

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationNovember 2022 AgendaItem 04

## Subject

California Community Schools Partnership Program: Approval of Regional Technical Assistance Centers Contract Awardees and the 2022-23 CCSPP Administrative Plan. Presentations by the CCSPP State Transformative Assistance Center, Anaheim Union High School District and California Health and Human Services.

## Type of Action

Action, Information

## Summary of the Issues

The California Department of Education (CDE) is requesting that the State Board of Education (SBE) approve the CDE’s recommendations for the California Community Schools Partnership Program (CCSPP) Regional Technical Assistance Centers (R-TACs) awards and the proposed 2022-23 CCSPP Administrative Plan.

In addition, the CDE brings three presentations to the SBE, to better illustrate the state technical assistance structure and community schools implementation at the local level:

* **State Transformative Assistance Center (S-TAC):** In May, the SBE approved CDE’s recommendation to award the Alameda County Office of Education (ACOE) the Lead Technical Assistance Center contract. The ACOE consortium—now called the State Transformative Assistance Center, or S-TAC—includes the UCLA Center for Community Schools, the National Education Association (NEA), and Californians for Justice (CFJ). Since Board approval, the S-TAC has convened an advisory council, begun to develop a system and tools for statewide transformative assistance, convened county offices of education for communities of transformative practice, and begun supporting Cohort 1 planning and implementation grantees through webinars, office hours, and phone/email support, in partnership with CDE. Chief of Learning Services Navdeep Purewal and Executive Director of Social and Emotional Learning Nora Zamora from ACOE will be joined by the consortium partners for this update to the Board on S-TAC progress and will give a presentation on the S-TAC CCSPP transformative assistance implementation plan.
* **Children and Youth Behavioral Health Initiative (CYBHI):** The 2021 Budget Act authorized over $4 billion dollars to several departments in the California Health and Human Services Agency (CalHHS) to reimagine behavioral health systems, services and supports for young people ages zero to twenty-five. Many of the areas of work supported by the CYBHI can support community schools grantees’ development and implementation of the Integrated Support Services pillar of the Community Schools Framework. CalHHS, CDE and SBE staff have been collaborating over the course of several months on points of alignment between the work for the CYBHI and major K-12 student transformation efforts, including community schools, expanded learning and universal prekindergarten. Secretary Mark Ghaly of CalHHS and Director Melissa Stafford Jones will discuss the opportunity the CYBHI offers to support the holistic needs of the whole child.
* **Anaheim Union High School District**: There are several local educational agencies (LEAs) throughout the state who have already leveraged CCSPP to expand and strengthen their community schools programs. Anaheim Union High School District (AUHSD) in Orange County has a compelling implementation model that exemplifies the four nationally recognized Community Schools pillars and elevates the four cornerstone commitments and proven practices from the California Community Schools Framework. AUHSD has particularly excelled in fostering the shared decision-making process and family/community engagement elements of CCSPP implementation. Superintendent Mike Matsuda will be joined by key interest holders including teachers, staff, parents, community members and students for this presentation.

## Recommendations

This item has two recommendations for SBE approval:

* The CDE recommends that the SBE approve the CCSPP R-TAC awards.
* The CDE recommends that the SBE approve the 2022-23 CCSPP Administrative Plan.

## Brief History Key Issues

**2021–2031 California Community Schools Partnership Program**

In 2020, the state invested $45 million to expand and sustain existing community schools, and funded 20 grants to LEAs serving 156 community school sites.

In 2021 the California Legislature allocated $3,015,997,000 for the CCSPP to establish new, and expand existing, community schools. In 2022, the Legislature allocated an additional $1,132,554,000 to further expand access to the CCSPP. These allocations are the largest investments in community schools implementation in the nation. The Legislature, the Governor, the State Superintendent of Public Instruction and the SBE have identified establishing community schools as a key pandemic recovery strategy. State law 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 (low-income students, English language learners, and youth in foster care). 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.

