



Getting Down to Facts III Central Valley Regional Convening

Aligning Governance, Policy, and
Capacity to Support Student Success

UC Merced

Aug 4th, 2026

Welcome



Jim Sullivan

Director of Central Valley EL-Win
Professional and Continuing
Education
UC Merced

Agenda

Morning

- **Welcome, Logistics & Regional Grounding**, Jim Sullivan, UC Merced
- **The ABCs of California Education and School Governance**, Francesca Lopez (University of Wisconsin–Madison)
- **Workforce and Capacity Building: Multilingual Learners, Special Education and Early Education**, Francesca Lopez, Elizabeth Kozleski, (Stanford University), Beth Meloy (Child and Family Advisory Collaborative)
- **What Families Want in Public Schools**, Jason Willis (University of the Pacific), Laura Hernández (LPI), Matt Navo (CCEE)
- **Facilitated Community Conversations**
- **Reflections & Next Steps**, Jim Sullivan, Nancy Waymack



Opening Keynote Address



Francesca Lopez

Professor of Education Policy,
University of Wisconsin–Madison

WELCOME!



GDTF III Objective:

Provide the best possible evidence on where CA's education system is, where it can go, and how to get there so that CA can be a model of excellence for all of our students

Thank you!



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Jenny and Gerald Risk
Grace and Steven Voorhis
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GDTF III Role



Up and down the state thousands of people are working to bring the best education system possible to California's children.

From policy makers and specialists in Sacramento to teachers and paraprofessionals in the the state's roughly 250,000 classrooms everyone has a role to play.

Our role, to the best extent possible, is to bring you the Facts.

The ABCs of California's Current Moment



CA has made Progress ... but it is Uneven

- Implementation success depends too much on:
 - Local leadership
 - Local capacity
- Students experience very different systems across the state.
- **Three system-level challenges** help explain why those assets have not yet produced consistent results across the state.

Three system-wide challenges

Accountability and Alignment

Balance Between State Guidance and Local Control

Capacity

Accountability and Alignment

- Alignment and accountability mean everyone knows the goals, is working toward them, and is supported or redirected when needed
- Unlike other large states, California outsources oversight of schools, creating uneven oversight
- California has strong goals and multiple tools, but they are experienced as incoherent
 - Only ~20% of district leaders report the Dashboard drives priorities
 - Only 7.9% of LCAP goals include a numeric target, more than one-third are duplicated across districts
- Existing tools—including dashboards, LCAPs, and report cards—generate information, but do not clearly guide what should happen next
 - District leaders and families ask for clearer, more actionable information that supports implementation of ambitious state goals

California has many pieces of an accountability system, but they are not yet connected in a way that drives consistent action

Balance Between State Guidance and Local Control

- Many decisions are better made locally with local knowledge
- Other decisions are better made centrally with easier access to scientific information and to reduce decision-making costs
- Local control sits at the center of California's reform story. Local control reduced regulations and gave districts valuable flexibility.
- Districts and school leaders report needing clearer guidance, especially when navigating many options like curriculum choices.
 - State information is not always provided in ways that are usable or actionable.
- Compliance requirements take significant time away from focusing on students.
- California has not yet fully clarified what should be handled at the state level versus the district level

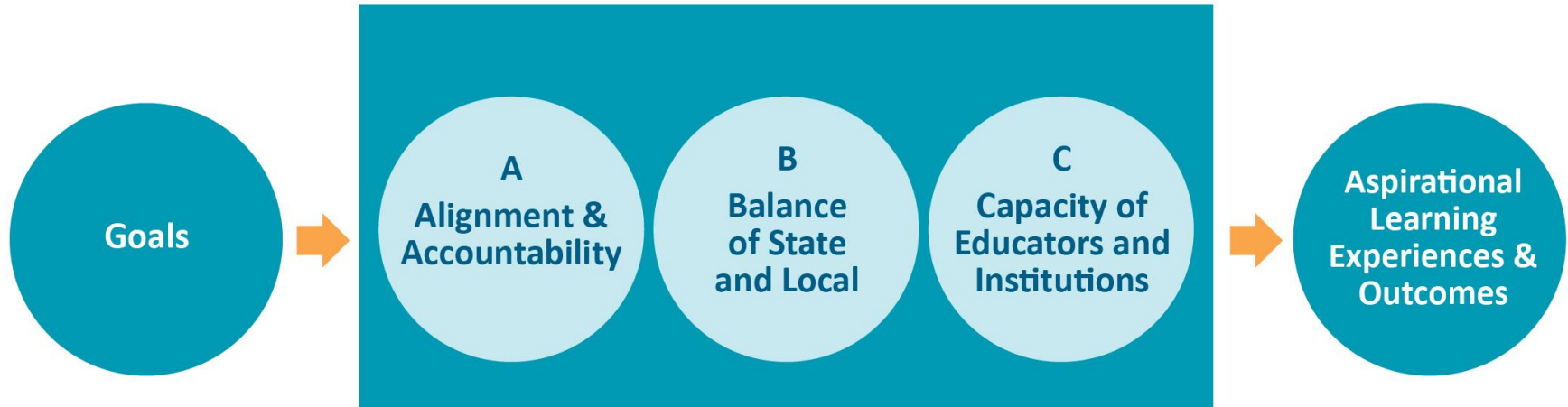
the balance is off, too much burden and not enough support

Capacity of Educators and of the System

- California's goals have expanded to include the whole child, belonging, civic participation, and multilingualism.
 - These goals require strong systems, prepared educators, stable leadership, useful data, and consistent support.
- Support across the state is uneven, with strong examples in some countries but not statewide.
- Teachers do not receive enough ongoing support to improve once they are in the classroom.
- Literacy shows what is possible with aligned investments, while math highlights a more fragmented approach.

success still depends too heavily on local capacity rather than a system that learns from and scales what works.

