# 2022–23 California Community Schools Partnership Program Planning Grant – Cohort 2



**Request for Applications**

Funded by the Budget Act of 2021

**Application Due Date:**

**Tuesday, December 20, 2022**

Administered by the:

California Department of Education

Career and College Transition Division

1430 N Street, Suite 4202

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## Table of Contents

[Overview 3](#_Toc117596224)

[Program Description 6](#_Toc117596225)

[Accountability 11](#_Toc117596226)

[Application Procedures and Processes 14](#_Toc117596227)

[Grant Awards 20](#_Toc117596228)

[Application: Section for Submission 22](#_Toc117596229)

[Appendix A: Application Submission Checklist 31](#_Toc117596230)

[Appendix B: Scoring Rubric 32](#_Toc117596231)

[Appendix C: California Community Schools Framework 36](#_Toc117596232)

[Appendix D: Definitions 45](#_Toc117596233)

[Appendix E: Budget Categories 49](#_Toc117596234)

## Overview

A community school is a “whole-child” school improvement strategy where the local educational agency (LEA) and school(s) work closely with teachers, students, and families. Community schools partner with community agencies and local government to align community resources to improve student outcomes. These partnerships “provide an integrated focus on academics, health and social services, youth and community development, and community engagement.”[[1]](#footnote-2) Many community schools operate year-round, morning to evening, and serve children and adults. Community schools often serve neighborhoods where economic and social barriers to learning are prevalent.[[2]](#footnote-3)

Until recently, community schools initiatives have been driven at the local level with the support of philanthropy or LEA budget investments. California Senate Bill 820, Chapter 110, and the Budget Act of 2020[[3]](#footnote-4) marked the first time LEAs across the state received grant funding to support community schools. With momentum growing around the efficacy of the community schools approach, especially in communities disproportionately impacted by the COVID-19 pandemic, the legislature passed the California Community Schools Partnership Act, followed by the Budget Act of 2021, that allocated funding for the goals presented in the legislation.[[4]](#footnote-5) This investment marks the largest investment in school transformation through community schools strategies in the nation. The California Community Schools Partnership Act is an equity driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrolled student body.

The California Department of Education (CDE) has been charged with implementing the California Community Schools Partnership Program (CCSPP) in consultation with the State Board of Education (SBE). Based on feedback ascertained through a facilitated community input process, the CDE drafted the California Community Schools Framework (Framework) which outlines California’s intentional approach to community schools as a school transformation approach rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities (see Appendix C). The SBE approved the proposed Framework at its January 2022 meeting.[[5]](#footnote-6) While the referenced legislative language establishes the process and structure of this Request for Applications (RFA), the Framework is the guiding document that informs the expected equity outcomes for all potential grantees.

Recent events have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community schools strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. According to the legislation and the evidence, community schools include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

* Integrated support services;
* Family and community engagement;
* Collaborative leadership and shared decision-making; and
* Extended/expanded learning time and opportunities.

While aligning governmental and community resources is central to the community schools approach, elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life, is the foundation of the program.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, district, and school site initiatives. These initiatives include new state investments in youth-focused behavioral health, nutrition, universal prekindergarten, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and school improvement.

### Purpose

The CDE is accepting applications from qualifying entities for the 2022–23 CCSPP. Funds in the amount of $2,836,660,000 were appropriated for the California Community Schools Partnership Act as part of California *Education Code* (*EC*) sections 8900–8902[[6]](#footnote-7) and the Budget Act of 2021.

Grant funding may be used for any of the following purposes:

* Staffing costs for a community school coordinator.
* Conducting a comprehensive school and community needs and asset assessment, including, but not limited to: student and community demographics; school climate; integrated support services; expanded learning time; educator, family, pupil, and community engagement; new or existing partnerships with governmental entities or community-based organizations; and available funding sources.
* Grant application support, service billing development, and other administrative costs necessary to launch a community schools model at scale.
* Partnership development and coordination support between the grantee and cooperating agencies.
* Providing training and support to LEA and cooperating agency personnel to develop best practices for integrating instruction and student supports.
* Preparing a community school implementation plan for submission to the governing board or body of the LEA and to the CDE.

### Assumptions

The CCSPP is built on the following assumptions:

* The COVID-19 pandemic has continued to exacerbate conditions associated with poverty, including food insecurity, housing and employment instability, and inadequate health care.
* Community schools offer unique models to more efficiently and effectively provide trauma-informed integrated educational, health, and mental health services to students with a wide range of needs that have been affected by the COVID-19 pandemic.
* Additional investment in community schools that provide integrated student supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 pandemic. Statewide investment in community schools, supported by local networks designed to coordinate services and resources, are critical to realize whole-child education.

## Program Description

### Grant Information

The CCSPP provides funding for a planning grant period beginning May 1, 2023, through June 30, 2025. Funds available to each applicant are based on the content and quality of the submitted application and proposed budget. The total grant budget for this RFA for Cohort 2 is up to $231,082,578.

CCSPP planning grants are for LEAs with no existing community schools. Interested LEAs that have existing community schools and want to expand, continue, or add new schools to their community schools initiative should consider applying for an implementation grant.

### Competitive Priorities

Pursuant to the California *EC* sections 8900–8902, the application scoring process will prioritize grant funding to qualifying entities that meet all of the following competitive priorities, not listed in any specific order of importance:

1. Applicants serving students in schools in which at least 80 percent of the pupil population are unduplicated pupils.
2. Applicants with a demonstrated need for expanded access to integrated services, including those disproportionately impacted by the COVID-19 pandemic.
3. Applicants that involve students, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of students and families, and in the planning of support services to be offered.
4. Applicants that commit to providing trauma-informed health, mental health, and social services for students within a Multi-Tiered System of Support at school site or an adjacent location, and partner with other schools, school districts, county agencies, or nongovernmental organizations.
5. Applicants that serve elementary school pupils, or for schools where there is a demonstrated need for childcare, including, but not limited to, programs for pregnant and parenting teens, commit to providing early care and education services for children from birth to five years of age, inclusive, through one or more LEAs or community-based organizations.
6. Applicants that identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, which may include a plan to use existing or create shared decision-making teams that include pupils, families, educators, and community-based organizations, and for integrating or redirecting existing resources and other school support services.
7. Applicants that plan to support a network of site-based community schools at school sites that have the capacity to ensure that services, professional development, and engagement can occur on school site, or at an adjacent location, with the support of community-based organizations and other relevant providers, for all relevant stakeholders.
8. Applicants that identify a plan to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 *United States Code* Section 1396d[a][4][B]).

According to the SBE approval in January 2022, the application scoring process will also prioritize grant funding to qualifying entities that meet the following competitive priority:

1. Applicants serving small and rural schools.[[7]](#footnote-8)

These competitive priorities are subject to an application meeting all requirements outlined in the 2022–23 CCSPP Planning Grant RFA, responses to all prompts in the 2022–23 CCSPP Application Questionnaire, and completing all required forms.

### Funding Levels

The award amount for the CCSPP planning grant shall not exceed $200,000 for a two-year period, for LEAs with no existing community schools.

