COMMUNITY SCHOOLS
RTAC
San Diego • Imperial • Orange

REPORT
2025

ORANGE COUNTY DEPARTMENT OF EDUCATION

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Background

Beginning in the 2021–22 school year, and continuing through 2029–30, the California Community Schools Partnership Program (CCSPP) provides funding to support the planning and implementation of community schools across the state. This strategy from the California Department of Education (CDE) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes.

The CDE describes a community school as a "whole-child" approach to school improvement in which districts and schools work in close partnership with teachers, school site staff, students, families, and community organizations. These schools are designed to integrate academics with health and social services, youth and community development, and meaningful family and community engagement.

To support this statewide initiative, the CDE has established eight Regional Technical Assistance Centers (R-TACs) to provide targeted capacity-building support. The Southern Coast Regional Technical Assistance Center (SC R-TAC), led by the San Diego County Office of Education in partnership with the Orange County Department of Education, the Imperial County Office of Education, and Community Schools Learning Exchange, serves local educational agencies (LEA) and schools in regions of Southern California. Together, the SC R-TACs assists grantees in building capacity to drive their community schools' efforts. In turn, districts and schools will develop a more responsive, community-centered method of supporting their students.

Community schools can improve a range of student outcomes, promote equity, and strengthen community well-being. However, these outcomes depend on effective, contextually grounded implementation. To help bridge the gap between research and practice, the State Transformational Assistance Center (S-TAC), has developed five capacity-building strategies (CBS)—a rubric rooted in implementation science. This tool helps LEAs assess progress and plan for continuous improvement.

The capacity-building strategies are organized into three phases:

- **Visioning:** Stakeholders explore how community schools can respond to local strengths and address community needs. This is a starting point focused on understanding and organizing people, data, and resources.

- **Engaging:** Schools deepen relationships and skills, and develop the organizational infrastructure needed to implement the strategy.

- **Transforming:** Schools fully implement the strategy, using relationships, established structures, and sustainable practices to reflect and continually improve.

Grantees focus their implementation efforts across five capacity-building strategies:
- Shared Commitment, Understanding, and Priorities
- Centering Community-based Learning
- Collaborative Leadership
- Sustaining Staff and Resources
- Strategic Community Partnerships

The SC R-TAC uses the capacity-building strategies to both guide and gauge progress among the grantees they are supporting. These strategies can be an effective approach to mitigate the academic and social impacts that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Additionally, the CDE has tasked R-TACs with providing professional development, models of practice, coaching, and related supports to local educational agencies and schools. As outlined in the scope of work, the SC R-TAC aims to establish a cohesive system of support for grantees by building capacity across the following key functions:

- Conducting comprehensive school and community needs and asset assessments;
- Improving and empowering authentic family and community engagement in the languages spoken in the community;
- Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices;
- Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students' needs;
- Developing expanded learning models that use school and community resources to enrich students' learning opportunities and remove obstacles to learning;
- Establishing shared decision-making structures, processes, and protocols that ensure students, families, educators, and community members collaborate on the decisions that most affect the conditions for powerful teaching and learning;

- Developing models of service provision that integrate Multi-Tiered System of Support (MTSS) systems with health, mental health, social service, and expanded learning resources to serve the needs of children and youth efficiently and effectively;
- Collecting data about student experiences and outcomes that inform a process of continuous improvement;
- Creating community partnerships;
- Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources; and
- Coordinating services across child-serving agencies and schools.

The SC-R-TAC provides technical assistance to grantees across the Southern California region to support LEAs in implementing the Community Schools Framework. This includes helping grantees carry out the functions outlined above and guiding them through the phases of the capacity-building strategies—from visioning to engaging to transforming. Through this support, SC R-TAC partners help LEAs build the capacity needed to employ community school strategies in responsive, meaningful, and sustainable ways.

Study Purpose

This evaluation examines how the Southern Coast Regional Technical Assistance Center is supporting local educational agencies in the planning and implementation of their California Community Schools Partnership Program grants. Given R-TAC's central role in building LEA capacity and advancing the Community Schools Framework through technical assistance, the evaluation aims to understand who the R-TAC serves, which strategies are implemented for which recipients, what can be learned from this work, and what outcomes the R-TAC has achieved.

A mixed-methods approach guides the evaluation. Data was collected over the past several years through webinar surveys, activity logs, the Annual Performance Report (APR), annual technical assistance (TA) surveys, interviews, and focus groups. Although this is a summative report, findings are intended to inform continuous improvement within the R-TAC and strengthen strategic support for current and future grantee cohorts. The summative questions are as follows:

1. What are the characteristics of LEAs and the LEA community (e.g., school demographics, community demographics, and others) served by SC R-TAC?
2. What strategies (e.g., professional development, coaching, etc.) did SC R-TAC deploy to achieve its outcomes?
3. How many LEAs participated?
4. What can we learn from the project?
5. To what extent did the SC R-TAC achieve its expected capacity-building outcomes and how do they know?