A Coherent System for Learning and Improvement



Five implications follow from the research

- **Maintaining and building on LCFF while strengthening fiscal stability.** Preserving the equity logic of LCFF while addressing instability from volatile revenues, pension pressures, and facilities inequities could allow for effective financial planning and resource allocation.
- **Consolidating and aligning governance and accountability systems.** Strengthening alignment across planning, oversight, support, and intervention could reduce duplication and improve coherence.
- **Building stronger state capacity.** Supporting workforce development, instructional guidance for districts, and systematic learning from implementation across the state could create a more consistent, responsive, and effective system.
- **Reducing administrative burden.** Reducing overlapping plans, repeated reporting, and duplicative procedures could free time and capacity for instructional improvement and strategic planning.
- **Supporting disciplined innovation.** Developing, studying, and extending promising models in areas such as high school redesign, individualized instruction, educator pathways, and the thoughtful use of technology and artificial intelligence could create a continuously improving school system.

The Bottom Line

- **California has stronger foundations:** greater resources, broader goals, and visible examples of richer and more coherent educational experiences.
- **The central challenge is coherence:** connecting ambitions, policies, supports, and institutions into a system that supports implementation and delivers those opportunities consistently.

California's progress depends creating a stronger system for learning from experience, improving practice at both the school and district level, and extending the state's strongest examples to all students

Thank you!



Study Motivation & Purpose

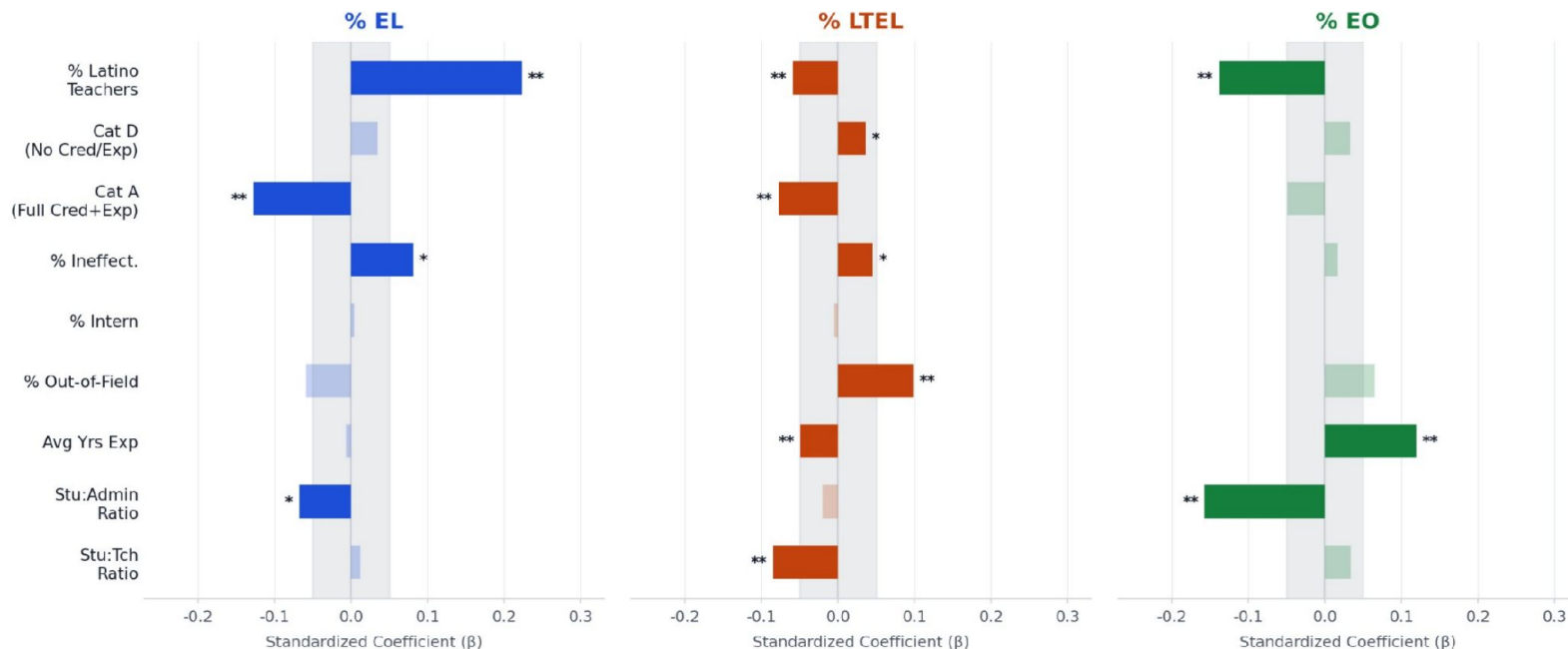
Multilingual learners of English are central to California's education system and its current policy context

- Roughly one in three K–12 students has ever been classified as an English learner; more than two million children speak a language other than English at home
- Two decades of sustained reform: teacher preparation requirements, funding structures, transitional kindergarten, and accountability systems
- Global California 2030 is four years away, and recent federal guidance has created new uncertainty around funding for English learner services

This GDTF project sought to:

→ **examine where California's progress has been strongest and where critical gaps remain**

Teacher Preparation Has Improved, but Structural Inequities in Teacher Quality Persist



Cat A = full credential + 3+ yrs experience; Cat D = neither. Source: Santibañez, GDTF III (2026), Fig. 3.

The Bilingual Teacher Pipeline: Geographic Mismatch and “Preparation Deserts”

1,400

new bilingual authorizations
issued in 2024 2x the ~700
expected hires

~500

emergency bilingual permits
issued by districts that same
year

6,000

new bilingual teachers needed
by 2030 (~1,200 per year)

Preparation deserts: high-EL counties far from any bilingual authorization program

The Central Valley districts face challenges. Mendota School District (58% EL) is far from preparation programs.

Prospective teachers in Tulare County's Earlimart School District (57% EL) must travel roughly an hour to access programs at Fresno State or CSU Bakersfield.

Teacher labor markets are local: most teachers work within 15–40 miles of where they grew up and completed preparation. Distance to preparation shapes where the pipeline can grow.