Qualifying Entities are required to provide a local match equal to one-third (33 percent) of the CCSPP grant amount. The local match shall be contributed in cash or as services/resources of comparable value, as determined by the CDE.

The CDE will fund successful planning grant applications at the level requested if the program application is well-justified, the budget is realistic and well-supported, and the program application is reflective of the entire student population and representative of all student subgroups. The CDE reserves the right to fund applications at a lesser amount if the CDE determines that the application can be implemented with less funding, or if state funding is not sufficient to fully fund all applications that merit an award.

### Fund Distribution

The CCSPP planning grant funds for Cohort 2 will be distributed at one time, in the months of May and June 2023. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released when grantees comply with CCSPP Program Deliverables and Requirements. The grant period will cover the 2023–24 and 2024–25 school years. All funds must be expended by June 30, 2025.

### Eligibility Requirements

For the purposes of this planning grant, an applicant must be an LEA (defined as a school district, charter school, or county office of education), a consortium of two or more LEAs that have no existing community schools, or a public or government-funded entity that partners with a qualifying LEA, as described below.

A Qualifying Entity is an entity that is any of the following:

1. An LEA or a consortium that meets any of the following criteria, as applied to the entire population of pupils enrolled in the LEA or consortium:

* Fifty percent or more of the enrolled pupils at the LEA or the consortium are unduplicated pupils.
* The LEA or the consortium has higher than state average dropout rates.
* The LEA or the consortium has higher than state average rates of suspension and expulsion.
* The LEA or the consortium has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

1. An LEA or consortium, on behalf of one or more schools within the LEA or consortium that satisfy any of the criteria listed above.

### Allowable Activities and Costs

Budgets for the use of planning grant funds will be reviewed and scored as part of the application process. Generally, all expenditures must contribute to establishing a community school to improve student outcomes. Items deemed non-allowable, excessive, or inappropriate by the CDE will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Allowable expenditures may include, but are not limited to, the following:

#### Integrated Support Services

* Professional development, planning time, and staffing to discover, review, and plan to address student needs and learning loss related to the COVID-19 crisis, including through targeted instruction and intensive tutoring.
* Common planning time for teachers by school, grade, and/or subject area to develop a shared vision for what students should know and be able to do, and how to work with families and community partners.
* Professional development on and design of programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches, including the creation of advisory systems that ensure students are well-known and supported.
* Development of leadership coaching and support to strengthen collaborative leadership amongst site administrators, teachers, families, students, and community partners.
* Professional development and support for school and district staff to implement coordinated and integrated strategies for student supports within and across schools and districts, such as a Multi-Tiered System of Support, coordination of services team (COST), or other classroom and school day supports.

#### Family and Community Engagement

* Professional development and programmatic supports for teachers and staff on evidence-based strategies to develop trusting, inclusive, and collaborative relationships with families and community members.
* Professional development and staff time for building and strengthening connections between teachers, students, and families, such as culturally responsive engagement practices, strengthens-based student-family-teacher conferences, virtual or in-person home visitation programs by school staff, and family engagement action teams.

#### Collaborative Leadership and Practices for Educators and Administrators

* Funding for a comprehensive and collaborative assessment of school and community assets and needs.
* Training and planning meetings between personnel and partners, including counselors, teachers, families, students, health professionals, college faculty, governmental agencies, community service organizations, and businesses, to support program sustainability and build awareness in the region on the benefits of community schools.
* Funding for dedicated staff (including community school coordinators) to support and facilitate partnerships, and discover professional development opportunities to build capacity for collaborative education and community leadership structures and practices.
* Participation in and utilization of research programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches.
* Professional development that builds the capacity of educators and administrators to effectively engage input and leadership from students, families, and community members in community school decision-making processes.
* Planning for collaboration time among educators to identify and develop plans for meeting student needs.

#### Expanded Learning Time and Opportunities

* Professional development to expand and enrich curriculum through deeper learning strategies such as project-based learning that connects to concerns and/or organizations.
* Stipends, planning time, and support for educators (including teachers, expanded learning program staff, and other community partners working at school sites) to plan expanded learning time activities, including enhanced coordination between school-day and expanded learning time programs and activities for after school and/or summer programming.
* For elementary school applicants, stipends, planning time, and support for educators (including teachers, childcare and early learning program staff, expanded learning program staff, and other community partners working at school sites) to plan early learning programs, including enhanced coordination between kindergarten through grade twelve educators and school staff, expanded learning time programs and activities, and childcare and early learning programs.

### Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

* Supplant existing services and funds;
* funds shall not be used for punitive disciplinary practices or the engagement of campus law enforcement
* Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than service contracts;
* Acquire equipment for administrative or personal use;
* Purchase furniture (e.g., bookcases, chairs, desks, file cabinets, tables);
* Purchase or lease facilities;
* Remodel facilities not directly related to accessibility to instruction or services;
* Purchase food services, refreshments, banquets, and meals––possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, and/or parents;
* Purchase promotional favors, such as bumper stickers, pencils, pens, or   
  t-shirts;
* Purchase items for personal gain, a benefit, or advantage that relates to a particular person rather than to the program as a whole (i.e., gift cards, stipends to families and students);
* Purchase subscriptions to journals, magazines, or other periodicals; and
* Travel outside of the United States or to banned states, as specified by state travel rules. California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.[[8]](#footnote-9)

### Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE’s Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>.

## Accountability

### Performance Measures

To ensure the successful implementation of the CCSPP, planning grantees are required to submit a mid-project expenditure report, mid-project progress report, end-of-project expenditure report, and an end-of-project report consisting mainly of a community school implementation plan and other program deliverables described below to show (1) program outcome measures and goals are being met, and (2) demonstrate readiness for program implementation. These must include any and all elements required by the CDE, as well as any locally-determined measures. The applicant is responsible for submitting all data required by the CDE in a format to be determined by the CDE.

Failure to submit required reports or evidence that deliverables have been met, or failure to show student progression, could result in the loss and/or remittance of some or all awarded funds.

### School-Level Outcome Measures

In order to prepare a report to the Legislature at the end of the grant period, the CDE has determined a set of common outcome measures that all planning grantees will be required to establish and report baseline data, which includes the following, disaggregated by student subgroups.

* School attendance rates
* Chronic absenteeism rates
* Middle school dropout rates
* High school dropout rates
* Proficiency scores, English Language Arts and Mathematics, if available
* High school graduation rates
* Pupil suspension rates
* Pupil expulsion rates
* Other locally determined measures

### Program Outcome Measures

The long-term measure of success for the CCSPP is the establishment and expansion of learning supports, community-rooted instructional practices, and strong partnerships that better serve the needs of students and families, resulting in improved student outcomes.

An assessment of programmatic impact should reflect the community school’s or schools’ strategic implementation priorities as determined by the community school leadership team(s) (a collaborative body of educators, administrators, families, students, community and civic partners) and designed to be able to measure progress from baseline assessment data of student outcomes and school quality. The assessment will help applicants develop a community school implementation plan.