State law establishes grant opportunities and a technical assistance system starting in the 2021–22 program year through the 2030–31 program year, as follows:

* Planning grants (at least 10 percent of 2021 funding = $287,416,400) 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. Any remaining planning grant funding after 2022-23 shall be made available for implementation grants.
	+ In 2021–22, the SBE approved funding for 192 LEAs for Planning Grants, for a total allocation of $38,200,122 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a1rev.docx>). Subsequently, one LEA appealed and was awarded a planning grant bringing the total number of Planning Grants to 193.
* Implementation grants (up to 70 percent of 2021 funding = $2,191,251,800) for the 2021-22 through 2030-31 program years. Annual grants of between $100,000 and $500,000 per school site are available for new, expanded or continuing community schools, with a matching requirement of one-third, with grant periods of five years.
	+ In 2021–22, the SBE approved funding for 76 LEAs for Implementation Grants, supporting 458 school sites for a total allocation of $625,575,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppimp21results.asp>). 447 of these school sites were at or above the 80% unduplicated student preference set in statute, and 11 were in rural LEAs serving between 70-80% unduplicated students.
* Extension grants (at least 20 percent of 2021 funding = $574,832,800) for the 2024–25 through 2030–31 program years. Grants are intended to extend implementation funding from five to seven years. LEAs may receive up to $100,000 annually per community school with a one-to-one matching funds requirement. CDE may request evidence that the LEA applicant has spent its implementation grant funding in alignment with its implementation plan before awarding it an extension grant.
* Implementation and Extension Grant Note: The 2022-23 Budget Act increased the total amount for Implementation Grants and Extension Grants from $2,766,084,600 (the grant amounts from 2021) to $3,758,638,600 (with the additional $1,132,554,000 and subtracting the $140,000,000 for county coordination grants, described below). This additional allocation will allow the CDE to fund implementation grants at a greater number of priority schools, ensure sufficient funding for eligible planning grantees to receive implementation grants, and for eligible implementation grantees to receive extension grants.
* Technical Assistance Center Contracts: Up to $141,833,000 was allocated to contract with LEAs to create a technical assistance system. In May 2022, the SBE approved a consortium led by the Alameda County Office of Education for the lead technical assistance center contract. The consortium is now known as the State Transformative Assistance Center.
* Coordination Grants: In 2022, an additional $140,000,000 was allocated to support county offices of education with two or more CCSPP grantee LEAs to help coordinate services and resources to LEAs in the county. The first round of these awards is listed in an attachment to this item.

Per statute, the SBE has an active role in the implementation of the CCSPP. 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 plan were approved by the SBE in November 2021.

**The Four Pillars and the California Community Schools Framework**

The Legislature, Administration, SBE and CDE agree that the CCSPP should be an equity-driven school transformation program that builds on assets within schools to better understand and serve the holistic needs of their unique student populations. 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. The statutory definition is rooted in the four pillars for community schools, and affirmed in the California Community Schools Framework:

(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>

In January 2022, the SBE affirmed this definition with the adoption 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.
* **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. 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. Recent statutory changes prohibit the use of CCSPP funds from being used for punitive and exclusionary disciplinary practices or the engagement of law enforcement.
* **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.
* **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.

The Framework, which incorporates the four pillars, is the guiding document for every level of CCSPP implementation, from the S-TAC’s transformational assistance work, the R-TAC’s regional technical assistance, the county offices of education coordination of services and partnerships, and the LEA and school-level implementation.

**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, which include outreach, technical assistance, resource development, data collection and best practices around needs and assets assessments, engagement, partnerships, and sustainable funding sources.

Per SBE action at the January 2022 SBE Meeting, the lead TAC acts as a hub of the CCSPP technical assistance system and is 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.

In May, in addition to approving the Round 1 planning and implementation grantees, the Board also approved the Lead Technical Assistance provider. The Alameda County Office of Education was approved as the Lead Technical Assistance Provider for the CCSPP. ACOE is leading a consortium that is comprised of the UCLA Center for Community Schools, the National Education Association and Californians for Justice. Based on feedback from key interest holders, the Lead TAC consortium has shifted their name to the State Transformative Assistance Center to more accurately portray their mission and services.

As part of CDE’s Board presentation for the CCSPP, the S-TAC will give a detailed report on their activities to date. Since Board approval, the S-TAC has convened an advisory council, begun to develop a system and tools for statewide transformative assistance, convened county offices of education for communities of transformative practice, and taken initiative to support Cohort 1 planning and implementation grantees through webinars, office hours, and phone/email support, in partnership with CDE. Its webinars on community asset mapping and shared decision-making practices were highly attended. The S-TAC’s acceleration of content development, support networks and technical assistance design has been critical to our efforts to build momentum for CCSPP implementation. More important, the S-TAC has already established a strong foundation of trust and understanding with our initial cohort planning and implementation grantees.