What Are the Characteristics of LEAs and the LEA Community Served by SC R-TAC?
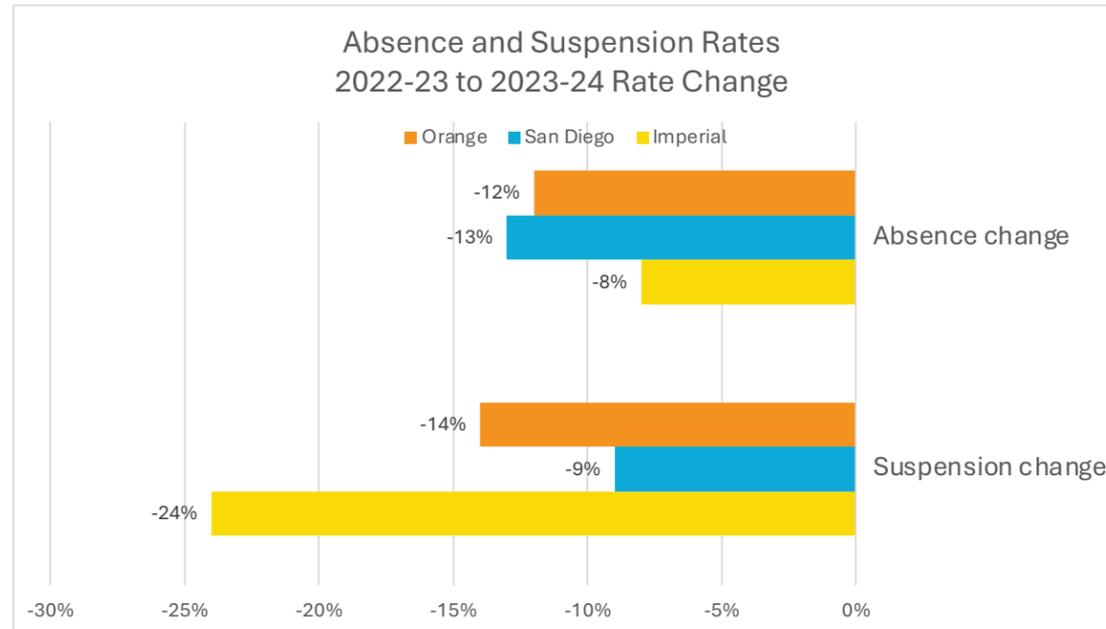
The SC R-TAC operates under the principles of the National Centers for Community Schools' Framework as well as the California Community Schools Framework. Of which the four pillars of community schools consist of of integrated student supports, active family and community engagement, expanded and enriched learning time and opportunities, and collaborative leadership and practices.. The context of LEAs and their surrounding communities impact how these pillars take root. The SC-RTAC's work is situated within demographic, geographic, and socioeconomic contexts, requiring tailored strategies to equitably support community school development.

Since launching in the 2022–2023 school year, SC-RTAC has supported four cohorts of grantees, consisting of both planning and implementation awardees. A total of 146 grants have been distributed across 67 LEAs, impacting 363 schools throughout San Diego, Orange, and Imperial counties. Of these, 53 grants supported planning activities — primarily in the first two cohorts— and 93 were Implementation grants. Funding levels reflect the shift toward implementation, with $10.6 million allocated to planning grants and $511.5 million directed toward implementation grants—distributed among San Diego (**50%**), Orange (**40%**), and Imperial (**10%**) counties.

Counties	Cohort 1 (2021-2022)	Cohort 2 (2022 – 2023)	Cohort 3 (2023 – 2024)	Cohort 4 (2024 – 2025)
San Diego	19	27	22	10
Orange	13	18	12	5
Imperial	3	7	7	3
RTAC Total	35	52	41	18

Grants per Cohort in the R-TAC Regions
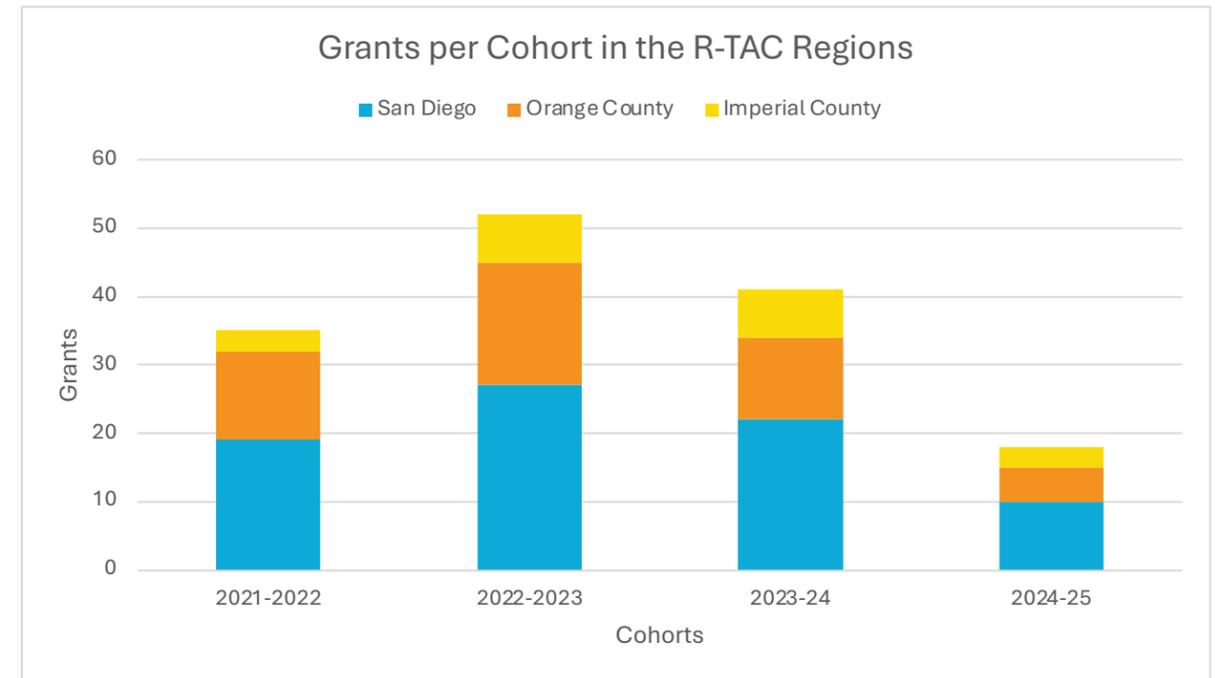
While the grantees across San Diego, Orange, and Imperial counties have some shared characteristics, they also have differences. The local context surrounding each LEA varies, requiring SC R-TAC to provide differentiated technical assistance. For instance, the counties are geographically dispersed, with some serving urban centers and others more rural communities. Gratnees located in counties that are less spread out typically face fewer logistical barriers for attending in-person meetings, whereas those in more spread-out counties may encounter logisitical challenges related to travel time and distance. Additionally, rural grantees often have fewer readily available community partners, which can make identifying and sustaining partnerships more difficult compared to their urban counterparts.These contextual differences underscore the importance of tailored support that accounts for both geography and resource availability, even when broader indicators appear similar across the region.

Student and community demographic profiles further illustrate both shared needs and distinct contexts. According to 2023–2024 California Department of Education data, 235,311 students were enrolled in community schools across the Southern Coast region.