This assessment of programmatic impact should examine the extent to which grantees plan to support and expand high-quality community school goals, to:

* **Effectively and meaningfully engage** students, teachers, families, and community partners;
* **Establish and expand partnerships**, supports, and services that intentionally address locally defined needs;
* **Expand student-centered teaching practices and enrichment** opportunities during and out of school time;
* **Enhance positive, supportive, inclusive, and racially just school climates** through relationship building, positive behavioral supports, and restorative practices;
* **Demonstrate collaborative leadership and shared decision-making** (inclusive of students, families, teachers, site administrators, and community partners); and
* **Develop the systems and practices** necessary to maintain the positive outcomes of the CCSPP.

As the CDE is required to contract with an entity to conduct annual formative evaluations beginning in 2023, and prepare a final comprehensive report to the Governor and Legislature by December 31, 2031, the items listed above may be addressed and collected from grantees by an external evaluator to help inform this annual and comprehensive reporting.

### Program Deliverables

Grantees must meet program deliverables. Listed below are the deliverables:

* Mid-Project Progress Report
  + The Mid-Project Progress Report will be developed by the CDE and will seek information on grantees’ progress towards data collection, needs assessment and asset mapping, and community engagement.
* Mid-Project Expenditure Report
* End-of-Project Report
  + Pupil and school data disaggregated by student subgroups as baseline data to inform outcomes tracking in implementation.
  + Pupil and school data as results of needs assessment and asset mapping activities.
  + Community school implementation plan, which includes the following:
    - Schools to be included in the initial community schools initiative implementation
    - Student, family, educator, and community partner engagement plan
    - Collaborative leadership and shared decision-making plan
    - Student-centered teaching practices and enrichment plan
    - Supportive and inclusive school climate plan that indicates intended strengthening of relationship building, positive behavioral supports, and restorative practices
    - School(s) response to student and family needs including supports, services, and proposed provider partnerships and cooperating agencies plan
  + Preliminary community schools initiative sustainability plan including a description of the role the LEA will play in coordinating and supporting the overall initiative.
  + Community schools initiative data collection (including data sharing), and outcomes tracking, and continuous improvement plan.
* End-of-Project Expenditure Report

### Reporting Requirements

| Date | Activity |
| --- | --- |
| April 2023 | Grant Award Notification (AO-400) Letter Signed by Grantee and Received by the CDE |
| June 30, 2024 | Mid-Project Progress Report and Mid-Project Expenditure Report Due |
| June 30, 2025 | End-of-Project Report and Expenditure Report Due |

## Application Procedures and Processes

### Program Timeline

| 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 | AO-400 Letters Released |
| May 1, 2023 | Project Term Begins |
| May–June 2023 | Disbursement of Funds |
| June 30, 2025 | All Funds Must be Expended |

### Application Due Date

The CCSPP application, required forms, and all supporting documents must be received by the CDE on or before **Tuesday, December 20, 2022,** no later than 11:59 p.m. PST.

### Application Submission Procedures

The CCSPP application is submitted in two parts:

1. The 2022–23 CCSPP Application Questionnaire (online)
2. Documents to be emailed to the CDE at [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov) include:
   1. Form A: Applicant Info Sheet,
   2. Form B: Project Abstract,
   3. Attachment I: CCSPP LEA and Site Participation Sheet (optional), and
   4. Attachment II: CCSPP Program Budget Worksheet.

It is the responsibility of each applicant to ensure their Application Questionnaire (online) and corresponding email is completed in full and submitted prior to the submission deadline on Tuesday, December 20, 2022, no later than 11:59 p.m. PST.

#### 2022–23 CCSPP Application Questionnaire

Applicants shall complete and submit the online 2022–23 CCSPP Application Questionnaire, visit <https://surveys3.cde.ca.gov/go/ccspppgapp22-23.asp>.

#### Applicant Info Sheet, Project Abstract, LEA and Site Participation Sheet, and Budget Worksheet

Applicants shall submit Form A: Applicant Info Sheet, Form B: Project Abstract, Attachment I: CCSPP LEA and Site Participation Sheet (optional), and Attachment II: CCSPP Program Budget Worksheet via email to [CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov). Attachments I and II can be found on the CCSPP Funding Description web page at [http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920](http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920" \o "CCSPP Funding Description).

When submitting the Applicant Info Sheet, Project Abstract, LEA and Site Participation Sheet, and Budget Worksheet, applicants must include the applying LEA’s name and LEA Name County-District-School (CDS) Code[[9]](#footnote-10) in the file name.

Example: Shadow USD-12123456000000.

**Note:** The LEA and Site Participation Sheet and Budget Worksheet must be submitted as Excel documents with the application; other file types will not be accepted.

LEAs applying as a consortium must list all partnering LEAs and/or cooperating agencies on the CCSPP LEA and Site Participation Sheet.

LEAs applying on behalf of a qualifying school(s) must include the participating LEA(s) and school name(s), on the CCSPP LEA and Site Participation Sheet.

**Note:** Planning grantees have the option, but are not required to identify school sites in their planning grant application.

### Costs of Preparing the Application

The costs of preparing and delivering an application are the sole responsibility of the applicant. The State of California and the CDE will not reimburse such costs.

### Incomplete and Late Applications

Incomplete or late applications will not be considered.

### Technical Assistance

The CDE staff will conduct two application webinars to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time, and delivery format of the application webinars are posted on the CDE’s CCSPP Funding Description web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920>.

### Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the months of January and February 2023.

Applications will be randomly assigned to reviewers, taking into consideration any conflicts of interest. Reviewers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

### Evaluation Criteria

Each application will be reviewed and scored following a scoring formula determined by the CDE, 65 percent of an application’s total score will be based on the applicant’s demonstrated need, 25 percent of an application’s total score will be based on the Application Questionnaire and Project Abstract, and 10 percent of an application’s total score will be based on the Budget Worksheet.

Applications will be evaluated and scored using the CCSPP Scoring Rubric (see Appendix B).

Elements that will be used to determine demonstrated need include:

* The LEA’s and participating school site(s) total enrollment for school year 2021–22.[[10]](#footnote-11)
* The LEA’s and participating school site(s) unduplicated pupil count for school year 2021–22.[[11]](#footnote-12)
* The LEA’s and participating school site(s) dropout rate for the 2021–22 school year.[[12]](#footnote-13)
* The LEA’s and participating school site(s) suspension rate for the 2021–22 school year.[[13]](#footnote-14)
* The LEA’s and participating school site(s) expulsion rate for the 2021–22 school year.[[14]](#footnote-15)
* The LEA’s Locale Code.[[15]](#footnote-16)
* The LEA’s Non-Stability Rate for the 2021–22 school year.[[16]](#footnote-17)
* The LEA’s Non-Stability Rate for foster youth for the 2021–22 school year.[[17]](#footnote-18)
* The LEA’s Non-Stability Rate for homeless pupils for the 2021–22 school year.[[18]](#footnote-19)
* The LEA’s Child Find rate for the 2021–22 school year.[[19]](#footnote-20)
* The LEA’s compliance status for overall disproportionality for the 2021–22 school year.[[20]](#footnote-21)
* The LEA’s compliance status for disproportionality by disability type.[[21]](#footnote-22)
* As of February 2022, the cumulative COVID-19 death rate per 100,000 for the county.[[22]](#footnote-23)
* July 2022 unemployment rate for the county as a proxy for measuring housing insecurity and other impacts related to job loss.[[23]](#footnote-24)
* October 2020 food insecurity rate for the county.[[24]](#footnote-25)

The CDE reserves the right to use 2022–23 in lieu or in addition to 2021–22 data if the 2022–23 data becomes available.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email ([CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)) or standard mail to:

Pete Callas, Director

Career and College Transition Division

California Community Schools Partnership Program

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with a manual signature by the authorized applicant, no later than **two weeks after the day of the grantee announcement**. A link to the funding results will be posted on the CDE’s CCSPP Funding Description web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920> and communication, via email, will be sent to all applicants. When submitting a letter of appeal, applicants must clearly specify which CCSPP funding opportunity they are appealing: Planning Grant, Implementation Grant, or Regional Technical Assistance Center.