Multilingual Learners with Disabilities: Compounded Disadvantages Across Two Systems

1 in 3 vs 12%

become long-term ELs by grade 12
(vs MLEs without disabilities)

75% vs 91%

complete high school (vs students
with neither classification)

44% vs 66%

enroll in college (vs students with
neither classification)

Identification is shifting earlier

Historically concentrated in middle school, dual identification now peaks in K–1 — raising questions about whether early assessments distinguish language development from disability

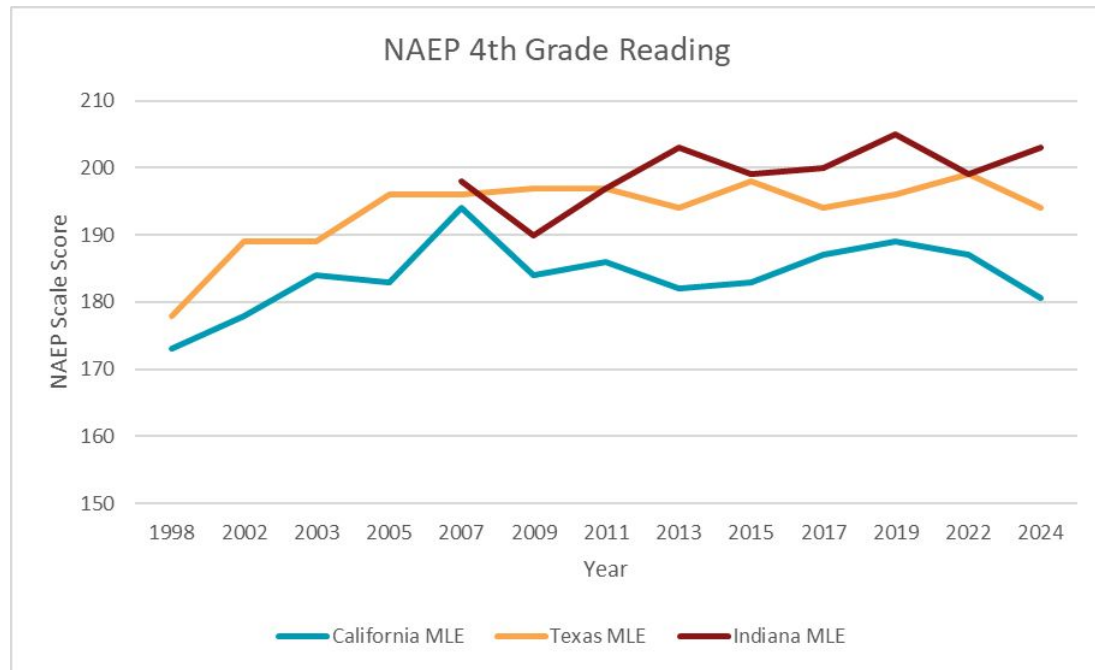
Scale enables specialized personnel

Counties serving larger shares of these students show better outcomes (+3.5–4 points per added share): bilingual school psychologists and coordinators become viable at scale

Concentration predicted outcomes better than teacher experience measures.

Where local scale is limited, regional collaboratives and shared specialists offer a path.

Higher achievement outcomes for MLEs in Texas and Indiana



Indiana MLE Graduation

92%

Texas MLE Graduation

91%

California MLE Graduation

69%

Indiana ($d = .56$, moderate) and Texas ($d = .33$, small-to-moderate) MLEs score significantly higher than California MLEs on NAEP 4th-grade reading ($p < .001$).

Teacher Preparation Differences: Verified Expertise vs. Embedded Authorization

CALIFORNIA

MLE authorization embedded in all credentials since 2002; no standalone MLE exam

Competencies verified through program coursework and edTPA; no external MLE-specific gatekeeping

Induction not MLE-focused

Bilingual Authorization available separately; limited uptake

TEXAS

Distinct bilingual & ESL certification pathways required by statute

State-mandated licensure exams cover all framework domains: pedagogy, linguistics, assessment, and policy

Induction MLE-focused

Bilingual educators listed as shortage field every year since 1990. Districts that cannot fill position with bilingual/ESL certified teachers must request a waiver.

INDIANA

English as a New Language (ENL) specialist license required for all teachers of record who teach MLEs

Required Praxis ENL exam covers all framework domains; Teacher of Record rubric for LEA compliance

Induction MLE-focused

LEAs unable to staff with fully ENL-licensed teacher: must meet MLE Teacher of Record Rubric criteria

The Bilingual Access Gap as A Policy-Made Disparity

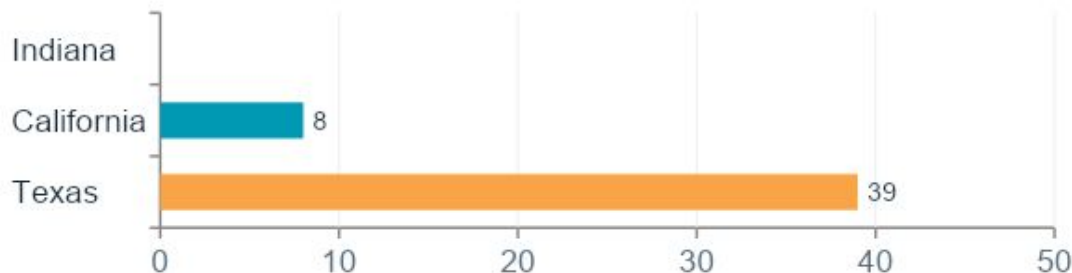
~40%

of Texas MLEs
in bilingual programs

~10%

of California MLEs
in bilingual programs

MLEs in bilingual programs (transitional + dual language), 2021–2022



How California got here

Pre-1998

~30% of CA MLEs in bilingual programs

1998

Proposition 227 devastated bilingual teacher pipeline

2016

Proposition 58 repealed English-only but pipeline not rebuilt

2022–23

Only 1,011 new bilingual authorizations statewide; only 7 Vietnamese authorizations

Funding Formula Insufficient to Meet Needs

Policy Feature	California (LCFF)	Texas	Indiana
Dual Funding	 Unduplicated count: MLE + low-income counts once. CA is among 5 of 42 states that do not allow dual counting	 Students generate funding under multiple categories (MLE, low-income, etc.)	 Separate MLE allocation alongside other funding categories.
Funding Weight	 20% supplemental grant not specific to MLEs; at lower end of recommendation for MLEs (15-40%) and students labeled at risk (30-81%)	 0.10 base weight; researchers recommend 0.40	 \$384–\$550 flat allocation; full funding would require double
Program Incentives	 Same weight regardless of program type. No incentive for dual language.	 DLI weight = 0.15 HB 3 (2019) created formula-based incentive for expansion.	 No program-based differentiation.
Proficiency Tiers	 Single weight regardless of English proficiency level.	 Flat program weights that are not tiered by proficiency.	 Lower proficiency → higher per-student allocation. Recognizes unequal service costs.

