

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education May 2022 Agenda Item 02

## Subject

California Community Schools Partnership Program: Approval of Cohort 1 Planning and Implementation Grantees, and Lead Technical Assistance Center Contract Awardee.

## Type of Action

Action, Information.

## Summary of the Issue

The California Department of Education (CDE) is requesting the State Board of Education (SBE) approve the California Community Schools Partnership Program (CCSPP) Round One Grant Allocation Awards for Planning and Implementation Grants as well as the recommended award for the lead Technical Assistance Center (TAC). CDE and SBE staff have collaborated on every aspect of CCSPP design and implementation. The recommended awards represent the culmination of a year of work together which includes but is not limited to outreach, request for applications (RFA) design and application processes.

## Recommendations

This item has three recommendations for SBE approval:

* The CDE recommends that the SBE approve the CCSPP Round One Planning Grant Awards (see list of approved applicants attached).
* The CDE further recommends that the SBE confirm the CCSPP Round One Implementation Grant Awards (see attached list of approved applicants and individual school sites recommended for funding). In approving this Implementation Grant Award recommendation, CDE requests the SBE authorize the CDE to fund the first-round implementation grant awards to meet the statutory priority of funding schools with over 80 percent unduplicated students enrolled.
* Finally, CDE recommends that the SBE confirm CDE’s lead TAC contract award recommendation.

## Brief History Key Issues

**2020 California Community Schools Partnership Program**

The CCSPP was established in 2020 with the first round of grants awarded in spring of 2021—$45 million in funding to existing community school initiatives. On October 30, 2020, the CCSPP RFA was released (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5577>). The 2020 CCSPP was established to expand and sustain existing single, or a network of, community schools, to:

* Coordinate and provide health, mental health, and pupil support services to pupils and families at community schools, and
* Provide training and support to local educational agency (LEA) personnel to help develop best practices for integrating pupil supports.

The CDE received 102 applications requesting a total of $167.5 million. After a competitive scoring process the CDE awarded grants to 20 LEAs serving over 150 community school sites. These grants were awarded to existing community school programs across the state and were given positive considerations for those LEAs with 80 percent or higher free or reduced-price lunch demographics.

**2021 California Community Schools Partnership Program (CCSPP)**

In 2021 the California Legislature allocated $3,015,997,000 for the CCSPP to establish new, and expand existing, community schools. This allocation is the largest investment in community schools implementation in the nation. The Legislature, the Governor, the State Superintendent and the SBE have identified establishing community schools in neighborhoods highly impacted by COVID as a key pandemic recovery strategy. Statute and the SBE-adopted California Community Schools Framework establish the CCSPP as a critical equity program that prioritizes schools with more than 80 percent unduplicated students. The assets-based and justice-driven core practices that guide the community schools strategy seek to address longstanding opportunity gaps and disparities in student academic outcomes.

The legislation establishes three different grant opportunities and regional TACs starting in the 2021–22 program year through the 2027–28 program year, as follows:

* Planning grants (at least 10 percent of total funding = $287,416,400)[[1]](#footnote-1) for the 2021–22 and 2022–23 program years. Grants are up to $200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years.
* Implementation grants (up to 70 percent of total funding = $2,011,914,800)[[2]](#footnote-2) for the 2021-22 through 2027-28 program years. Annual grants of up to $500,000 per school site are available for new, expanded or continuing community schools, with a matching requirement of one-third. New community schools are eligible to receive funds for five years with a demonstration of progress toward the goals articulated for the program services and student outcomes.
* Coordination grants (at least 20 percent of total funding = $574,832,800)[[3]](#footnote-3) for the 2024–25 through 2027–28 program years. Grants are up to $100,000 annually per community school with a one-to-one matching funds requirement.
* Up to $141,833,000 is allocated to contract with LEAs to create a minimum of five regional TACs.

The 2021 CCSPP legislation significantly broadened the scope of work grantees will be expected to plan for and implement, including:

* A focus on the four pillars that go beyond adding wraparound services (e.g., health, mental health, social services) to the expanded and enriched learning time, community and family engagement, and collaboration as a framework for all of the school’s operations.
* An operationalization that introduces the LEA as a key supporter and organizer of resources, rather than each school trying to coordinate all of those elements on its own.

Per statute, the SBE has an active role in the implementation of the 2021 CCSPP. Specifically, statute provides that the SBE is to approve all CDE-recommended planning and implementation grantees, as well as the recommended regional TAC contract awardees. In addition, statute requires the Superintendent to “update the state board on an annual basis regarding the administration of this chapter and present to the state board any proposed changes to the application process and administration plan.” The first application process and administration was approved by the SBE in November 2021.