Immediately following Board approval, the CDE began the notification process to all planning and implementation grantees and the contracting process with ACOE. To date, the majority of planning and implementation grantees have received and returned their Grant Award Notification (GAN) and initial funding has been distributed. The CDE and ACOE are in the final contracting process.

**Regional Technical Assistance Centers**

Per statute, regional 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
* Development of optional centralized planning templates to support interagency planning and the leveraging of funding for the community school initiative, including, but not limited to, funding from the Expanded Learning Opportunities Program, the California state preschool program, Universal Transitional Kindergarten, universal meal programs, health and mental health supports for pupils and staff, the local control funding formula, and any other local state or federal funding
* Facilitation of peer support networks for LEAs to support community engagement and the provision of supports within a multitiered system of support leading to positive and equitable pupil academic and well-being outcomes, as well as positive school climate outcomes, for both state and local measures identified in the local educational agency’s local control and accountability plan

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 the 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

The CDE released the RFA for the Regional Technical Assistance Centers on July, 7, 2022. Based on data analysis on the concentration of qualifying students and schools throughout the state, CDE developed 8 regions for applicants.

The original August due date for the RFA was extended through September 10th at the request of county offices of education, who were trying to complete the application while opening schools for the new school year and dealing with staffing challenges. The CDE received 8 R-TAC applications from county offices of education, most of which had multiple partners, including institutions of higher education, service providers and nonprofit organizations. The CDE received one application for each region. The applications were evaluated by the CDE using proven standards, practices, and processes as described in the RFA. All applicants had experience in implementing programs aligned to the four pillars and demonstrated their ability to be successful technical assistance leaders per the RFA rubric. CDE followed up with all applicants in writing to ensure their commitment to create and lead in the statewide technical assistance system and to leverage the CCSPP to transform community school grantee schools. CDE held meetings with select applicants to ensure they were ready to meet all expectations in statute and support LEAs in planning and implementation processes aligned with the CCSPP framework. We are pleased to present the following 8 proposed R-TACs for Board approval:

| Region | Applicant and Partners*Partner list source: Applicant Cover Sheet* |
| --- | --- |
| Northern CaliforniaButte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity | Shasta County Office of EducationPartner Organizations:* Partners for Rural Impact
* Shasta College - North State Together
 |
| Capitol AreaAlpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba | Sacramento County Office of EducationPartner Organizations:* Alpine County Office of Education
* Colusa County Office of Education
* El Dorado County Office of Education
* Nevada County Office of Education
* Placer County Office of Education
* San Joaquin County Office of Education
* Sierra County Office of Education
* Solano County Office of Education
* Sutter County Superintendent of Schools
* Yolo County Office of Education
* Yuba County Office of Education
* Community Schools Learning Exchange
* Turnaround for Children
* Learning Heroes
 |
| Bay AreaAlameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, and Sonoma | Santa Clara County Office of EducationPartner Organizations:* National Center for Community Schools
* California School-Based Health Alliance
* Parent Institute for Quality Education
* John W. Gardner Center
* Napa County Office of Education
 |
| Central CoastMonterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura | Monterey County Office of EducationPartner Organizations:* No formal partners listed
 |
| Central ValleyAmador, Calaveras, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne | Fresno County Office of EducationPartner Organizations:* Kern County Superintendent of Schools
* WestEd
* Fresno Pacific University
* Fresno County Cradle 2 Career
* Kern County Network for Children
 |
| Greater Los AngelesLos Angeles | Los Angeles County Office of EducationPartner Organizations:* Los Angeles Trust for Children’s Health
* UCLA Center for the Transformation of Schools
 |
| Southern CoastImperial, Orange, and San Diego | San Diego County Office of EducationPartner Organizations:* Imperial County Office of Education
* Orange County Department of Education
* Community Schools Learning Exchange
 |
| Southern InlandInyo, Mono, Riverside, and San Bernardino | San Bernardino County Superintendent of SchoolsPartner Organizations:* Los Angeles Education Partnership (LAEP)
* Claremont Graduate University
 |