Funding Isn't Reaching Students

CALIFORNIA

~60%

of California districts planned to spend less on high-need students than LCFF funds received

California's EL Roadmap establishes a strong vision but is largely non-binding. Districts can redirect MLE supplemental funds without enforceable minimum spending requirements on direct services.

TEXAS

55%

Texas HB 3 raised the minimum spending requirement for bilingual/ESL program funds to 55% with expanded enforcement

Even formula-based incentives and state infrastructure cannot overcome a 35-year teacher shortage.

INDIANA

16%

of Indiana complexity grant dollars statewide used to backfill special ed and MLE costs (2021–22)

Indiana's MLE population grew 50%+ since 2017, but the complexity grant declined 39% since 2015. 16% of those dollars were redirected away from their intended purpose, leaving MLEs without targeted services.

Implications for California

Teacher Preparation

Institute formal, statewide verification of evidence-based MLE instructional competencies

Integrate specialist expertise *and* shared responsibility across the teaching workforce

Expand bilingual preparation in underserved regions through grow-your-own and hybrid pathways

Funding Policy

Allow dual funding for students who are both MLEs and low-income

Increase the MLE funding weight

Create formula-based incentives for dual language programs

Differentiate funding by English proficiency level

Strengthen accountability for MLE funding use

The Bottom Line

- **California has stronger foundations than the states outperforming it:** greater resources, a broader vision for multilingual learners, and working examples, from dual language classrooms to regional preparation pathways.
- **The central challenge is specificity:** Texas and Indiana verify teacher expertise, fund bilingual programs by formula, and tie dollars to services. California's strong vision remains largely non-binding.

California's progress depends on designing for the students the system currently reaches last:

those who enter after kindergarten, dually identified students, and schools where the least prepared teachers serve the greatest need.

Thank you!

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Workforce and Capacity Building: Multilingual Learners, Special Education and Early Education



**Dr. Elizabeth
Kozleski**
Stanford University



Francesca Lopez
University of
Wisconsin–Madison



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Child and Family Advisory
Collaborative

Dr. Elizabeth Kozleski
Stanford University

**From Sorting to Learning:
Redesigning Special Education for the Students in
Front of Us**



Teaching ALL our Students: From Sorting to Learning

\$\$ spent for information with the least instructional value and the least \$\$ on what teachers need in their daily practice

Enormous investments in sorting students - **comparatively little** in what happens after we've sorted.

Think about what it cost to determine that one student is eligible for special education. **10 to 25** hours of multidisciplinary professional time.

Between **\$2,500 and \$7,000** per student for initial determination plus the costs of mandated triennial reviews.

One of the largest hidden cost centers in our entire system.

The assessment practices most closely tied to instruction?

Curriculum based measurement embedded progress monitoring, a fraction of the diagnostic investment.

Inequities: Predictable Outcome of Assessment Design

Episodic, Decontextualized Snapshots are Vulnerable. Reproduction of Inequities Students Carry into the Testing Room

Educational assessment is not culturally or linguistically **neutral**. Individualized educational assessment looks for **learning anomalies**. Assessment scores are based on population samples.

Educational assessment does not diagnose psychiatric or functional brain-based issues.

Outcomes include (a) **over and under identification**, (b) **language fluency conflated with disability**, and (c) **unrecognized genuine needs** from lack of appropriate tools.

Remedies are structural: Assessment systems built into culturally and linguistically responsive learning designs embedded in lesson design, continuous feedback, and learning experiences that draw on student histories and realities.

Needed: Distinguish between **ability and linguistic differences** and **opportunities to learn**.

Disproportionality is a Predictable Output of Our System

The compliance machinery consumes exactly the human capacity that instruction requires. That is a design failure, and design failures can be redesigned.

General education teachers, who serve most students with disabilities for most of the day, report they often receive only an "at-a-glance" summary rather than the full picture of a student's needs — and they get less special-education-related professional development than their special education colleagues, not more.

The Workforce is Drowning in the Current Design

Educator Workforce: ~24,548 waivers/emergency permits vs. ~17,726 new special education credentials in California over five years;

~15% annual Special Educator Attrition;

School Psychologist ratios ~1:1,000 vs. recommended 1:500–750;

1 in 5 schools nationally report a special education vacancy

More than half of the nation's schools report difficulty filling positions.

Technology Could Rebalance the Equation - If We Design It that Way

What AI enhanced systems are doing now....

Continuous, embedded progress monitoring instead of episodic testing.

Serve individual needs *across* diagnostic categories without placing the burden for design and planning on educators.

Adaptive content that adjusts pacing, modality, and scaffolding without asking one teacher to hand-build twenty-six parallel lessons.

Assistive technologies — speech-to-text, text-to-speech, gesture recognition are tailored to individual communication patterns.

Technology assists in providing the lesson scaffolds that a specific classroom of student needs.

Assessment woven into instruction, generating real-time evidence of what each student can do.

The routine aspects of progress monitoring — scoring, data integration, report writing — could hand back hundreds of hours.

We get the preventive and mental health work that our school psychologists were educated to provide.

Eligibility for services can emerge from longitudinal evidence of how students learn.

We can do this now...

Prepare all educators — general and special — for inclusive, linguistically competent pedagogy, data use, and collaborative teaming, most students with disabilities spend most of their day in general education.

Widen the research lens: from where students sit to how learning environments are designed, and for whom they work.