Across all three counties, Community Schools primarily serve Hispanic students, with county-level averages ranging from **75%** in San Diego to **99%** in Imperial. Additionally, average English learner populations in the counties' community schools fall between **38%** and **51%**. The percent of students identified as socioeconomically disadvantaged is a similar rate across these counties, with rates hovering between **85%** and **89%**.

Further according to data from the California Healthy Places Index, health insurance coverage rates in the communities surrounding community schools range from **85% to 88%** on average among the counties, suggesting that there still may be gaps in care. Levels of adult educational attainment in the counties vary more widely: in San Diego, for instance, **28%** of adults in the same ZIP code as the community schools LEA hold a bachelor's degree compared to **16%** in Imperial. These contextual community factors underscore the importance of integrated student supports from healthcare to secondary education and career readiness.

Patterns in absenteeism and suspension data offer additional insight into student engagement and school climate across the region. When adjusted for enrollment, absenteeism is similar across counties. In general, students in community schools across San Diego, Orange, and Imperial Counties averaged just over a dozen absences.

Suspension rates provide another lens into school culture and disciplinary approaches. Community schools in San Diego and Imperial Counties reported slightly higher suspension rates—6 and 5.9 per 100 students respectively—compared to Orange County's 4 per 100, though all three experienced year-over-year declines. Imperial County experienced the most notable reduction, with a **24% drop** in suspensions during the 2023–24 school year.

Absence and Suspension Rates 2022-23 to 2023-24 Rate Change

In sum, the SC-RTAC's approach to supporting community schools is mindful of LEA's local context. While factors such as SES disadvantaged and English learner status persist across counties, the supports needed for each subgroup may differ. By understanding the characteristics of the LEAs and the communities they serve, SC-RTAC strengthens its ability to scaffold conditions for student success and sustainability over time.

What Strategies Did SC R-TAC Deploy (pd, coaching, etc.) to Achieve its Outcomes

To achieve its outcomes, SC R-TAC staff used a range of strategies designed to understand grantee needs and provide targeted technical assistance. These activities – such as individual coaching, resource provision, webinars, and site visits – are tracked by the SC R-TAC staff to support in reflection and progress monitoring. Of the logged activities from January 2024 to May 2025, **38%** of logged activities supported grantees in San Diego County, **38%** in Orange County, and **12%** in Imperial County. The remaining activities either supported all grantees collectively or spanned multiple counties. The majority of these activities (**65%**) lasted between one and two hours.

SC-R-TAC continues to adapt its strategies over time in response to grantee needs. Across 2024 and early 2025, individual LEA coaching remained the most frequently reported support, making up **28% and 27%** of activities, respectively. Notably, there was a decrease in initial consultations in 2025, likely reflecting the seasonality of initial consultations as well as the previously established relationships between the SC R-TAC and grantees. In return, there was an increased proportion of activities focused on internal planning, distribution of tools and resources, site visits, and meetings with LEAs and partners. The top three logged SC R-TAC activities are detailed below.


Top 3 Logged RTAC Activities
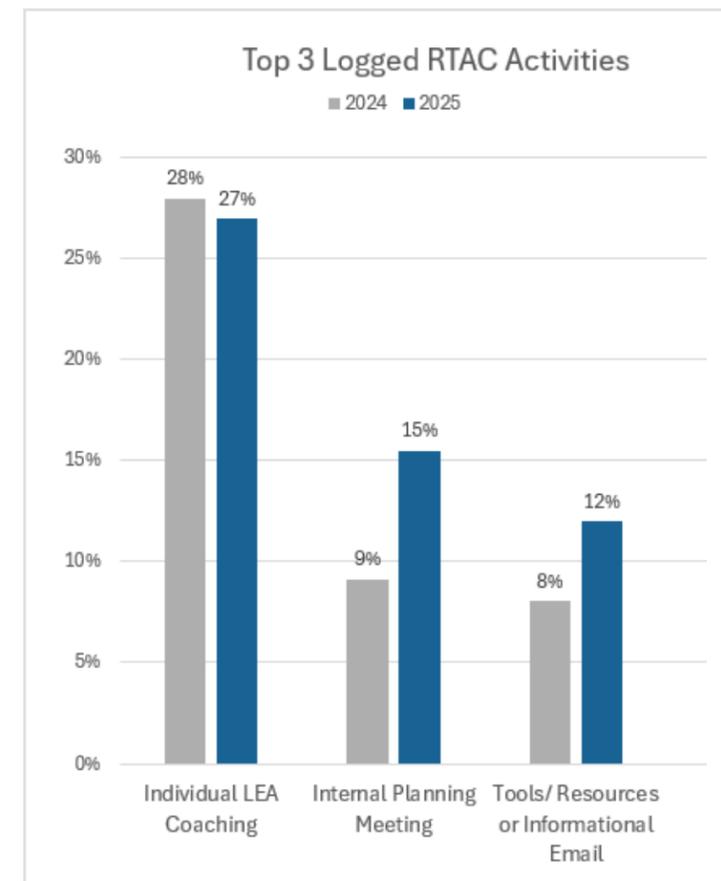
1 | INDIVIDUAL LEA COACHING

Individual coaching for LEAs has been a cornerstone of SC R-TAC support. It was identified in a previous formative evaluation as a key factor contributing to self-reported grantee success. In interviews, many community school staff described how one-on-one coaching helped them navigate new responsibilities as SC R-TAC staff offered guidance aligned with

their unique contexts. Additionally, in technical assistance survey (n= 94) released in 2024 and 2025, over 73% of survey respondents believed that SC R-TAC helped support them accomplish something that they otherwise would not have achieved. Given the range of site characteristics—regional differences, staffing experience, and prior knowledge—coaching allowed SC R-TAC staff to suggest different strategies or simply offer reassurance throughout planning and implementation.

Has RTAC assistance enabled you to accomplish what you may not have?