Upon Board approval of these recommended awardees, the CDE will immediately begin the contracting process with the 8 R-TAC applicants. The CDE will work with the awardees to draft contracts that are consistent with statute, the Framework, and that allow for each region to serve their unique LEAs, schools and students. It is expected that during this time the R-TACs will begin meeting with the S-TAC. All selected RTACs will participate in a community of practice model that will be led by the S-TAC. This process will guide S-TAC and R-TAC collaboration in both the development of transformative assistance (TA) content and strategy for TA implementation that both adheres to the central tenants of the CCSPP Framework and adjusts to specific assets, gaps and conditions in each of the state’s regions. Through this dynamic community of practice platform, we expect each R-TAC to share areas of expertise that can be adapted to different regions and populations, improving overall CCSPP implementation across the state.

It continues to be our goal to have the R-TACs begin formal services for planning and implementation grant awardees in the Spring of 2023. In the interim, the CDE has developed a technical assistance plan that will ensure all planning and implementation grantees have access to strong technical assistance throughout the 2022-23 school year. This plan, detailed in an August memo to the Board, is slightly updated below.

## 2022-23 CCSPP Administrative Plan

For 2022-23, the CCSPP Administrative Plan consists of the following elements, presented here for SBE approval:

* Interim Technical Assistance Plan
* County Office of Education Coordination Grants
* 2022-23 Planning and Implementation Grants
* Outreach to Potential Grantees
* Formative Evaluation of the CCSPP

Each of these pieces is discussed in detail below.

## Interim Technical Assistance Plan

The timeline of technical assistance grant implementation created the need for an interim technical assistance plan. The CDE has worked closely with ACOE and the S-TAC partners to develop interim supports for Cohort 1 planning and implementation grantees. The CDE interim technical assistance plan includes a variety of strategies to assist grantees in performing these activities, and CDE is extending its contract with WestEd to help meet grantees’ interim needs for technical assistance.

### The CDE Interim Plan has three key elements:

* **Webinars:** A series of informational webinars for both planning and implementation grant recipients that cover critical elements of the needs assessment, asset mapping and other planning processes, with an emphasis on building capacity for participatory planning and program design relevant to both planning and the implementation grantees. These will be held bi-weekly and co-hosted by CDE and ACOE. The first two webinars took place in September with over 400 participants at each webinar. The first webinar covered asset mapping and needs assessments while the second webinar addressed shared decision-making processes and models.
* **Call Center/Email Box:** TheTechnical Assistance call center and the CCSPP email have been created for planning and implementation grantees to call or email their questions. Most questions have focused on asset mapping, allowable budget expenditures and timelines for applying for an implementation grant by planning grantees, along with a few questions about launching steering committees or community school councils at the LEA or school site level. The call center is staffed by ACOE, while the CDE staffs the email with the assistance of WestEd.
* **Interdisciplinary Guidance Teams**: The CDE is developing interdisciplinary TA guidance teams to assist grantees with planning and implementation questions and issues that arise during the fall 2022 and winter/spring 2023. The teams will be available for consultation to provide guidance on all elements of initial planning and implementation grant operations.

### Staffing the Interim Plan

In order to ensure that CDE has the capacity to implement this baseline interim TA plan, the Department will use three key internal and external resources in 2022-23 to staff the elements of the plan. CDE may augment the roster below as staff are hired through allocations in the latest state budget to support CCSPP implementation.

* **Internal CDE Team:** To support implementation of the CCSPP, the CDE will dedicate key staff towards this interim baseline TA process. Deputy Superintendent Steve Zimmer, Senior Advisor Brooklyn Williams and Division Director Pete Callas will co-lead the three elements of TA options. Lisa Reimers and Rachel Moran will assist with questions related to grant awards, budget and contracts. CDE staff will be represented on each interdisciplinary guidance team.
* **Statewide Transformative Assistance Center:** The ACOE team has already begun to operate a call center for Cohort 1 members. The call center opened on August 1st and has already begun to address programmatic questions from both planning and implementation grant recipients. ACOE and CDE are in constant communication as these processes launch. The ACOE Call Center operates parallel to the CDE CCSPP email and provides the full spectrum of initial assistance and guidance LEAs and school sites need as they begin the community schools planning and implementation processes. The S-TAC is developing content webinars that CDE will adapt to meet interim TA needs of LEAs for Fall semester. ACOE staff will also join the interdisciplinary guidance teams. S-TAC members have also committed staff to the interim TA efforts once that staff is in place.
* **WestEd:** WestEd has been the technical assistance provider for the original 2020 CCSPP grant cohort (20 awardees). The team that has led this work is interested in supplementing CDE and ACOE capacity to increase responsiveness and ability to address the CCSPP Cohort 1 interim TA needs. CDE requested and received funding in the 2022-23 budget act to extend the WestEd TA contract to increase the Department’s capacity to respond to technical questions from grantees until the Regional TACs are operational. The WestEd team will assist in staffing the ACOE Call Center and responding to CDE CCSPP email box inquiries. They will also assist with the logistics and outreach for the informational webinars. When appropriate WestEd staff will supplement or augment staffing for the interdisciplinary guidance teams.