The administration plan, and the subsequently adopted California Community Schools Framework, build on the four pillars for community schools, described in statute:

(1) Integrated supports services, including the coordination of trauma-informed health, mental health, and social services that ensure coordination and support with county and local educational agency resources and nongovernmental organizations, and early screening and intervention for learning and other needs.

(2) Family and community engagement, which may include home visits, home-school collaboration, culturally responsive community partnerships to strengthen family well-being and stability, and school climate surveys.

(3) Collaborative leadership and practices for educators and administrators, including professional development to transform school culture and climate, that centers on pupil learning and supports mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas relating to pupil learning and whole child and family development.

(4) Extended learning time and opportunities, including before and after school care and summer programs.

For a comprehensive history of community schools in California, see CDE’s October memorandum on the topic: <https://www.cde.ca.gov/be/pn/im/infomemooct2021.asp>

The SBE and CDE have determined that the CCSPP will be an equity-driven and assets-building school transformation program. California’s definition of community schools extends beyond the coordination of integrated student services towards transforming academic and social emotional education outcomes for California’s most vulnerable students. In January 2022, the SBE codified this definition with the adaption of the California Community Schools Framework which now serves as the guiding document to support the implementation of the CCSPP at the school, district, county and state level. In addition to signaling California’s intent to adapt the nationally accepted four pillars of community schools, the Framework identifies four cornerstone commitments that will help define California’s community schools implementation as follows:

* **A Commitment to Assets-Driven and Strength-Based Practice:** California’s community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California’s community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.
* **A Commitment to Racially Just and Restorative School Climates:** California’s community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.
* **A Commitment to Powerful, Culturally Proficient and Relevant Instruction:** California’s community schools commit to be driven by teaching and learning that relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs who teaches, where we learn and how we build understanding.
* **A Commitment to Shared Decision Making and Participatory Practices:** California’s community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school’s community school implementation plan.

### Planning Grants – Round 1

Per statute, CDE is assigned to implement the CCCPP pending the approval of the SBE. Immediately following the SBE’s adoption of the California Community Schools Framework, CDE staff began the process for developing RFAs for the four grants that will formally launch the CCSPP and enable LEA’s to continue and expand community schools programming. For the three RFAs posted since the January meeting, CDE held informational webinars for each grant cycle, responded to more than 250 email inquiries, fielded over 30 phone calls and posted frequently asked questions.

On March 1, 2022, the CCSPP Planning Grant RFAs for the first round of planning grants was released for LEAs with no existing community schools (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5708&recID=5708>). To allow for future rounds of applications, the total grant budget for the first round of planning grants was up to $134,741,350 (the total planning grant allocation is $287,416,400).

The CDE received 203 complete applications for a total application request of $41,567,510.28. Applicants included: 100 school districts, 15 county offices of education, 87 charter schools and one joint powers agreement. All applications were reviewed and evaluated according to a demonstration of need score (utilizing a set of data elements based on the competitive priorities set out in statute) as well as by a team of scorers using criteria set forth in the rubric and provided in the RFA. The grant awards proposed for approval give priority to applicant LEAs with schools in which 80 percent or more of the total student population are included in the unduplicated student count and LEAs which are serving rural and small schools. All applicants that met basic eligibility criteria were recommended to receive a planning grant.

LEAs that did not apply for planning grants in this round will have the opportunity to do so during the 2022-23 school year, and will subsequently be eligible for implementation grants thereafter.

**Implementation Grants – Round 1**

On March 11, 2022, the CCSPP Implementation Grant RFAs for the first round of implementation grants was released for LEAs seeking to establish new or continue or expand existing community schools. (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5707>) To allow for future rounds of applications, the total grant budget for the first round of implementation grants was up to $400,000,000. The award amount for the CCSPP implementation grant range is $150,000 to $500,000 per school annually, depending on the size of the school, as follows:

| Enrollment Category | Annual Grant Amount  *Years One through Four* | Annual Grant Amount  *Year Five* | Total Grant Amount over Five Years |
| --- | --- | --- | --- |
| Very Small:  25-150 students | $150,000 | $112,500 | $712,500 |
| Small:  151-400 students | $250,000 | $187,500 | $1,187,500 |
| Medium:  401-1,000 students | $300,000 | $225,000 | $1,425,000 |
| Medium/Large:  1,001-2,000 students | $400,000 | $300,000 | $1,900,000 |
| Large:  2,001 or more students | $500,000 | $375,000 | $2,375,000 |

The CDE received 90 applications for a total of approximately $749,000,000. Applicants included: 59 school districts, 11 county offices of education and 20 charter schools. The total number of school sites identified in the applications was 652. All applications were reviewed and evaluated according to a demonstration of need score (utilizing a set of data elements based on the competitive priorities set out in statute) as well as by a team of scorers using criteria set forth in the rubric and provided in the RFA. The grant awards proposed for approval give priority to applicant LEAs with schools in which 80 percent or more of the total student population are included in the unduplicated student count. Per prioritization of rural and small school identified by the SBE and the Community Schools Framework, qualifying rural and small schools who have unduplicated counts of 70 percent or higher are also included.