Grounds for appeal shall be limited to an assertion that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. Dissatisfaction with the score received by the application is not grounds for appeal. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete or late appeals. The appellant may not supply or rely on any new information that was not originally contained in the original application.

The Director of the CCTD will make the final decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the GAN letters.

## Grant Awards

### Grant Award Notification

Programs selected for funding will receive an AO-400 Letter, the official CDE document that awards funds to local projects. Each grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

### Assurances, Certifications, Terms, and Conditions

Assurances, certifications, terms, and conditions are requirements of grantees as a condition of receiving funds. The signed grant application submitted to the CDE is a commitment to comply with the assurances, certifications, terms, and conditions associated with the grant.

#### Assurances and Certifications

Applicants do not need to sign and return the general assurances and certifications with the application. Instead, applicants must download assurances and certifications and keep them on file and available for compliance reviews, complaint investigations, or audits. Assurances and certifications are available on the CDE Funding Forms web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>.

In addition, the LEA shall agree to the following CCSPP assurances with the signing of the AO-400 Letter:

* Expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program grant application.
* Participate in all monitoring and evaluation activities provided by CDE staff or designated representative.
* Participate in technical assistance provided by the CDE or designated representative as a component of the grant.
* Submit all required deliverables and reports by the designated due date.

#### Terms and Conditions

The grant award will be processed upon the CDE’s receipt of the signed AO-400. The AO-400 must be signed by the authorized agent and returned to the CDE within 10 working days.

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended by June 30, 2025. No extensions of this grant will be allowed.

A budget revision is required if expenditures for any budget category exceed 10 percent of the authorized budget item total in the approved budget. The budget revision must be approved by the CDE before expenditures are made.

The budgets should display how the grant will be used to develop, implement, and sustain the proposed program(s). Proposed expenditures must demonstrate appropriate use of state funds. Note that funding requested for purchases over $5,000 in Capital Outlay, Category 6000, requires prior approval by the CDE.

## Application: Section for Submission

### Application Instructions

#### A complete application consists of the following components:

1. 2022–23 CCSPP Application Questionnaire, via online (<https://surveys3.cde.ca.gov/go/ccspppgapp22-23.asp>)
2. Supporting documents, via email ([CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)):
   1. Form A: Applicant Info Sheet, can be submitted as a Word or .pdf document
   2. Form B: Project Abstract, can be submitted as a Word or .pdf document
   3. Attachment I: 2022–23 California Community Schools Partnership Program LEA and Site Participation Sheet (optional)

**Note:** Planning grant applicants may, but are not required to, identify the school(s) they will be including in their planning process

* 1. Attachment II: 2022–23 California Community Schools Partnership Program Budget Worksheet (.xlsx)

**Note:** Attachments I and II can be located on the CCSPP Funding Description web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920>. Attachments I and II contain multiple worksheets/tabs; all worksheets/tabs need to be completed. Attachments I and II must be submitted as Excel documents with the application; documents in other formats will not be accepted.

### 2022–23 CCSPP Application Questionnaire

The following items comprise the 2022–23 CCSPP Application Questionnaire. Applicants will also have to complete a section in the questionnaire that contains similar information provided in Form A: Applicant Info Sheet.

The items contained in the Application Questionnaire reflect the major components of the community schools approach outlined in the Framework and the CCSPP competitive priorities.[[25]](#footnote-26)

Responses to the following prompts indicate the applicant’s intention to include these specific elements in the LEA’s planning processes and site-based community school implementation plans (developed during the planning process). There is also an option to indicate the degree to which the applicant is already engaged in these activities.

Responses to the following prompts are required for the purpose of confirming the applicant’s commitment to the Framework principles for implementation of community school programs in California. Technical assistance will be designed to support CCSPP grantees with all of the following elements.

Applicants are to select one option for each prompt.

#### Partnerships and Planning Activities

1. Plan to support networks schools, either as multiple schools within one LEA or multiple schools across a consortium of LEAs.

* Yes
* No
* Undecided/Unknown

1. Facilitate school-based activities at an adjacent location that **increase student and family engagement through relationship and community building** that foster trust and a sense of purpose and belonging.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities at the LEA or school-site level.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

1. **Ensure meaningful involvement by students, families, certificated and classified school staff, community-based partners, and cooperating agency staff** in the process of identifying the needs of students and families as well as community assets at every potential school site, and in the planning of learning opportunities and support services to be offered.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities at the LEA or school-site level.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

1. **Establish and support representative planning and shared decision-making team(s) and process(es)** that promote community-involved needs and asset identification, visioning, goal and priority setting, responsive program design, and robust continuous improvement. Teams **include students, families, certificated and classified school staff, and community-based partners and local government agency staff.**

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities at the LEA or school-site level.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

#### Program Elements

1. Provide and enhance **integrated support services** to meet students’ academic, physical, social-emotional, and mental health needs and include trauma-informed health, mental health, and social services within a multi-tiered system of support at or near potential community school sites.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities at the LEA or school-site level.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

1. Support the development of **positive and nurturing learning environments** at every potential community school site that promote a student’s sense of purpose, belonging and agency; are inclusive and supportive of different learning styles and abilities and include culturally affirming and relevant teaching practices and learning opportunities; and support positive school climates which employ restorative practices rather than punitive, exclusionary discipline that detaches students from school and from needed supports.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities at the LEA or school-site level.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

1. Provide and enhance **extended/expanded learning time and opportunities** including academic support, enrichment, and real-world learning opportunities (e.g., tutoring, internships, project-based learning) at all potential community school sites.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Undecided/Unknown.

1. Establish or expand **early care and education services for children from birth to five years of age**.

* Applicant commits to initiating these activities as a CCSPP grantee.
* Applicant has initiated these activities.
* Applicant has strong practices in this area, which are examined through continuous improvement processes and supported by professional development.
* Does not apply, applicant is not serving elementary school students.
* Undecided/Unknown.

#### Sustainability

1. Does the applicant plan to participate in and leverage the LEA Medi-Cal Billing Option Program and School-Based Medi-Cal Administrative Activities program as a way to sustain community school activities after grant expiration?