**County Office of Education Coordination Grants**

County offices of education (COEs) will also play a critical role in supporting planning and implementation grantees. Specifically, COEs will lead efforts to coordinate county-wide services and resources at both the LEA and school site level.

As part of the 2022 Legislative Session and Budget Process that augmented the CCSPP budget by $1.1 billion, the Legislature approved $140 million for county offices of education with two or more LEAs with planning or implementation grants within their county to coordinate county-level governmental, nonprofit community-based organizations and other external partnerships to support CCSPP implementation to grant recipients in their county. Funding is contingent on establishing a county-level community schools liaison to coordinate with the department and technical assistance centers in capacity building, resource connection, and continuous improvement activities. Grant awards must be between $200,000 and $500,000 per COE annually for seven years, and must be based on the number of community schools at grantee LEAs and the number of students served in those schools, using an allocation formula determined by the Superintendent.

The CDE has developed an equity-based funding formula to distribute this coordination funding to eligible COEs. The 2022-23 allocations are listed in the attachment, “2022-23 CCSPP COE Coordination Grants Allocation.”

## 2022-23 Planning and Implementation Grants

A round of applications for both planning and implementation grants will occur in the 2022-23 school year. The proposed timeline allows time for: outreach to potential applicants, updates to critical eligibility data, and first round planning grant awardees to complete implementation plans within the first year of their planning grants and apply in the second round of implementation grants. Outreach to potential applicants will be coordinated by CDE.

Updates to eligibility criteria will be made consistent with the 2022 Budget Trailer Bill. AB 181 added language around the priorities for LEAs providing early care and education services, as well as the priority around shared governance. It also added a priority around the LEA’s plan to support a network of site-based community schools.

### Planning Grants – Round 2

LEAs that did not apply for planning grants last year are able to apply in the current funding cycle. The 2022–23 CCSPP Planning Grant RFA posted on November 1, 2022. Just as with Round 1, the CDE will hold informational webinars for this RFA, respond to email inquiries, field phone calls and address frequently asked questions. All applications will be 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 following is the proposed timeline for the second round of planning grant applications:

| **Date** | **Activity** |
| --- | --- |
| November 1, 2022 | RFA Release Date |
| December 20, 2022 | Applications must be received at the CDE, by 11:59 p.m. Pacific Standard Time (PST) |
| January 2023 - February 2023 | Scoring of Applications |
| March 2023 | Proposed grantees Announced and Presented to the SBE for Approval |
| Two weeks after the March SBE meeting | Appeals must be received at the CDE |
| April 2023 | GAN Letters Released |
| May-June 2023 | Disbursement of Funds |
| May 1, 2023 | Project Term Begins |
| June 30, 2025 | All Funds Must be Expended |

### Implementation Grants – Round 2

As was established in Round 1, 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 |

All applications will be 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 schools 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.

The 2022-23 Budget Trailer Bill (AB 181) added potential uses of implementation grant funding, including implementing a sustainability plan, securing long-term funding streams, building capacity around sustainability and conducting school and community needs and assessments. It also added that LEAs may retain the lesser of $500,000 or 10% of the total funds awarded to the LEA to administer grants to schools, manage professional learning, and coordinate services for its grantee schools. Implementation grantees are also now required to annually report and publicly present their community school plans at the schoolsite and at the LEA level, including on the LEA’s website.