No, 27%

Yes, 73%
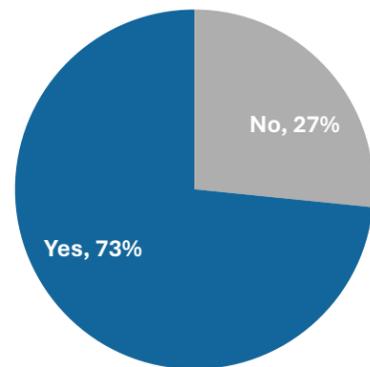
2 | INTERNAL PLANNING MEETINGS

Internal planning meetings among SC R-TAC partners (SDCOE, OCDE, ICOE, and CLSX) are critical for aligning efforts and strengthening collaboration. Among these internal meetings, SC R-TAC staff work to build each other's capacity and plan for upcoming TA. One benefit of internal meetings is determining CCSPP grantee needs and how the RTAC can adapt to meet those needs. These needs can then be intentionally added to the RTAC's webinars, websites, and resources. According to interviews of SC R-TAC staff from each of the COEs as well as CSLX, they identify needs and future content areas both quantitively and qualitatively. Routine surveys and annual performance reviews provide numeric guidance on the needs that should be further addressed. Many SC R-TAC staff also highlighted the importance of conversing with LEAs to better understand what further support is needed. By analyzing data from surveys, performance reviews, and direct grantee feedback, SC R-TAC uses these internal planning meetings to plan data collection, embed needs into upcoming webinars or toolkits and ensure that technical assistance remains responsive and relevant across the region.

3 | TOOLS AND RESOURCES

The provision of tools and resources was also highly documented by SC R-TAC staff as it made up **12%** of the activities in that took place from January to May of 2025. Grantee interviews highlighted how critical these materials are, especially for staff who may not have a background in education or who are less familiar with community schools. Commonly cited resources included Leading with Purpose and Passion, materials from the Children's Aid Society, and the Community Schools Playbook.

> We use the materials to share what community schools are about. I distributed them to my team, and we have been using them and referring to them throughout the year.

SC-R-TAC has also provided a range of products in recent years—including procedural documents, presentations, checklists, and toolkits—to guide grantees in both planning and implementation. Examples of these products are displayed in the chart below.

Products Created by SC-R-TAC to Support Grantees
January 2024 - May 2025
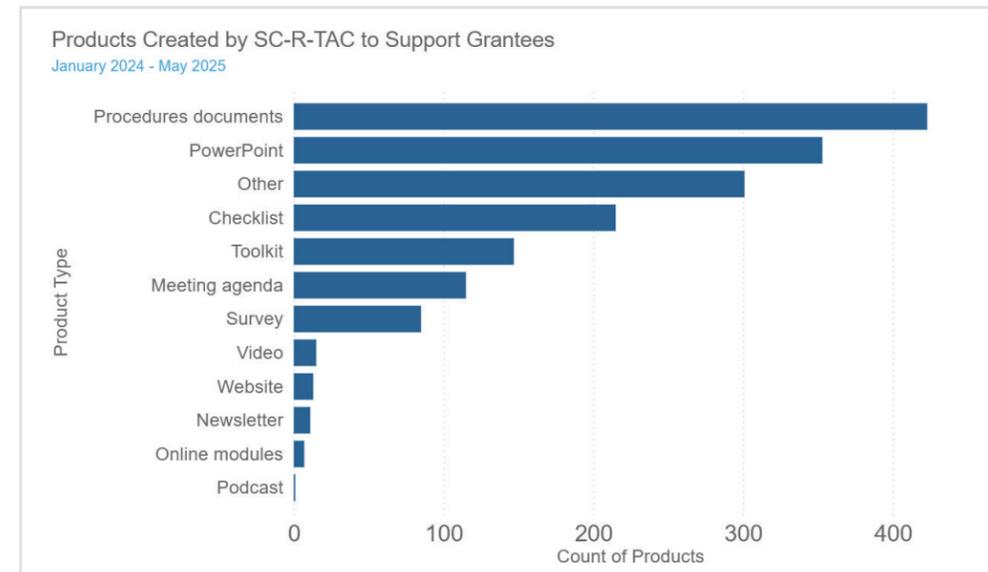
Through strategies including coaching, internal coordination, and targeted resource provision, SC-R-TAC continues to offer responsive, differentiated support that aligns with the unique needs of grantees. SC R-TAC's continued review of these services, and their perceived quality ensures the support remains relevant and impactful for the LEAs they serve.

How Many LEAs Participated?

Over the past two academic years, the SC-R-TAC provided a wide range of supports to grant-ees. However, the level of engagement with these supports varied, with some grantees leveraging technical assistance more frequently than others. Notably, the SC-R-TAC continues to initiate the majority of logged activities (**54%**) in 2024 and early 2025 while the remaining activities were requested by LEAs, external partners, or other stakeholders.

Some services such as webinars, emailed resources, and regional summits were provided broadly to all grantees. These broad supports help ensure that all sites have access to founda-tional information, networking opportunities, and times for shared learning. Lack of SC R-TAC utilization or LEAs' reluctance to initiate activities may stem from a few sources. In a 2025 survey when respondents were asked to identify challenges with technical assistance, **11%** of challenges were related to lack of understanding of SC R-TAC 's role. Further, in 2024 inter-views, some grantees also expressed uncertainty about what support to ask for, noting that limited experience with community schools made it difficult to articulate or understand their needs.