* Yes
* No
* Undecided/Unknown
* Currently participating

1. Does the applicant plan to leverage the federal Early and Periodic Screening, Diagnosis and Treatment program (42 U.S.C. Sec. 1396d(a)(4)(B)) through a partnership with the county health / behavioral health agency or through a partnership with a community-based service provider(s) as a way to sustain community school activities after grant expiration?

* Yes
* No
* Undecided/Unknown
* Currently leveraging programs for mental health services through a partnership with the county health/behavioral health agency or through a partnership with a community-based service provider(s)

1. Does the applicant plan to work with its county, regional technical assistance center and the Statewide Transformational Assistance Center to align and leverage multiple funding streams and programs (including, but not limited to, federal aid [e.g., Elementary and Secondary School Emergency Relief funds] and other state funds, including funds for expanded learning, universal transitional kindergarten, student mental health, educator professional development, and/or increased Local Control Funding Formula funding for additional staffing) through the community schools planning process?

* Yes
* No
* Undecided/Unknown
* Currently aligning and leveraging multiple funding streams through a comprehensive planning process

1. Does the applicant plan to build or enhance systems, processes, and staffing for data collection, data sharing, and recordkeeping, including records of the populations served, the components of the service, and the outcomes of the service through the community schools planning process?

* Yes
* No
* Undecided/Unknown
* Applicant has an established data system to track needs of student populations served and outcomes of support services provided.

### 2022–23 CCSPP LEA and Site Participation Sheet (Attachment I)

Use the CCSPP LEA and Site Participation Sheet provided on the CDE’s CCSPP Funding Description web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920>. The LEA and Site Participation Sheet is used to indicate the proposed LEA(s) and school site(s) to be included in the community school planning process. For planning grant applicants, submitting the LEA and Site Participation Sheet is optional unless applying as a consortium or on behalf of a qualifying school(s).

### 2022–23 CCSPP Budget Worksheet (Attachment II)

Use the CCSPP Budget Worksheet provided on the CDE’s CCSPP Funding Description web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5920&recID=5920>.

* Create a proposed budget aligned to the purpose and goals of the CCSPP.
* Clearly identify the source of matching funds (LEA, community, and/or government agency) in the proposed budget. Match should equal a minimum of one-third of the grant amount.
* Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for the CCSPP.
* Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

### Form A: Applicant Info Sheet

**2022–23 California Community Schools Partnership Program: Planning Grant**

**Request for Applications**

Please complete the following:

**Local Educational Agency (LEA) Name:** [Add text here]

**LEA’s County-District-School Code:** [Add text here]

**LEA’s Mailing Address:**

[Add address here]

[Add city here], CA [Add zip code here]

**Primary Contact:**

**Name:** [Add text here]

**Title:** [Add text here]

**Phone:** [Add text here]

**Email:** [Add text here]

**Secondary Contact:**

**Name:** [Add text here]

**Title:** [Add text here]

**Phone:** [Add text here]

**Email:** [Add text here]

If applicable, as described in California *Education Code* (*EC*) 8901(i)(2), list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:

[Add text here]

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(c), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:

[Add text here]

I support this application for a California Community Schools Partnership Program (CCSPP) planning grant. I assure that the LEA applying for the CCSPP planning grant does not have any existing community schools as defined by the California Community Schools Partnership Act as part of *EC* Sections 8900–8902. The LEA will adhere to the intent and letter of the California Community Schools Partnership Act along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form, including approval of all CCSPP application items (The 2022–23 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet [optional], and Budget Worksheet). Sign and date below.

[Add text here]

E-Signature of LEA Superintendent or Designee Date

### Form B: Project Abstract

**2022–23 California Community Schools Partnership Program: Planning Grant**

**Request for Applications**

Describe the vision for the proposed community schools planning project. If applicable, describe the consortium and/or participating school sites. (Note: Planning grant applicants are not required to have identified participating school sites unless they are qualifying entities.) Include information about the potential programs and services to be provided (via the school site, a site near or adjacent to the school, or virtually). Explain how the community (including students, families, community partners, educators, and other school staff), and potential cooperating agencies will be engaged in the planning for and ongoing assessment and continuous improvement activities of the proposed community schools initiative. Describe how county and regional technical assistance will be leveraged. Include other factors that demonstrate need that are not included in the Evaluation Criteria listed on page 17-18. (Three-page limit: 12-point Arial font, single line spacing, with one-inch margins. Handwritten entries will not be accepted.)

## Appendix A: Application Submission Checklist

A complete California Community Schools Partnership Program (CCSPP) application consists of the following components:

* 2022–23 CCSPP Application Questionnaire, via online
* Supporting documents, via email ([CCSPP@cde.ca.gov](mailto:CCSPP@cde.ca.gov)):
  + Form A: Applicant Info Sheet
  + Form B: Project Abstract
  + Attachment I: 2022–23 California Community Schools Partnership Program LEA and Site Participation Sheet (.xlsx) (optional)
  + Attachment II: 2022–23 California Community Schools Partnership Program Budget Worksheet (.xlsx)

## Appendix B: Scoring Rubric

The California Community Schools Partnership Program (CCSPP) will be scored in three sections, as follows.

* 65 percent: Demonstrated Need
* 25 percent: CCSPP Application Questionnaire and Project Abstract
* 10 percent: CCSPP Budget Worksheet

### Demonstrated Need

The CCSPP incorporates a system of points in determining the level of need for each applicant. To determine an application’s point assignment for each of these elements, a range and point setting methodology will be employed. The CDE reserves the right to use 2022–23 in lieu or in addition to 2021–22 data if the 2022–23 data becomes available.

| **Measure** | **Measure Descriptor** |
| --- | --- |
| Total enrollment for school year 2021–22 | Not Applicable, used to find the percentage of unduplicated student count |
| Unduplicated pupil count for school year 2021–22 | Total unduplicated pupil count divided by total enrollment |
| LEA and proposed school site’s\* dropout rate for the 2021–22 school year | Dropout rate for the 2021–22 school year |
| LEA and proposed school site’s\* suspension rate for the 2021–22 school year | Suspension rate for the 2021–22 school year |
| LEA and proposed school site’s\* expulsion rate for the 2021–22 school year | Expulsion rate for the 2021–22 school year |
| Locale Code (RE: small/rural) | Classified as one of the following:   * 23–Suburban, Small * 31–Town, Fringe * 32–Town, Distant * 33–Town, Remote * 41–Rural, Fringe * 42–Rural, Distant * 43–Rural, Remote |
| LEA’s Non-Stability Rate for the 2021–22 school year | Non-stability rate for the 2021–22 school year |
| LEA’s Non-Stability Rate for foster youth for the 2021–22 school year | Non-stability rate for foster youth for the 2021–22 school year |
| LEA’s Non-Stability Rate for homeless pupils for the 2021–22 school year | Non-stability rate for homeless youth for the 2021–22 school year |
| LEA’s Child Find rate | Child Find rate for the 2021–22 school year |
| LEA’s compliance status for overall disproportionality RE: Special Education | Out of compliance (i.e., Disproportionate) for the 2021–22 school year |
| LEA’s compliance status for disproportionality by disability type RE: Special Education | Out of compliance (i.e., Disproportionate by disability type) for the 2021–22 school year |
| County’s cumulative COVID death rate per 100,000 as of February 2022 | County cumulative death rate per 100,000 as of February 2022 |
| County’s July 2022 unemployment rate | July 2022 county unemployment rate |
| County’s October 2020 food insecurity rate | October 2020 county food insecurity rate |

\* If an applicant has not identified any proposed school site(s), the CDE will use the LEA’s data only.