A LEA that did not apply for an implementation grant for one or more of their schools in round 1 will be able to apply for implementation grant funds in subsequent funding rounds. While we anticipate additional funding from the 2022 budget will allow the CDE to reach more interested LEAs and school sites we continue to believe most school sites awarded implementation grants will meet the statutory priority of 80% or higher of enrolled unduplicated students (and 70% for schools in rural LEAs). The following is the proposed timeline for the second round of implementation grant applications:

| **Date** | **Activity** |
| --- | --- |
| January 17, 2022 | RFA Release Date |
| March 17, 2023 | Applications must be received at the CDE, by 11:59 p.m. Pacific Standard Time (PST) |
| March 2023 - April 2023 | Scoring of Applications |
| May 2023 | Proposed grantees Announced and Presented to the SBE for Approval |
| Two weeks after the May SBE meeting | Appeals must be received at the CDE |
| June 2023 | GAN Letters Released |
| July - August 2023 | Disbursement of Funds |
| July 1, 2023 | Project Term Begins |
| June 30, 2028 | All Funds Must be Expended |

**Outreach to Potential Applicants in Round Two**

The CDE has worked to identify community school deserts, areas of the State that have high rates of qualifying LEAs and schools and low rates of participation in Round One of the CCSPP. We have begun to engage interest holders in these areas to increase CCSPP participation. CDE has identified counties’ and regions’ qualifying LEAs and concentrations of priority schools compared to how many schools and LEAs applied in the first round of both planning and implementation grants.

CDE is in the process of working with COEs to schedule meetings with interest holders in the regions where applicant numbers were low last year but qualification and prioritization rates are high. In anticipation of November and December outreach efforts, CDE has been in close collaboration with key interest holder organizations, schools, district offices and county offices to push qualified LEAs to apply. CDE meets regularly with several coalitions, our labor partners and the Ed Coalition to ensure equitable participation in round two of the CCSPP process.

**Formative Evaluation of the CCSPP**

Budget Trailer Bill AB 181 requires the Superintendent to use a competitive grant process to contract with an entity to administer annual formative evaluations of the CCSPP. The 2022-23 Budget Act allocated $2,500,000 on a one-time basis to support these evaluations, through fiscal year 2027-28. The evaluations are to include the following components:

* Outcome data, as specified by CDE and the SBE, including measures of student wellbeing and engagement, including student attendance and school climate
* An analysis of the services provided and the changes made within community schools, areas of progress and challenges to be addressed, including but not limited to effective integration of instructional and student support services, and support for authentic student, educator and family engagement
* Evidence of best practices and successful strategies for integrating multiple funding sources to meet an LEA’s Local Control and Accountability Plan (LCAP) goals.

The first annual formative evaluation is due to the Governor and the Legislature by December 31, 2023, with a final comprehensive report due by December 31, 2031.

The CDE is working with the S-TAC consortium partners to develop the scaffolding for a formative evaluation design. This design will be inclusive of the overall CCSPP process, county/region wide implementation, LEA implementation and school site implementation as well as the technical (transformative) assistance process at every level. The design will also include assessment of the coordination of services from each COE receiving funding under the aforementioned allocation process.

As the CCSPP has been established as a statewide educational transformation initiative a formative evaluation process should also use the California Community Schools Framework as the guiding document to direct the collection of both qualitative and quantitative data for program evaluation at every level. As the objective of CCSPP implementation is to transform academic outcomes for students in communities who have been oppressed the longest by systemic inequity in all California’s education, health care and support systems, formative measures, both qualitative and quantitative, should be lens towards assessing such transformation from the onset of the assessment program.

The CDE plans to release an RFA for the CCSPP Formative Evaluation in January and will update the SBE on this process in both the March and May SBE meetings.

## 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>)

In May 2022, the SBE approved the Cohort 1 Planning and Implementation Grantees and Lead Technical Assistance Center Contract Awardee. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02rev.docx>)

In August 2022, the CDE provided an information memorandum updating the SBE on the Community Schools Partnership Program and timeline. (<https://www.cde.ca.gov/be/pn/im/documents/aug22memocctd01.docx>)

## Fiscal Analysis (as appropriate)

The 2021–22 and 2022-23 Budget Acts provide a total of $4,146,551,000 for the CCSPP, to be distributed as explained in the Brief History of Key Issues.

## Attachment(s)

* Attachment 1: 2022-23 CCSPP COE Coordination Grants Allocation (2 pages)
* Attachment 2: 2022-23 CCSPP Timeline (3 pages)
* Attachment 3: Overview of the Children and Youth Behavioral Health Initiative