LEAs that did not apply for or were not recommend to receive implementation grants for one or more of their schools in this round will be able to apply for implementation grant funds in subsequent funding rounds.

It is CDE’s recommendation that SBE confirm the recommended applicants and authorize CDE to allocate the funding for the 2021-2022 CCSPP Implementation Grant cycle.

**Lead Technical Assistance Center Contract**

In January 2022, the SBE approved CDE’s recommendation to establish a lead TAC to lead the statewide regional technical assistance centers described in statute. The statutory framework for the lead TAC derives from the sections addressing the preferences and responsibilities for the regional TACs. Per statute, technical assistance contracts will be awarded to LEAs, with preference given to those that commit to partner with institutions of higher education or nonprofit community-based organizations. Per statute, their responsibilities include:

* Outreach and technical assistance to potential applicants as needed before or after awarding a contract under the program
* Development of community school resources, sharing of best practices, and data collection

Per statute, technical assistance shall also be provided in consultation and collaboration with the statewide system of support and shall share best practices and assist prospective applicants and grant recipients with (with guidance and assistance from CDE):

* Conducting a comprehensive school and community needs and asset assessment
* Improving authentic family and community engagement in the languages spoken in the community
* Creating community partnerships
* Developing sustainable funding sources
* Coordinating services across child-serving agencies and schools
* Accessing and combining funding for services from multiple revenue sources

Per SBE action at the January 2022 SBE Meeting, the lead TAC will act as a hub of the CCSPP technical assistance system and be responsible for working closely with the CDE to accomplish the following; including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance.
* Building a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the regional TACs.
* Coordinating and maximizing areas of expertise among the regional TACs. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02.docx>)

Also per statute, the regional TACs are charged with the following responsibilities that, per SBE approval, the lead TAC will take a leadership role in accomplishing:

* Supporting the CDE to collect and analyze qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.

On April 4, 2022 the RFA for the lead TAC contract was released. (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5815>) A total budget for the lead TAC contract is up to $24,000,000. The current RFA is for $12,000,000 for a 3-year contract. The application window for the lead TAC closed on April 29th. The lead TAC recommendation will be posted at a later date prior to the SBE Meeting.

## Summary of Previous State Board of Education Discussion and Action

In October 2021, the CDE provided an information memorandum providing the SBE with an introduction to the community school model and an overview of the CCSPP. (<https://www.cde.ca.gov/be/pn/im/index.asp>)

In November 2021, the SBE approved the CCSPP proposed application process and administration plan. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item17.docx>)

In January 2022, the SBE approved an amendment to the CCSPP application process and administration plan to publish an RFA for a lead TAC in winter 2022 and delayed the release of an RFA for the regional TACs to later in 2022. The SBE also approved an amendment to the application process and administration plan to give priority to applicants serving small and rural schools to the seven competitive priorities set out in statute. The SBE also adopted the California Community Schools Framework. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02.docx>)

**Updates to Application Process and Administrative Plan**

Immediately following the SBE meeting, CDE staff will begin the work on the regional TAC application. CDE staff will collaborate with the awarded lead TAC team throughout the regional TAC RFA application and award process. CDE anticipates completing the regional TAC process by either the July or September SBE Meeting so awardees can begin to provide technical assistance during fall semester, 2022.

CDE will update the SBE at the September meeting with a revised timeline, outreach and implementation strategy for Round Two of Planning and Implementation Grants for the CCSPP.

The CDE acknowledges that cohort 1 CCSPP 2021 planning and implementation grantees will need technical assistance to begin their work and is building a strategy to fill the gap as TAC contracts are awarded and finalized.

## Fiscal Analysis (as appropriate)

The 2021–22 Budget Act provides a total of $3,015,997,000 for the CCSPP, to be distributed as explained in the Brief History of Key Issues, under the subheading, 2021 CCSPP.

## Attachment(s)

* Attachment 1: California Community Schools Partnership Program: Cohort 1 Planning Grants (10 Pages)
* Attachment 2: California Community Schools Partnership Program: Cohort 1 Implementation Grants (28 Pages)
* Attachment 3: California Community Schools Partnership Program Draft Timeline (2 Pages)
* Attachment 4: California Community Schools Partnership Program: Lead Technical Assistance Center (1 Page)

1. . This amount represents 10 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-1)
2. . This amount represents 70 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-2)
3. . This amount represents 20 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-3)