### 2022–23 CCSPP Application Questionnaire (4 points)

| OUTSTANDING  (4 points) | STRONG  (3 points) | GOOD  (2 points) | MINIMAL  (1–0 points) |
| --- | --- | --- | --- |
| Commits to including at least ten questionnaire items (relationship building and community involvement items must be among the ten) in the overall planning process and/or the community schools implementation plan to be developed. | Commits to including at least eight questionnaire items (relationship building and community involvement items must be among the eight) in the overall planning process and/or the community schools implementation plan to be developed. | Commits to including at least six questionnaire items (relationship building and community involvement items must be among the six) in the overall planning process and/or the community schools implementation plan to be developed. | Commits to including less than six questionnaire items and/or relationship building and community involvement items were not committed to in the overall planning process and/or the community schools implementation plan to be developed. |

### Form B: Project Abstract (4 points)

| OUTSTANDING  (4 points) | STRONG  (3 points) | GOOD  (2 points) | MINIMAL  (1–0 points) |
| --- | --- | --- | --- |
| Thoroughly, convincingly, and clearly describes the overall proposed planning project and vision. Shares potential services to be included and initial actions for community engagement. Reviewer has a clear “big picture” of proposed project. | Contains a strong description of the overall proposed planning project and vision. Discusses potential services to be included and addresses community engagement. Reviewer has a clear picture of proposed project. | Describes the overall proposed planning project and vision. May mention potential services to be included and community engagement. Reviewer has a vague picture of proposed project. | Minimally describes the overall proposed planning project. Reviewer does not have a clear picture of proposed project. |

### Attachment I: CCSPP Budget Worksheet

| Outstanding (4 points) | Strong (3 points) | Good (2 points) | Minimal (1–0 points) |
| --- | --- | --- | --- |
| The budget and narrative are clear and include a comprehensive estimate of the grant’s budget; costs are clearly identified and relate to the project abstract. Matching funds exceeds the one-third minimum grant requirement and the source and type is clear. | The budget and narrative include a detailed estimate of the grant’s budget and costs are clear and relate to the project abstract. Matching funds meet the one-third minimum grant requirement and the source is clear. | The budget and narrative include an adequate estimate of the grant’s budget and costs are clear. Matching funds meets the one-third minimum grant requirement. | The budget and narrative do not include an estimate of the grant’s budget. Matching funds does not meet the one-third minimum grant requirement. |

## Appendix C: California Community Schools Framework

### Community Schools: A California Definition

A community school is any school serving pre-Kindergarten through high school students using a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement.”[[26]](#footnote-27) As a school improvement strategy, community school initiatives enable the local educational agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations (CBOs) and local government agencies to align community resources to realize a shared vision for success. They improve student outcomes by addressing students’ academic, cognitive, physical, mental, and social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.

In order to address student, family and community needs, some community schools are open beyond the hours of the traditional school day for after school activities which often include tutoring and enrichment activities for children, as well as workshops and community services. Many community schools operate year-round to serve both children and their families. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps.[[27]](#footnote-28)

Recent events, such as the COVID-19 emergency, have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community school strategies can be an effective approach to mitigate the academic and social impacts of current events, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.[[28]](#footnote-29)

The California Community Schools Partnership Program (CCSPP) is an important opportunity for California to build a cohesive statewide approach that mitigates the disparate impacts of COVID-19 on student learning, cognitive and social development, and emotional well-being. This initiative is designed to accelerate efforts across the state to reimagine schools in ways that are aligned with the equity goals that support the hopes, dreams, and aspirations of California’s families.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California districts, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives. This includes large state investments in youth-focused behavioral health, nutrition, universal preschool, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and ultimately, the Statewide System of Support for school improvement.

### The Four Pillars of Community Schools

In order to achieve these transformational outcomes, The CCSPP Framework leans heavily on the four established pillars of the community schools movement. Current statute regarding the CCSPP aligns well with the research. Specifically, community schools are defined in statute as public schools with “**strong and intentional community partnerships ensuring pupil learning and whole child and family development**,” including the following features:

* **Integrated student supports,** which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the “coordination of trauma-informed health, mental health, and social services.” Effectively supporting students also requires that students be well known so that they can be well served.
* **Family and community engagement,** which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.
* **Collaborative leadership and practices for educators and administrators** that establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as 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 [and] restorative justice.”
* **Extended learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.

These four pillars have served as the basis for California’s community schools investments in 2020 and 2021. As a comprehensive transformation strategy California’s community schools will implement authentically developed and community driven strategies in all four pillar areas. Moreover, while direct services are critical, the California community schools model is far more than the delivery of integrated student and family supports. The CCSPP Framework also expands these definitional elements to specific strategies that will guide community schools’ implementation. Every district and every school are different, and there will therefore be variation in design and practice, but to be a California Community School, each of the four pillars must be evidenced in implementation and practice.

### The Four Key Conditions for Learning

As a critical part of the evolution of community schools, today’s community schools are taking to heart an essential lesson learned—a good student support system cannot compensate for a weak core instructional program[[29]](#footnote-30) that is not responsive to individual student development and learning needs (including social, emotional, and cognitive). To strengthen their core instructional programs and achieve school transformation, today’s community schools are guided by the emerging consensus on the ‘science of learning and development’ (SoLD) which synthesizes a wide range of educational research findings regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children’s well-being, healthy development,

and transferable learning into a developmental systems framework.[[30]](#footnote-31) These key conditions for learning provide the foundation for the four pillars described above.

The SoLD framework posits that the following are necessary for student learning and development:

* Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose;
* Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students’ prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks;
* Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action;
* System of supports that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

Critical among these strategies are relationship-centered student, family, and community engagement, as foundational to community school development and all its other elements and strategies as well as a related commitment to building positive, nurturing school environments that build in restorative practices, opportunities for SEL and the professional development and coaching required to deliver these.

### The Four Cornerstone Commitments

While recognizing and appreciating the vast diversity of our state in every way, the CCSPP is an explicitly equity driven initiative in statute, principle, and practice. As such this Framework also identifies the following four commitments as essential components to all California community schools. These commitments are aligned with consistent themes expressed in the initial phase of our community engagement process

* **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 are 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.