Move discretionary dollars from eligibility confirmation toward coaching, collaborative planning time, and classroom-embedded supports buys more learning than another round of testing.

Pilot technology-enhanced models — but co-design them with your teachers, students, and families. Demand evidence on equity, not just efficiency.

What We Can Do

Redesign is Possible. Teachers need the professional learning and coaching to do this work. Their local contracts need to focus on the tools and supports they need.

Local leaders need to move dollars from eligibility to coaching, collaborative planning time, and classroom-embedded supports.

Universities and other teacher education units need to prepare ALL educators to engage in inclusive pedagogies, data use, collaborative teaming because most students with and without identified disabilities are in general education.

All of us need to ask what does this child's learning tell us to do next? We have access to powerful tools for change. We need to redesign.

Thank you for the amazing work you do!

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Beth Meloy
Child and Family Advisory Collaborative



The ECE Workforce: Progress

- **Compensation Improvements for Some**
 - o TK teachers receive K–12 parity
 - o 37% increase in reimbursement rates since 2016–17
- **Increased Support for Educational Advancement**
 - o Grant programs (e.g., EETD grant) fund tuition and create pathways (Residency/ Internship Programs) to obtain credentials, but degrees ≠ higher pay
- **Slow Progress on Improving Benefits**
 - o TK teachers have access to K–12 benefits
 - o Modest gains for FCC – state funding for health care and a retirement fund
- **High Diversity**
 - o ECE workforce remains highly diverse which is an asset to the field

The ECE Workforce: Ongoing Challenges

- **Low Pay and Poor Benefits Lead to Shortages, Turnover, Stress and Mental Health Problems**
 - o Median annual wages in Title 22 Centers (\$42K) remain less than half pay of TK teachers (\$90K); CSPP teachers (\$58K with BA) also far below TK
 - o Difficulty in attracting and retaining early childhood educators in non TK settings.
 - o Widespread staff shortages and high turnover, with severe infant and toddler childcare shortages
 - o ECE professionals experience high rates of poverty, stress and depression
- **Need More Supportive Working Conditions**
 - o Working conditions need improvement, including time for planning and assessments and professional learning and resources to address common work-related challenges such as managing challenging child behaviors

Staff Preparation and Support: Progress

- **New PK–3 Early Childhood Education Specialist Instructional Credential**
 - Regulations were approved in February 2024 and became effective in April 2024
- **Implementation of New Performance Expectations and Assessment**
 - New PK–3 Teaching Performance Expectations (TPEs) to guide preparation programs and a PK–3 Teaching Performance Assessment (TPA) was released in 2025 for PK–3 credential candidates to demonstrate practical teaching skills
- **Increased Educational Requirements for Title 5 Programs**
 - A new Child Development Permit matrix, approved by CTC in 2025, eliminates the lowest entry level and changes lead teacher (ECE 2) permit to require an AA degree, 24 units in ECE/CD, and supervised teaching experience
- **Investment in Professional Development and Teacher Support**
 - UPK Planning and Implementation (P&I) Grant and the Early Education Teacher Development (EETD) grants support staff training and professional development

Staff Preparation and Support: Ongoing Challenges

- **Low and Variable Preparation Requirements**
 - Despite progress, preparation requirements for state preschool teachers remain lower than most states, and requirements still vary widely based on the funding source rather than age or needs of the children.
- **Contradiction in Regulatory Requirements**
 - Implementation of the new Child Development Permit matrix, which requires an AA degree for **new** lead teachers, requires changes to Title 5 regulations, which still allow 6–12 units of ECE to qualify as primary teachers
- **Fragmented and Unsustained Professional Development (PD)**
 - Professional development is fragmented and often relies on short-term, grant-based funding (1–3 years) that limits sustained, job-embedded support
- **Insufficient Leadership and Faculty Capacity**
 - Shortage of experts in both young child development and subject-matter teaching needed to staff new PK–3 credential programs and provide developmentally appropriate coaching

Transition



As we transition, turn to your neighbor and discuss:
what's something you've learned from this panel that could help
address a practice or policy problem in your district?

District Accountability and Support Systems



Jason Willis

University of the Pacific



Laura Hernández

Learning Policy Institute



Matt Navo

California Collaborative for
Equitable Education



Lupita Cortez

Alcalá

Policy Analysis for
California Education

Jason Willis
University of the Pacific



This is design strain – not rule resistance

Nearly nine in ten administrators approach rules as obligations to honor, not evade.

89%

selected a compliance-oriented stance
toward rules



40% Flexible application

28% Innovation within boundaries

21% Strict compliance

11% More rule-challenging

+1.3 hours per week

more time goes to activities
leaders' rate as valuable

Message for policymakers: this is not a workforce asking to escape accountability. It is a workforce signaling that the design is not matching the value.

More of the time feels burdensome than valuable

On average, about 58% of the 20-hour compliance week is experienced as burden rather than value.

8.3 hours / week

experienced as
governance-supporting

11.7 hours / week

experienced as
burdensome and friction

15 of 19 activities are net negative

**HS / CCR
+0.76**

System drag is not just time loss

In addition to 20 hours/week, it is attention, cognitive load and safety that suffer.

9 in 10

are compliance
-oriented
toward
rules already

**Design
strain —
not rule
resistance**

Risk Aversion

Heightened fear
because of
mindset and
historical
precedent.

Cognitive Load

Rules, process
navigation, and
variable
definition
increase load.

Attention

Feelings of
illegitimacy
increases
attention linger,
degraded
processing

Strongest friction signals: less time for planning/design
(-0.72) and more distraction from student priorities (-0.58)



Less Duplicate Proof, Stronger Accountability

Major findings from two California studies

— How compliance burden and Differentiated Assistance intersect in California's accountability system



Compliance absorbs
major leadership capacity



DA/LCAP planning does not
yet produce a strong,
targeted improvement signal



California's next step:
redesign proof architecture,
not equity purpose



Based on *The Hidden, Guiding Hand of Compliance in California Public Schools* (Willis & Loeb, 2026) and
The Impact of Intervention: LCAP, Differentiated Assistance, and Resource Effectiveness in California School Districts (Willis & Tanner, 2026).