The chart below presents logged activities from 2024, excluding internal planning meetings and those involving external stakeholders. On average, grantees engaged in slightly over 45 technical assistance activities during the year. However, some grantees had nearly double this number, indicating substantial variation in resource provision. This variation suggests that some LEAs may require different levels of support in their community school's journey. Further, some LEAs may need additional outreach for them to determine how to best leverage SC R-TAC as a resource.
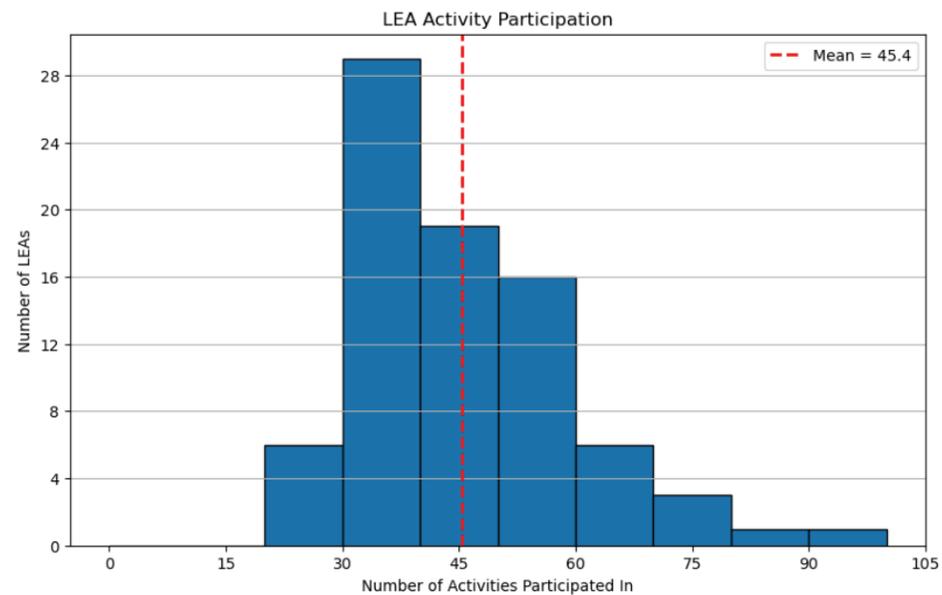
It is also important to consider not only how frequently grantees engaged with SC R-TAC supports, but what those supports were focused on as well. The scope of work outlined several key functions to provide effective TA. SC R-TAC staff logged their activities in relation to these functions. The following chart displays logged activities from January 2024 through May 2025, aggregated to the county level to illustrate broader patterns of participation across the Southern Coast region.
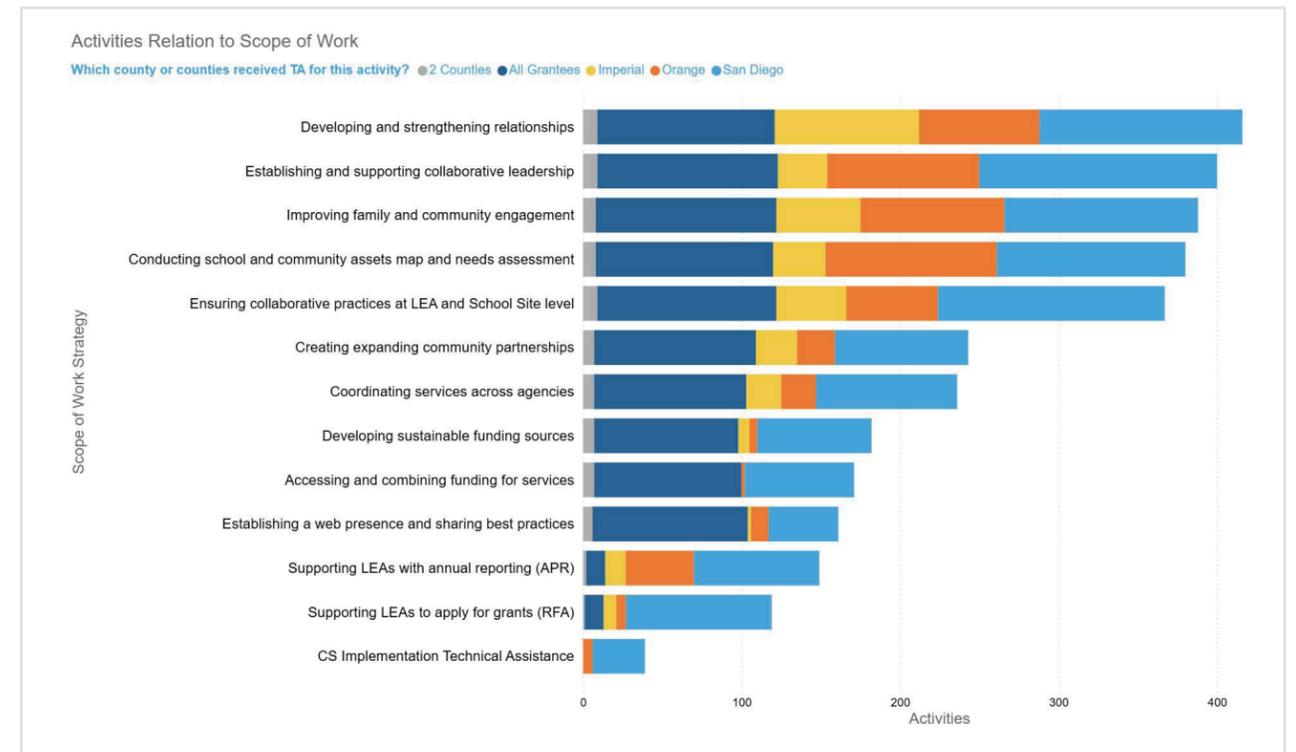
Most activities were related to developing and strengthening relationships, establishing and supporting collaborative leadership, and improving family and community engagement. Several functions—particularly those that can be addressed broadly, such as engagement practices and leadership development—were frequently delivered across counties and were available to all grantees. This distribution of TA across the Southern Coast region as a whole demonstrates how SC R-TAC effectively leverages its internal coordination between COEs to deliver support on common needs at scale. In contrast, more specialized and site-specific functions—such as providing guidance for annual reporting or supporting grant applica-tions—were generally handled by individual counties. These functions require tailored approaches based on the unique context of a LEA, reinforcing the importance of one-on-one TA.

Together, this data shows the range of activities that LEAs participate in; from broadly accessible content to more targeted supports. While SC R-TAC delivers many services regionwide, it also remains attuned to the individual needs of grantees, adjusting its support accordingly.