### The Four Proven Practices

As school districts and school sites have implemented versions of community school approaches across the nation, there are an array of approaches and practices that have been successful in diverse communities and school sites.[[31]](#footnote-32) California community schools should both attend to research and listen to interest holder voices to confirm appropriate best practices rooted in the ethos of the specific school community. There are a small set of proven practices that all California community schools should adopt and adapt to meet the needs of their school:

* **Community Asset Mapping and Gap Analysis:** An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services and resources that inhibit student achievement and community coherence.
* **The Community School Coordinator:** There are many models for staffing community schools for success. All of these models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. While districts and schools will approach budgeting and staffing differently, the essential practice is that a discreet position is a threshold for community school success.
* **Site-Based and LEA-Based Advisory Councils:** Authentic shared decision making is a hallmark of the California community schools approach. Similar to the school coordinator position, LEA’s and school sites may design shared decision-making models differently in terms of their composition and scope, but both school site-based and LEA-based shared decision-making councils are also a threshold mechanism for implementing the California community schools model. The threshold practice will engage interest holders, including students, staff, families, and community members, in determining the focus and direction of the community school effort.
* **Integrating and Aligning with other relevant Programs:** The community schools movement in California is intentionally situated in a suite of initiatives that stand to transform public education at schools throughout the State. Specifically, the work to expand restorative practices and racially just schools, multi-tiered systems of support, statewide systems of support, mental health services for students and families, expanded learning time, universal transitional kindergarten, and the state-wide literacy initiative are all initiatives that can be aligned to and integrated with the community schools movement. Proven positive practice will also align, integrate, and cross stitch with other education justice and equity initiatives at the district and school site level.

### Key Roles

While community school grants are typically made for ‘eligible’ school sites, LEAs have a critical role to play in building a community-wide community schools initiative. Individual community schools are more likely to be successful and sustained when there is strong support and infrastructure in place for collaboration at the district and/or county level.

In addition, to ensure that community school development in California is transformational, technical assistance will play a critical role and include a wide range of capacity building support, from professional development and coaching to support for strategic planning and community engagement, as well as partnership development that brings meaningful resources to schools (e.g., direct staffing, service provision, and funding). Technical assistance will be provided at the school site, district, and/or county level.

* **LEA:** The LEA has a key role to play in building a coherent, comprehensive, and sustainable community school effort across the district / community. To ensure the approach is responsive and focuses on serving high need populations, the LEA can establish a collaborative LEA team that is representative of all interested voices (including students and families, as well as community partners, educators, and administrators) to share in making decisions about how to implement the community schools initiative across multiple sites. To ensure capacity building, LEAs can put staff members in place to provide training and technical assistance to community school sites (e.g., onboarding community school coordinators, training school staff, and convening a learning community to share best practices and address common problems across school sites).

The LEA has a key role to play in organizing resources to ensure that supports and services are efficiently and effectively provided. Rather than each school trying to coordinate all of the elements on its own, the LEA should help to vet and formalize partnerships with CBOs and local government agencies on behalf of their schools. The LEA can also assist in aligning initiatives and building systems to support continuous improvement.County offices of education (COEs) may best play this role in leading and managing a full community-wide initiative in rural settings and on behalf of small school districts.

* **COEs as Service Coordinators:** Even when they are not applying for funding on behalf of their schools, COEs can play an important role in convening local government service agencies to support community school initiatives on behalf of all the school districts in the county. COEs playing this role could support more efficient programs, systems, and resource allocation changes as it would avoid the complication of each school district negotiating its own partnership with county agencies. For example, county-level staff can also play an important role in helping to make county health department or social services resources available.
* **Regional Technical Assistance Centers:** A state-wide central Technical Assistance Center (TAC) Hub will be selected to design technical assistance content, develop technical assistance delivery models, and organize a set of Regional TACs. These Regional TACs will be tasked with providing professional development, models of practice, coaching, and related supports to LEAs and schools for the following functions:
* Conducting comprehensive school and community needs and asset assessments;
* Improving and empowering authentic family and community engagement in the languages spoken in the community;

Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices;

Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students’ needs;

Developing expanded learning models that use school and community resources to enrich students’ learning opportunities and remove obstacles to learning;

Establishing shared decision-making structures, processes, and protocols that ensure students, families, educators, and community members collaborate on the decisions that most affect the conditions for powerful teaching and learning;

Developing models of service provision that integrate Multi-Tiered System of Support (MTSS) systems with health, mental health, social service, and expanded learning resources to efficiently and effectively serve the needs of children and youth;

Collecting data about student experiences and outcomes that inform a process of continuous improvement;

* Creating community partnerships;
* Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources; and
* Coordinating services across child-serving agencies and schools.
* **California Department of Education (CDE):** The CDE’s role is critical to setting up a coherent and effective statewide community schools initiative. Areas of essential state leadership include:

Gathering program evaluation data and reporting annually.

Building a robust community input and feedback process and infrastructure.

Utilizing the community input process to build a central framework (California’s Community School Framework). This framework will guide grantee visioning, planning, and implementation processes (via Request for Applications development) and provide a foundation for the technical assistance content and infrastructure.

Building an effective technical assistance infrastructure. Given the complexities of community schools planning, implementation, and sustainability, and the intention to build an initiative that delivers on school transformation, it will be important to consider the capacity of technical assistance providers to support schools across this broad developmental arc and will likely need to involve LEAs partnering with CBOs, institutions of higher education, and other technical assistance providers.

Monitoring the work of the central and regional TACs and ensuring continuous improvement and responsiveness in the technical assistance infrastructure.

Engaging in statewide initiatives to increase or improve services for youth, to support improvement efforts and ensure alignment with the community schools initiative.

## Appendix D: Definitions

The following definitions are exclusive to this Request for Applications. Although some of these terms may be used by the California Department of Education and other state agencies, any differences that appear in this document do not imply changes in definitions and policies used by those agencies.

**Adjacent Location—**An alternative location for services for pupils pursuant to this section that is within a one-half mile of the qualifying entity’s school site.

**Community School—**A public school serving preschool, transitional kindergarten, kindergarten, or any of grades one through twelve, inclusive, with strong and intentional community partnerships ensuring pupil learning and whole child and family development, and specifically includes the following:

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, pupil, school site staff, student, 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.

**Consortium—** means either of the following:

1. Two or more local educational agencies.
2. One or more local educational agencies, one of whom shall serve as the fiscal agent, and one or more cooperating agencies providing services pursuant to this section at a school site or adjacent location.

**Cooperating Agency—**A federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a school site, an adjacent location, or virtually through a program implemented under the California Community Schools Partnership Act. Cooperating agencies include, and are not limited to, all of the following:

1. A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a Qualifying Entity.
2. A federal Head Start or Early Head Start program or other government-funded early childhood program or agency that will operate the program in partnership with at least one local educational agency that is a Qualifying Entity.
3. A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one local educational agency that is a Qualifying Entity.

**Local Educational Agency—**A school district, charter school, or county office of education.

**Network—**A group of schools that function as a learning community and are supported by a local educational agency that coordinates services and resources for their pupils, families, and staff. Participation in a network is at the discretion of a school’s local educational agency governing board.

**Partner—**A private business, nonprofit, or foundation that provides financial assistance or otherwise assists a program operating under the California Community Schools Partnership Act.