Compliance has become a major use of leadership capacity

California central-office administrators report substantial time spent on compliance work.



20
hours/week

Average time spent
on compliance



39%
of workweek

Share of a
typical workweek



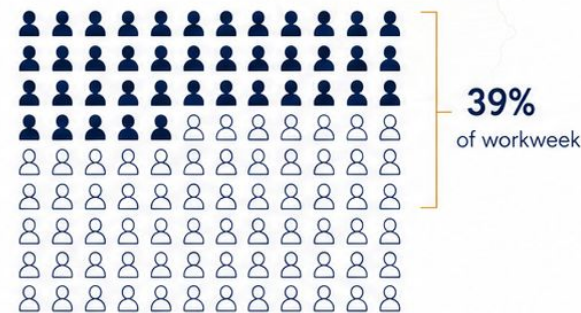
151,000
hours/week statewide

Weighted estimate
across California



Survey of 909 LEA administrators across California's 58 counties.

Share of workweek spent on compliance



Each icon represents 1% of the workweek
(100 icons = 100%)



Compliance is not edge activity; it is a major operating condition of the system.

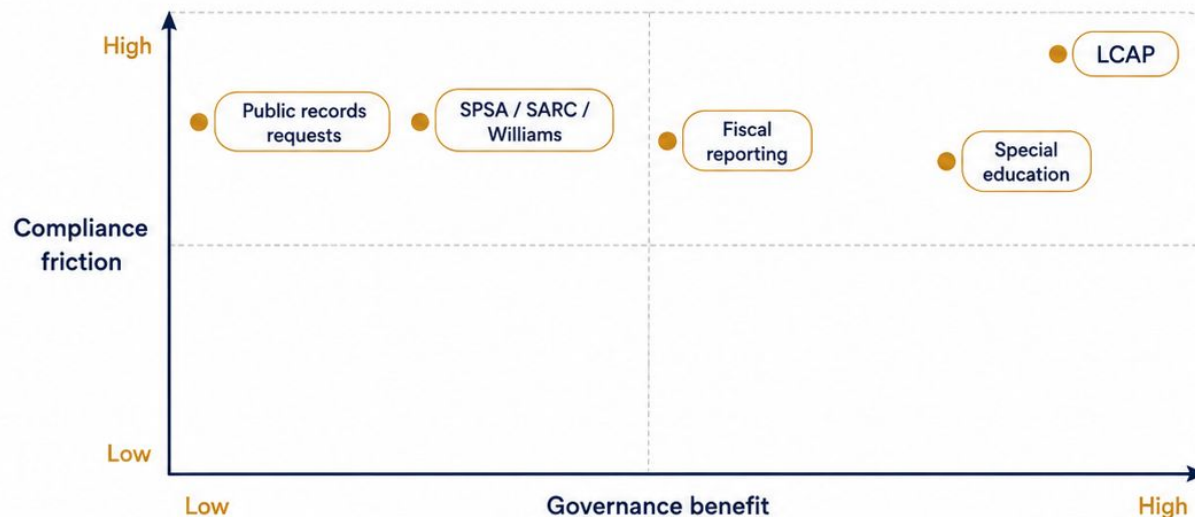


Source: *The Hidden, Guiding Hand of Compliance in California Public Schools* (Willis & Loeb, 2026).



The problem is not accountability alone – it's friction

Administrators often see governance value in compliance, but many activities still feel more burdensome than valuable.



- Leaders often value equity, accountability, and fiscal stewardship.



- But most measured activities are rated as more burdensome than valuable.



The policy challenge is to preserve governance benefit while reducing friction.





LCAP sits at the center of the paradox

California's central planning instrument still matters — but it is being asked to do too many jobs.



- Administrators often still view the LCAP as governance-supporting.
- At the same time, the process generates substantial friction.
- It is simultaneously a planning, engagement, accountability, and compliance tool.
- That makes it harder to use for local improvement.

“

The state's central planning instrument is doing too many jobs.



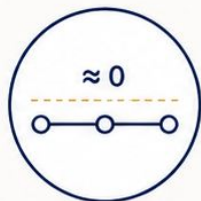
Sources: *The Hidden, Guiding Hand of Compliance in California Public Schools* (Willis & Loeb, 2026) and *The Impact of Intervention: LCAP, Differentiated Assistance, and Resource Effectiveness in California School Districts* (Willis & Tanner, 2026).



DA shows no clear stand-alone effect

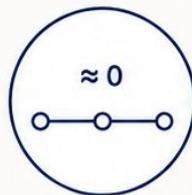
The study does not detect a large independent DA effect once causal design and controls are applied.

1 Future DA eligibility



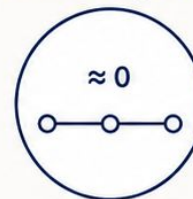
No clear independent effect

2 Number of LCAP actions



No clear independent effect

3 Planned per-pupil action expenditures



No clear independent effect



DA may shape planning at the margin, but the paper does not find a large causal shift in these outcomes.



The most consistent audited spending differences are concentrated in pupil services and special education.



Source: *The Impact of Intervention: LCAP, Differentiated Assistance, and Resource Effectiveness in California School Districts* (Willis & Tanner, 2026).



Some student groups become less visible in the planning record

The LCAP template records some beneficiary relationships clearly and others only imperfectly.

Student group	Narrative visibility	Structured-field visibility	Note
 English Learners	 High	 High	 Above parity across allocation rules
 Students with Disabilities	 High	 Lower	 Often masked in formal beneficiary fields
 Students experiencing homelessness	 Moderate-High	 Low	 Consistently below parity
 Low-income students	 Moderate-High	 Moderate-High	 Resource position is highly sensitive to allocation rule



Narrative text often signals concern more clearly than the coded planning fields do.



Source: *The Impact of Intervention: LCAP, Differentiated Assistance, and Resource Effectiveness in California School Districts* (Willis & Tanner, 2026).

What policymakers and practitioners could do next

Less duplicate proof of accountability, not less accountability.

Design for reuse while Sacramento catches up.

1 Subtract

No new requirement without removing or merging one.