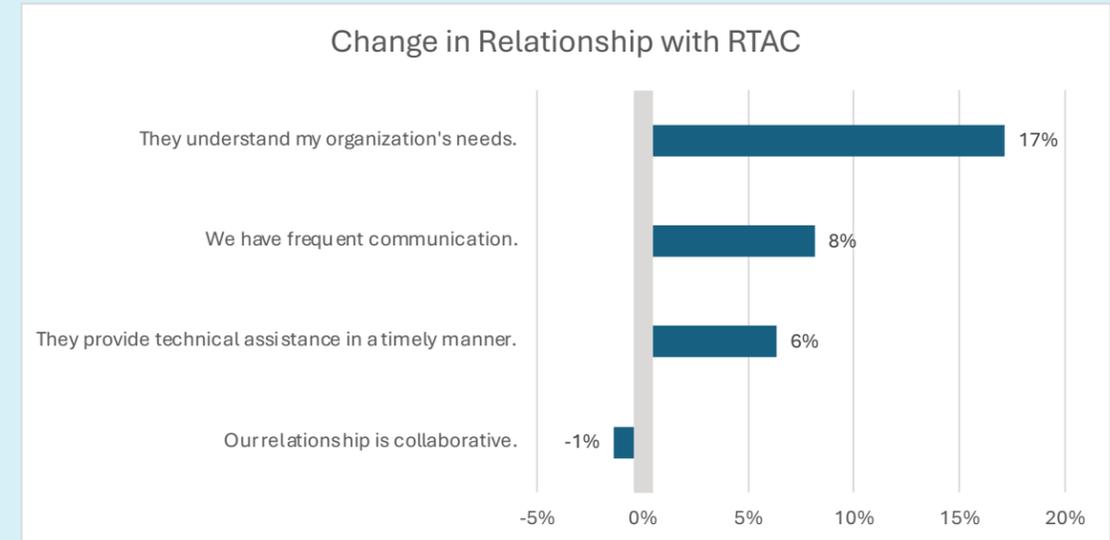# What Can We Learn From This Evaluation?

BUILDING RELATIONSHIPS TAKES TIME

One of the takeaways from this evaluation is that strong relationships between SC R-TAC staff and grantees are essential and that building those relationships is an ongoing process. Early interviews and surveys in an interim report had identified the need for relationship building, so grantees can approach SC R-TAC when support is needed. To monitor progress, grantees were asked the same set of relationship-focused questions across two consecutive years (2024 - 2025), covering topics such as mutual understanding, frequency of communication, timeliness of support, and collaborative partnership. Asking the same set of questions each year allows the RTAC to measure progress and reassess areas of need.
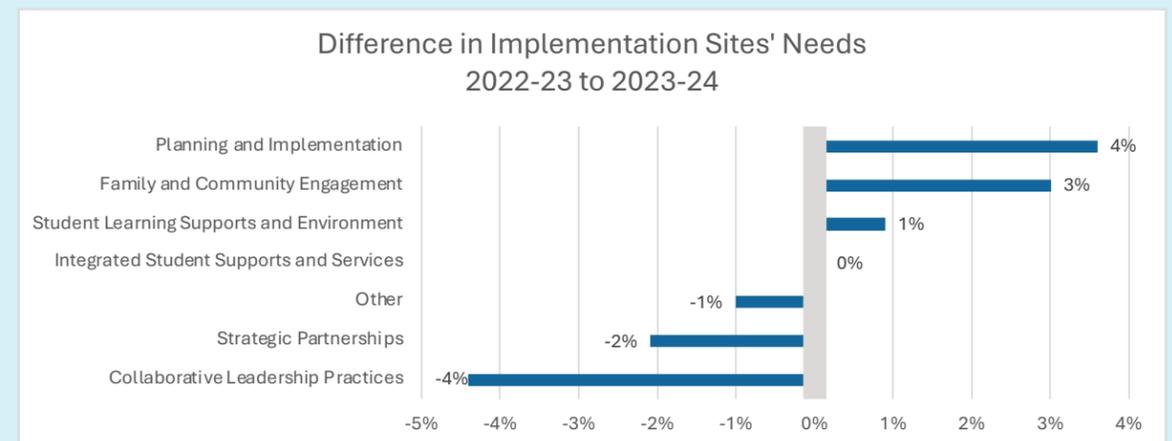
Over time, several metrics showed large improvement:
- Agreement with the statement "they understand my organization's needs" increased by 17%
- Agreement with "we have frequent communication" increased by 8%
- Agreement that "support is provided in a timely manner" increased by 6%
  However, there was a slight decrease in agreement to the sentiment that the relationship is collaborative between the grantee and SC R-TAC.

Together these findings suggest that SC R-TAC made strides in forming positive relationships with grantees and understanding their context, maintaining continued dialogue, and continually supporting grantees through their community school efforts. Importantly, relationship-building has been a reciprocal process: as SC R-TAC staff refine their strategies for working with diverse LEAs and understanding their needs, those same LEAs are learning how to better navigate and leverage the resources available to them -- a challenge some LEAs previously identified.

Change in Relationship with RTAC

They understand my organization's needs. — 17%
We have frequent communication. — 8%
They provide technical assistance in a timely manner. — 6%
Our relationship is collaborative. — -1%

NEEDS AND CHALLENGES ARE EVOLVING

Another key insight from this evaluation is that grantee needs are not static. Needs shift as implementation matures and priorities change. In 2025, SC-R-TAC staff hosted several focus groups with educators, students, family members, and community school coordinators to gain insight on various stakeholder perspectives. This qualitative data, paired with findings from Annual Progress Reports (APRs) and TA surveys, offered a comprehensive look at needs and challenges.

Difference in Implementation Sites' Needs
2022-23 to 2023-24

Planning and Implementation — 4%
Family and Community Engagement — 3%
Student Learning Supports and Environment — 1%
Integrated Student Supports and Services — 0%
Other — -1%
Strategic Partnerships — -2%
Collaborative Leadership Practices — -4%

From 2022-23 to 2023-24, 205 implementation sites that filled out the APR were asked to report on their current needs. Year to year, the proportion of needs being "community school planning and implementation" increased by 4%. Focus group participants—particularly community schools coordinators— echoed this trend, noting that it is a challenge ensuring that all educators have the capacity to implement the community schools' vision. Some teachers expressed interest in coaching on how to implement strategies but shared concerns about limited planning time and inconsistent instructional support.

Needs related to family and community engagement rose as well, increasing by 3% from the prior year. During focus groups, some parents explained that events and communication opportunities were often scheduled around staff convenience, making participation difficult for working families. Many shared a desire for deeper, more authentic partnerships with schools, reflecting a need for both logistical flexibility and more genuine outreach.