**Qualifying Entity—**An entity that is any of the following:

1. A local educational agency or a consortium that meets any of the following criteria, as applied to the entire pupil population of pupils enrolled in the local educational agency or consortium:
2. Fifty percent or more of the enrolled pupils at the local educational agency or the consortium are unduplicated pupils.
3. The local educational agency or the consortium has higher than state average dropout rates.
4. The local educational agency or the consortium has higher than state average rates of suspension and expulsion.
5. The local educational agency or the consortium has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
6. A local educational agency or consortium, on behalf of one or more schools within the local educational agency or consortium that satisfy any of the criteria listed above (1–4).

**Support Services—**Includes case-managed health, mental health, social, and academic support services benefiting children and their families, and may include, but is not limited to, all of the following:

1. Health care, including all of the following:
2. Immunizations.
3. Vision and hearing testing and services.
4. Dental services.
5. Physical examinations and diagnostic and referral services.
6. Prenatal care.
7. Mental health services, including all of the following:
8. Primary prevention.
9. Crisis intervention.
10. Assessments and referrals.
11. Trauma-informed mental health care, including substance abuse prevention, early intervention, and treatment services, including all of the following:
12. Training for teachers, early educators, and school personnel in the detection of mental health problems, the impact of trauma and toxic stress, trauma-informed care and education, building resiliency, and helping pupils and families heal.
13. Outreach, risk assessment, and education for pupils and families.
14. Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence based.
15. Family support and parenting education, including child abuse prevention and parenting programs, such as home visits or, when in-person home visits are not possible, virtually conducted home visits.
16. Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.
17. Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.
18. Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.
19. Nutrition services to reduce food insecurity.
20. Youth development services, including tutoring, mentoring, career development, and job placement.
21. Case management services.
22. Provision of onsite or virtual Medi-Cal eligibility workers, as allowed via telehealth pursuant to Section 1320b-5 of Title 42 of the United States Code.

**Technical Assistance—**A structure to deliver training and technical assistance to grantees using regional collaboratives and state, regional, and local technical assistance providers that have expertise in pupil and family engagement, school- community collaboration of service delivery and financing, the coordination and integration of support services, and multiindicator data collection and evaluation.

**Unduplicated Pupil—**As defined inCalifornia *Education Code* Section 42238.02; a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. A pupil shall be counted only once if any of the following apply:

1. The pupil is classified as an English learner and is eligible for a free or reduced-price meal.
2. The pupil is classified as an English learner and is a foster youth.
3. The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.
4. The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

## Appendix E: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency (LEA) capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal services, and other operating expenditures.  **Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.  **Travel and Conference**: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here.  Note:California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the district’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **7000** | **Indirect Rate**  If applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/index.asp>. |

1. . Coalition for Community Schools: Community Schools Fact Sheet. <https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf>. [↑](#footnote-ref-2)
2. . Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017. <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>. [↑](#footnote-ref-3)
3. . Senate Bill 820, Chapter 110. <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820>. [↑](#footnote-ref-4)
4. . California Community Schools Partnership Act. <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=>. [↑](#footnote-ref-5)
5. View the January 2022 State Board of Education’s Agenda, Agenda Item 02 Attachment 1 for the California Community Schools Framework. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-6)
6. . California *EC* Sections 8900–8902. <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=> [↑](#footnote-ref-7)
7. . The eighth competitive priority was added at the January 2022 SBE’s meeting, see Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-8)
8. . Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (AB 1887). <https://oag.ca.gov/ab1887>. [↑](#footnote-ref-9)
9. . To locate a CDS Code, visit the CDE’s County-District-School Administration web page at <https://www.cde.ca.gov/ds/si/ds/>. [↑](#footnote-ref-10)
10. . The CDE’s California Longitudinal Pupil Achievement Data System (CALPADS) UPC Source File, <https://www.cde.ca.gov/ds/ad/filescupc.asp>. [↑](#footnote-ref-11)
11. . The CDE’s CALPADS UPC Source File, <https://www.cde.ca.gov/ds/ad/filescupc.asp>. [↑](#footnote-ref-12)
12. . The CDE’s Adjusted Cohort Graduation Rate and Outcome Data web page, <https://www.cde.ca.gov/ds/ad/filesacgr.asp>. [↑](#footnote-ref-13)
13. . The CDE’s Suspension Rate web page, <https://www.cde.ca.gov/ds/ad/filessd.asp>. [↑](#footnote-ref-14)
14. . The CDE’s Expulsion Rate web page, <https://www.cde.ca.gov/ds/ad/filesed.asp>. [↑](#footnote-ref-15)
15. . The Locale Code is a general geographic indicator that describes the type of area where a school district and school site is located. The classifications rely on standard urban and rural designations defined by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The National Center for Education Statistics: School Locations and Geoassignments web page, <https://nces.ed.gov/programs/edge/Geographic/SchoolLocations>. [↑](#footnote-ref-16)
16. . The CDE’s Stability Rate web page at <https://www.cde.ca.gov/ds/ad/filessr.asp>. [↑](#footnote-ref-17)
17. . The CDE’s DataQuest web page at <https://dq.cde.ca.gov/dataquest/>. [↑](#footnote-ref-18)
18. . The CDE’s DataQuest web page at <https://dq.cde.ca.gov/dataquest/>. [↑](#footnote-ref-19)
19. . The CDE Special Education Division’s 2021–22 Annual Performance Report to the U.S Department of Education. [↑](#footnote-ref-20)
20. . The CDE Special Education Division’s 2021–22 Annual Performance Report to the U.S Department of Education. [↑](#footnote-ref-21)
21. . The CDE Special Education Division’s 2021–22 Annual Performance Report to the U.S Department of Education. [↑](#footnote-ref-22)
22. . Tracking COVID-19 in California web page at <https://covid19.ca.gov/state-dashboard/>, to find the most recent available COVID-19 data. [↑](#footnote-ref-23)
23. . California’s Employment Development Department’s Labor Market Information by California Geographic Areas web page, <https://www.labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html>. [↑](#footnote-ref-24)
24. . California Association of Foodbanks for food insecurity data by county. <https://www.cafoodbanks.org/hunger-data/>. [↑](#footnote-ref-25)
25. . View the January 2022 SBE’s Agenda, Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-26)
26. . Coalition for Community Schools: Community Schools Fact Sheet. <https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf>. [↑](#footnote-ref-27)
27. . Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017. <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>. [↑](#footnote-ref-28)
28. . Policy Analysis for California Education: Community Schools, A COVID-19 Recovery Strategy. <https://edpolicyinca.org/publications/community-schools>. [↑](#footnote-ref-29)
29. . New York University: Twenty Years, Ten Lessons: Community Schools as an Equitable School Improvement Strategy. 2021. <https://steinhardt.nyu.edu/metrocenter/vue/twenty-years-ten-lessons>. [↑](#footnote-ref-30)
30. . Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron & David Osher (2020) Implications for educational practice of the science of learning and development, Applied Developmental Science, 24:2, 97-140. <https://doi.org/10.1080/10888691.2018.1537791>. [↑](#footnote-ref-31)
31. . Oakes, J., Maier, A., & Daniel, J. (2017). Community Schools: An Evidence-Based Strategy for Equitable School Improvement. Palo Alto, CA: Learning Policy Institute. [↑](#footnote-ref-32)