3 Consolidate

Use governance value vs. friction to decide what truly deserves attention.

2 Evaluate

Review initiatives for implementation effects and burden before they stack.

4 Reuse Evidence

Build one evidence base, calendar, and data dictionary that can feed multiple products.

Start with the five big boulders: special education, finance, LCAP, student support, and HR.

Bring Sacramento concrete subtraction asks data elements, narrative, etc.

Laura Hernández
Learning Policy Institute



California's Historic Investment in Community Schools

- Established the CA Community School Partnership Program (CCSPP) in 21–22
- Nation's largest community schools initiative now serves **~2,500 schools**
- **Targets and supports highest-need schools** in state
- LEAs/schools receive **state/regional guidance** and technical assistance + **local flexibility**

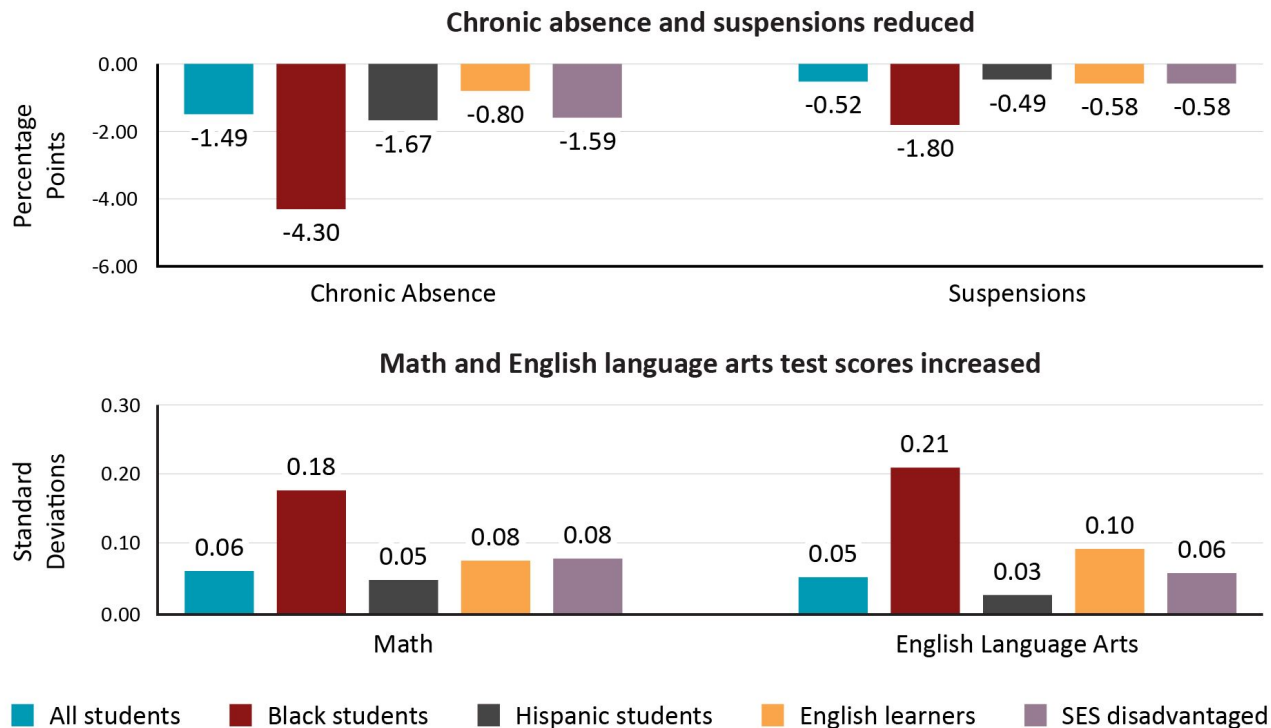
Our Research: Understanding Impact & Implementation

- What impacts are community schools having in California, particularly under the CCSPP grant program?
- How has the CCSPP supported community school implementation and student outcomes?

Key Findings Across Cohort 1 CCSPS Schools

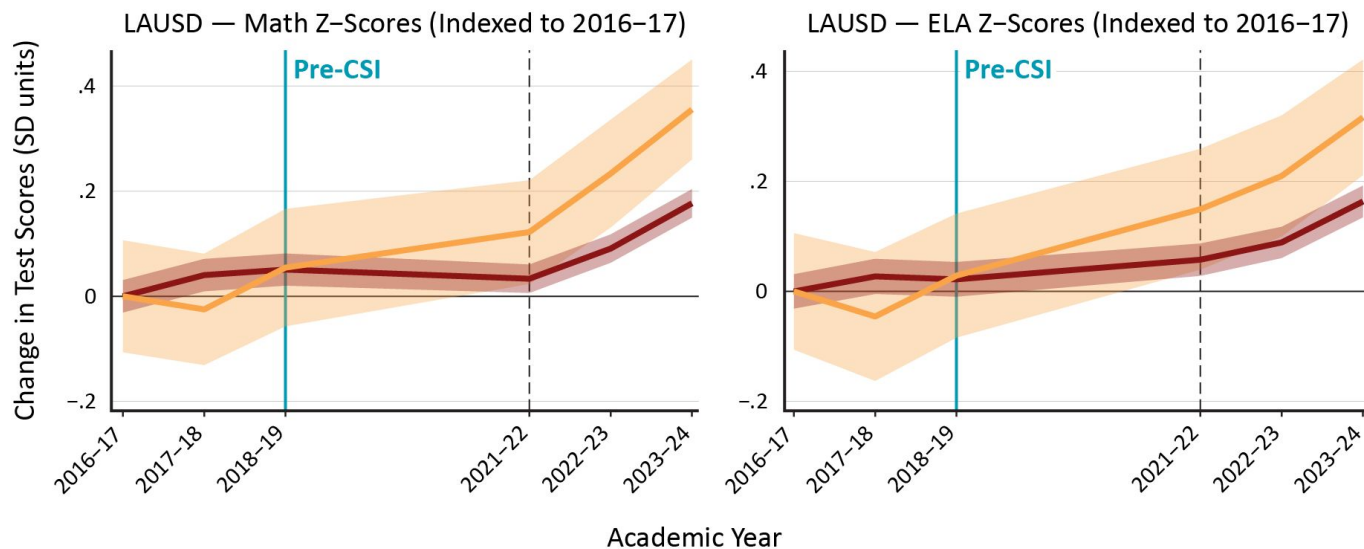
- Reduced Chronic Absence
- Reduced Suspension Rates
- Improved Test Scores
- Made the Largest Gains Among Historically Underserved Students