Challenges reported in TA recipient surveys also shifted over time. The percentage of respondents reporting no challenges decreased from **41% to 28%**, suggesting a growing awareness of areas where support could be improved. Key changes also included:
- Lack of clarity around SC-R-TAC's role declined from 14% to 11%
- Insufficient in-person meetings rose from 3% to 9%
- Staff turnover at school sites rose from 2% to 7%
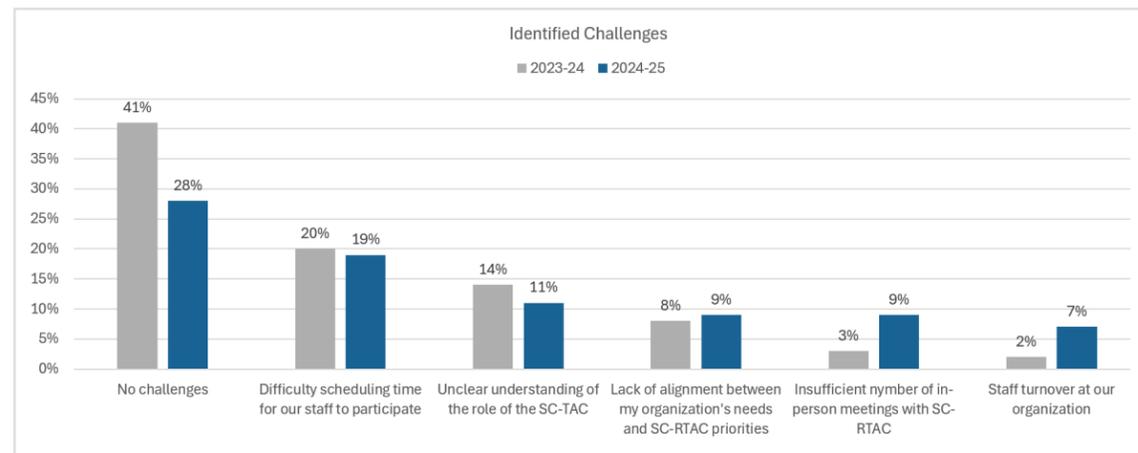
These changes reinforce the need for responsiveness and flexible supports. They also highlight that some obstacles—such as staffing or scheduling—may lie beyond the scope of SC R-TAC 's direct influence but still require adaptation of TA strategies.

To What Extent Did the SC R-TAC Achieve Its Expected Capacity Building Outcomes and How Do They Know?

A core aim of the SC R-TAC is to deliver high-quality, actionable technical assistance (TA) that enables grantees to make measurable progress in implementing community school strategies. Theoretically this would show that grantees that engage more frequently with SC R-TAC supports would be further along in the implementation process—demonstrating movement from the Visioning phase into Engaging or Transforming, as outlined in the capacity-building strategies. This assumption hinges on at least two conditions: 1) that all schools begin with comparable levels of knowledge and readiness, and 2) that both grantee self-assessments and SC R-TAC activity logs are accurate and thus could be used to assess progress. However, there's additional nuance. The SC R-TAC also seeks to build the capacity for grantees to self-support to a degree. This allows for LEAs to have increased ability to independently apply strategies and solutions thus decreasing reliance on external TA.

First, to examine the relationship between TA engagement and perceived implementation, schools in both Cohort 1 and Cohort 2 were equally categorized into "High Engagers" and "Low Engagers" groups based on the total number of SC-R-TAC activities logged for their districts. A Mann-Whitney U test was conducted to compare average self-reported implementation stage between these groups. To do this, visioning was categorized as stage 1, engaging was stage 2 and transforming equated to stage 3.

In Cohort 1, the differences between high and low engagers were not statistically significant (p=.289). However, in Cohort 2, schools in high-activity districts reported lower self-assessment scores than those in lower-activity districts—a marginally significant result (p = .050). While initially counterintuitive, there are possible explanations:
- Higher engagement may lead to greater self-awareness. Grantees receiving more TA may become more attuned to the possibilities and complexity of implementation. This knowledge would make them more aware of implementation gaps and may prompt more conservative self-assessments.
- Higher TA activity may reflect underlying need, and not just progress. LEAs engaging more frequently with SC R-TAC may be those facing greater barriers to implementation. In these cases, TA may be helping grantees make more progress than they would have otherwise, even if their overall implementation phase hasn't progressed as much as that of others with fewer obstacles.

Average School Self-Assessment by District Engagement Level and Cohort
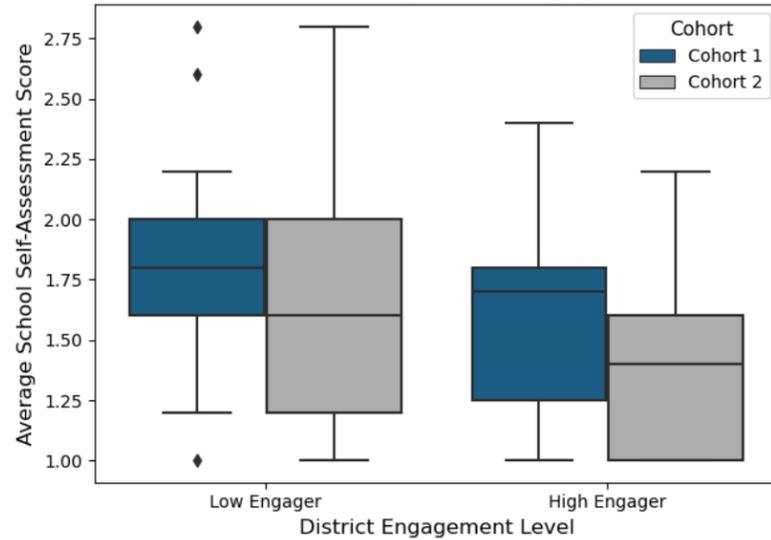
Despite these statistical findings, qualitative and survey data offer support for SC R-TAC's role in building capacity to implement the Community Schools model. As mentioned prior, in surveys across the 2023-24 and 2024-25 school year, **73.4%** of respondents reported that SC R-TAC assistance helped them accomplish something they otherwise would not have achieved in planning, implementation, or capacity-building work. Interviews also highlighted grantee perspectives on how technical assistance helped them work towards their community schools' goals. Many community schools' staff had mentioned that direct supports from SC R-TAC was especially useful for accomplishing something they were previously unfamiliar with. For example, one interviewee had said, "The (qualitative) coding aspect was a lot harder for me – I have never done qualitative coding. And that's where I got a lot of support as far as how to organize, how to speak to voices that aren't my own, but to let the data speak correctly." These unique and tailored supports not only help grantees accomplish tasks but also build their capacity and further sustainability.

