| Program Specialist                       | Secretary                                  | Specialist                     |
| Teacher Specialist                       | Teacher on Special Assignment (TOSA)       | Educational Community Worker   |
| Family and Community Engagement Liaison  | Family and Community Engagement Specialist |                                |
| LEA   District Administrators            |                                            |                                |
| Administrator                            | Assistant Director                         | Assistant Superintendent       |
| CEO                                      | Chief School Officer                       | Compliance Officer             |
| Coordinator                              | Director                                   | Executive Administrator        |
| Executive Director                       | Manager                                    | Senior Director                |
| Superintendent                           | Supervisor                                 | Vice President                 |
| LEA   District Staff                     |                                            |                                |
| Administrative Support                   | Analyst                                    | Budget Analyst or Technician   |
| DEI Specialist                           | Federal and State Program Coordinator      | Grants Compliance Associate    |
| Grant Manager                            | Library Media Specialist                   | Nurse Practitioner             |
| Social Worker (Staff or Intern)          | Specialist                                 | Wellness Coordinator           |

## Appendix C. Educational Indicator Tables

The tables below present year-over-year trends for CCSPP grantee cohorts compared to Los Angeles County averages, highlighting changes in chronic absenteeism, suspension, dropout and graduation rates, as well as Smarter Balanced Assessment results in English Language Arts (ELA) and Math.

| Cohort            | 2016-17 | 2017-18 | 2018-19 | 2019-20 & 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------------------|---------|---------|---------|-------------------|---------|---------|---------|
| Implementation 1  | 15.56%  | 14.93%  | 19.02%  | *                 | 40.72%  | 34.57%  | 29.90%  |
| Planning 2        | 7.22%   | 8.35%   | 8.74%   | *                 | 28.26%  | 25.20%  | 22.45%  |
| Implementation 2  | 13.83%  | 13.75%  | 15.62%  | *                 | 36.44%  | 33.22%  | 27.94%  |
| Implementation 3  | 13.79%  | 14.68%  | 15.58%  | *                 | 34.28%  | 29.82%  | 27.92%  |
| LA County Overall | 10.68%  | 10.92%  | 13.81%  | *                 | 31.23%  | 26.75%  | 22.02%  |

**Figure 4.** Yearly chronic absenteeism rates among CCSPP grantee schools by grant type and cohort

| Cohort            | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 & 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------------------|---------|---------|---------|---------|---------|-------------------|---------|---------|---------|
| Implementation 1  | 4.39%   | 4.02%   | 4.11%   | 3.61%   | 3.28%   | *                 | 2.67%   | 3.25%   | 3.12%   |
| Planning 2        | 1.51%   | 1.21%   | 1.06%   | 1.50%   | 1.81%   | *                 | 1.36%   | 2.13%   | 2.23%   |
| Implementation 2  | 3.46%   | 3.53%   | 3.67%   | 3.35%   | 2.95%   | *                 | 2.53%   | 2.97%   | 3.38%   |
| Implementation 3  | 3.20%   | 3.14%   | 3.17%   | 3.03%   | 3.16%   | *                 | 2.58%   | 2.99%   | 2.53%   |
| LA County Overall | 2.19%   | 2.14%   | 2.10%   | 2.03%   | 1.96%   | *                 | 1.73%   | 2.07%   | 1.94%   |

**Figure 5.** Yearly suspension rates among CCSPP grantee schools by grant type and cohort

| Cohort            | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Implementation 1  | 7.66%   | 7.58%   | 7.07%   | 7.61%   | 7.70%   | 7.52%   | 8.95%   | 7.66%   |
| Planning 2        | 4.72%   | 4.30%   | 8.88%   | 3.14%   | 3.76%   | 4.56%   | 3.43%   | 3.69%   |
| Implementation 2  | 10.30%  | 10.46%  | 9.68%   | 10.76%  | 8.46%   | 8.59%   | 8.65%   | 7.04%   |
| Implementation 3  | 12.24%  | 10.74%  | 11.35%  | 11.31%  | 12.07%  | 10.00%  | 9.78%   | 10.44%  |
| LA County Overall | 9.61%   | 9.84%   | 10.64%  | 9.52%   | 9.55%   | 8.27%   | 9.23%   | 7.76%   |

**Figure 6.** Yearly dropout rates among CCSPP grantee schools by grant type and cohort

| Cohort            | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Implementation 1  | 87.06%  | 87.38%  | 87.71%  | 86.79%  | 86.02%  | 87.78%  | 87.42%  | 89.61%  |
| Planning 2        | 93.26%  | 91.61%  | 87.83%  | 93.14%  | 88.86%  | 92.40%  | 93.96%  | 94.03%  |
| Implementation 2  | 81.85%  | 82.95%  | 84.65%  | 83.61%  | 85.18%  | 86.97%  | 87.38%  | 89.01%  |
| Implementation 3  | 68.90%  | 72.05%  | 71.98%  | 72.84%  | 71.49%  | 77.04%  | 75.50%  | 76.12%  |
| LA County Overall | 80.81%  | 81.57%  | 81.85%  | 82.20%  | 82.37%  | 86.15%  | 84.43%  | 86.71%  |

**Figure 7.** Yearly high school graduation rates among CCSPP grantee schools by grant type and cohort

| Cohort            | 2015   | 2016   | 2017   | 2018   | 2019   | 2019-20 & 2020-21 | 2022   | 2023   | 2024   |
|-------------------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|
| Implementation 1  | 29.33% | 33.32% | 34.04% | 35.03% | 36.19% | *                 | 33.45% | 34.08% | 35.23% |
| Planning 2        | 39.07% | 47.12% | 48.67% | 47.17% | 48.38% | *                 | 40.74% | 38.59% | 41.54% |
| Implementation 2  | 32.76% | 37.48% | 38.04% | 40.04% | 41.30% | *                 | 35.60% | 35.33% | 35.68% |
| Implementation 3  | 35.96% | 40.30% | 40.24% | 41.61% | 43.17% | *                 | 37.78% | 36.83% | 37.78% |
| LA County Overall | 42.00% | 46.00% | 47.20% | 48.93% | 50.44% | *                 | 47.20% | 47.18% | 48.12% |

**Figure 8.** Yearly ELA percentage 'standard met and above' among CCSPP grantee schools by grant type and cohort

| Cohort            | 2015   | 2016   | 2017   | 2018   | 2019   | 2019-20 & 2020-21 | 2022   | 2023   | 2024   |
|-------------------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|
| Implementation 1  | 15.70% | 17.96% | 18.21% | 19.30% | 21.31% | *                 | 15.97% | 17.92% | 19.41% |
| Planning 2        | 26.02% | 32.18% | 33.07% | 33.79% | 34.28% | *                 | 20.66% | 23.34% | 24.84% |
| Implementation 2  | 21.79% | 24.29% | 26.21% | 27.97% | 29.30% | *                 | 21.40% | 22.71% | 23.59% |
| Implementation 3  | 23.60% | 26.66% | 27.67% | 28.66% | 30.92% | *                 | 21.97% | 23.28% | 24.69% |
| LA County Overall | 31.00% | 34.00% | 35.89% | 37.46% | 39.11% | *                 | 32.86% | 34.74% | 36.47% |

**Figure 9.** Yearly math percentage 'standard met and above' among CCSPP grantee schools by grant type and cohort

\* Note: Absenteeism, suspension and assessment data are not available for the 2019-20 and 2020-21 academic years, when in-person instruction was suspended for all or part of the year due to the COVID-19 pandemic.