Positive Impacts on All Outcomes Especially Among Historically Underserved Student Groups



Accelerated Academic Gains in CCSPS Schools within Mature Initiatives

LAUSD Community Schools vs. High-Poverty Non-CS

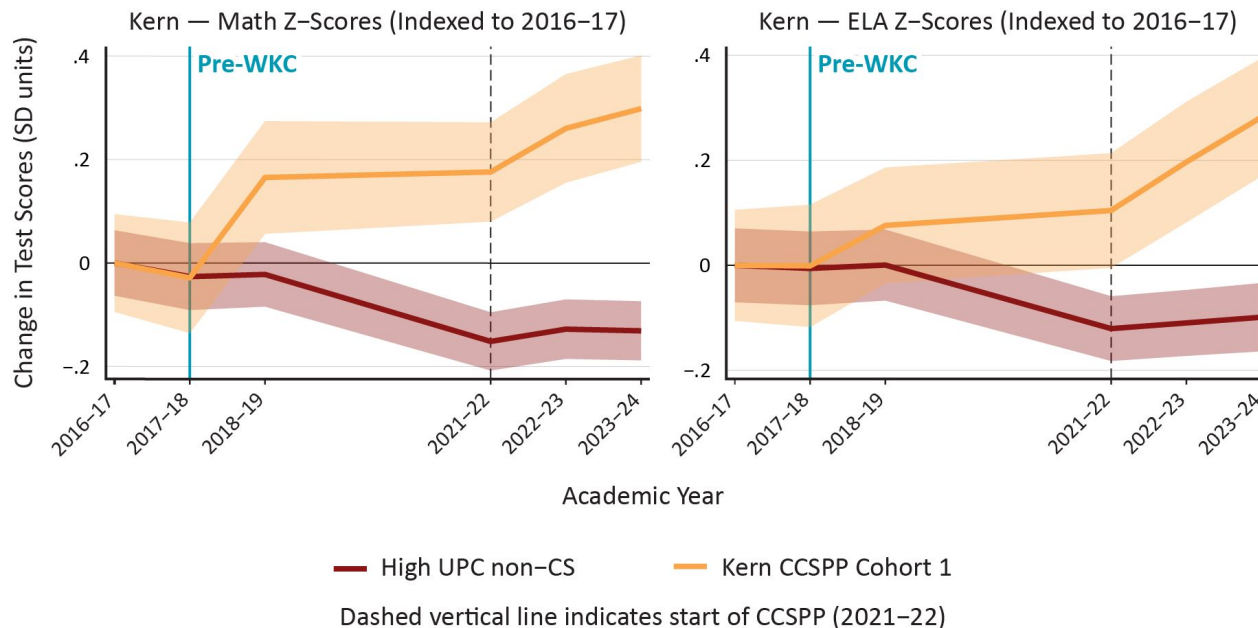


— High UPC non-CS — LAUSD CCSPS Cohort 1

Dashed vertical line indicates start of CCSPS (2021-22)

Accelerated Academic Gains in CCSPS Schools within Mature Initiatives

Kern County Community Schools vs. High-Poverty Non-CS



How Community Schools Enable Improvement

- Prioritized high-quality instruction
 - Established an instructional vision
 - Used resources to institute reinforcing professional learning supports (e.g., instructional coaching, teacher collaboration, deeper learning PD)
- Instituted whole-child approaches
 - Proactive measures (e.g., relationship building, family engagement)
 - Targeted interventions via tiered supports
 - Coordinators as key facilitators



Takeaways

- California's investment in community schools is showing results.
- Implications:
 - Provides encouraging evidence of the role of community schools on district and student success
 - Offers key lessons for high-quality implementation in local settings

Thank you!

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[California Community Schools GDTF III Report](#)



Your Turn - Community Conversations

Improving Practice: *Based on what you've heard today, what is one practice that districts, community organizations, or state agencies could adopt or strengthen to better support students and schools?*

Mejora de las prácticas: *A partir de lo que ha escuchado hoy, ¿cuál es una práctica que los distritos, las organizaciones comunitarias o las agencias estatales podrían adoptar o fortalecer para apoyar mejor a los estudiantes y a las comunidades?*

Improving Policymaking:
If you could recommend one state or local policy change informed by today's research, what would it be?

Mejora de la formulación de políticas:
Si pudiera recomendar un cambio en las políticas estatales o locales basado en las investigaciones actuales, ¿cuál sería?

Share Your Thoughts - Participant Reflection



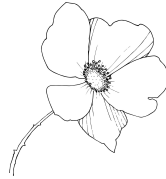
We will be collecting feedback from all our community events and sharing with partners and policymakers in Sacramento.

Learn More



Getting Down to Facts III
website
(gettingdowntofacts.com)

Learn More



Use “Poppy” the GDTF III Bot to find what you’re looking for.

Use the QR code to go to a stand-alone page or use it on the GDTF III website in the bottom right-hand corner of the page.



CENTRAL VALLEY
MULTILINGUAL CONSORTIUM

Join us for the next Multilingual
Consortium Meeting:
August 27th at 1 pm



What's Next



- Subject Area focused webinars in September
- Conversations in Sacramento
- Continued engagement with policymakers, educators, families, and community leaders to translate research into action
- Other opportunities to come!

A large white silhouette of the state of California is positioned on the left side of the image. Inside the lower-left portion of the map, there is a silhouette of a family: a man, a woman, and a child. The man is standing and reaching up towards a cluster of five stars of varying sizes. The woman is sitting on the ground, and the child is standing next to her, also looking up at the stars. The background is a solid dark red color.

THANK YOU!

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