Another indicator of success is that the provision of support can lead grantees to become actionable with the TA provided. This is key to sustainability. In TA surveys across the 2023–24 and 2024–25 school years, nearly all respondents indicated taking action following SC-R-TAC support (n = 109). Just 2.8% reported having no clear next step. Among the others:
- **66%** claimed they received and reviewed materials
- **61%** reflected on their own professional growth and mindset
- **53%** reported using the information in a community member meeting
- **50%** reported making recommendations to LEA leadership or staff

These responses show how SC R-TAC spurs grantees to learn, to reflect, and to engage others. Supporting grantees to take action and progress with next steps following TA assistance is an important aspect of increasing capacity among grantees.

While we did not find that increased TA assistance was associated with higher self-reported CBS phases, these results may reflect grantees' greater self-awareness and understanding of community school implementation. This interpretation was supported by SC R-TAC staff anecdotes, particularly during APR meetings, where LEAs showed different levels of discernment when judging their progress. Ultimately, SC-R-TAC appears to be fostering capacity albeit not via movement through CBS phases, but through deeper understanding, reflection, and collaboration.

Recommendations

✓ **ASSESS THE ACCURACY AND VALIDITY OF SELF-REPORTED DATA**
Although oversight of the APR submissions is a responsibility of the STAC team, SC R-TAC should engage with the STAC team to assess its reliability and use. This partnership could include ongoing dialogue about the variability in self-assessment ratings due to different interpretations of the capacity-building strategy phases. Once strategies are developed and implemented to ameliorate this, joint efforts could support the creation of a weighted scoring tool that integrates APR-reported fields, such as CBS ratings, family engagement levels or implemented whole-child supports. This approach could lead to leveraging the APR data that is collected to identify trends or track site-level progress.

In parallel, SC-R-TAC can play a proactive role in calibrating grantees around the APR. This could include offering professional development explaining what the APR is, why it's important and how to report information. Professional development could be provided through the SC R-TACs webinars, presentations, or individual coaching meetings to help grantees become more standardized. While there is always subjectivity and variability in self reported data, SC R-TACs coaching would allow for grantees to better understand the rationale behind self-assigned CBS ratings and increase consistency across the region. In turn, the SC R-TAC would have a more accurate assessment of the grantee's status and progress which allows for more targeted assistance.

✓ **MONITOR GRANTEE NEEDS THROUGH MULTIPLE DATA COLLECTION METHODS**
Grantees' needs evolve over time. To ensure SC-R-TAC's technical assistance remains responsive to evolving grantee needs, the team should continue to routinely collect and analyze diverse data sources. APR narratives can provide insight to broad needs across grantees whereas one-on-one coaching sessions or focus groups may lead to more insightful discussions and understanding. Using diverse data sources, including qualitative insights from focus groups or site visits can ensure that stakeholder voices are heard and understood. Following collection, the SC-T-RAC team should use internal debriefing meetings to interpret findings and make timely, actionable adjustments. These meetings should emphasize not only reflection but decision-making about future TA offerings. This use of data driven decisions would ensure that the TA offerings remain aligned with emerging priorities across LEAs. Continuing to embed this cycle of assessment, reflection, and adaptation will strengthen SC-R-TAC's ability to pivot offerings in ways that promote sustained progress toward community schools' objectives.

✓ **CONDUCT OUTREACH TO LOW ENGAGEMENT GRANTEES**
Per the CCSPP deliverables, all grantees are expected to attend trainings, meetings, or professional development put on by the R-TAC and COEs for community schools. However, over the course of the 2024-25 year, grantees had varying attendance to offerings provided by the R-TAC and COEs. To improve engagement, SC-R-TAC should reach out to non-attending grantees to identify barriers to participation and solicit input on more responsive engagement formats. Low-engagement LEAs may either require less support or be unaware of how to fully leverage SC-R-TAC resources. Further, because these grantees may not engage through traditional feedback pathways such as webinar surveys or coaching sessions, targeted outreach by the SC R-TAC team is essential to better understand their needs and improve equitable access to technical assistance. Routine reviews of participation data can help flag sites that may benefit from onboarding, re-engagement, or tailored support. This ensures grantees have meaningful opportunities to participate and progress toward community school goals.

Limitations

It is important to acknowledge the limitations of this evaluation. Self-reported data—from Annual Progress Reports (APRs) or activity logs—may include bias or inconsistencies due to varied interpretations and limited calibration across reporting parties. Survey data also presents challenges, such as low response rates and the possibility that more vocal or engaged individuals may not reflect the broader experiences across LEAs. While triangulating across data sources helps to mitigate some of these issues, these limitations should still be taken into account when interpreting findings.

Conclusion

The SC R-TAC represents a skilled and dedicated team with expertise spanning teaching, school counseling, multi-tiered systems of support, social work, implementation science, and mental health. Their collective mission is rooted in improvement as they offer resources, responsive training, and strategic guidance that help LEAs plan, implement, and sustain thriving community schools. SC-R-TAC's internal collaboration, data-informed decision-making, and commitment to continuous improvement have already strengthened relationships with grantees and empowered many to take actionable steps forward.

Looking forward, SC-R-TAC will continue to strengthen relationships with grantees and provide technical assistance aligned with evolving needs. One priority is improving the consistency of internal activity reporting to ensure more reliable data for reflection and planning. Additionally, SC R-TAC aims to collaborate with UCLA to better leverage APR data through the creation of a weighted scoring system—enabling SC R-TAC to track grantees that need more support as well as learn best practices from grantees who are making strides and improvements in their community schools' journey. Further, it's noted that ensuring the accuracy of standardized data collection methods, maintaining a strong focus on stakeholder needs, and looking into potential engagement gaps will be beneficial to SC R-TAC's future efforts.

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