

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education January 2022 Agenda Item #02

## Subject

Approval of The Proposed California Community Schools Partnership Program Framework; Approval of the Amendment to the Administrative Plan; and an Update of the California Community Schools Partnership Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed California Community Schools Partnership Program (CCSPP) Framework and an Amendment to the CCSPP Administrative Plan. This item also provides a summary of developments and updates related to CCSPP activities, including a brief summary of the CCSPP, the proposed application process and administration plan, the proposed grant allocation guidelines, selection criteria, and community partner engagement.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the proposed CCSPP Framework and the amendment to the administrative plan.

## Brief History of Key Issues

In 2021 the California Legislature allocated $3,015,997,000 for the CCSPP to establish new, and expand existing, community schools. The legislation establishes three different grant opportunities and regional technical assistance centers (TAC) starting in the 2021–22 program year through the 2027–28 program year, as follows:

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

## Background

Over the last decade, the community schools movement has gained momentum and has become a significant driver of educational change across the nation. School districts large and small, urban and rural, rich and poor throughout the country have adapted certain elements of community school strategies in efforts to better engage diverse students and their families. Often the changes that occur when schools successfully adapt community schools strategies are positive, but because the approach is rarely comprehensive, changes are not always transformational. In California, we have the opportunity to support bold and comprehensive community schools implementation, for the mental, physical and cognitive health and academic success of our students, their families and their communities.

The California Community Schools Partnership Program (CCSPP) is the largest investment in the community schools model in the nation. The CCSPP is a whole school transformation initiative that can redesign and reimagine public education in order to create racially just, community centered schools, particularly in communities that have carried the consequential burden of educational inequity for generations.

The CCSPP defines both community schools and the corollary strategies for educational change intentionally and specifically. It is also important to note that the CCSPP is linked with and interconnected to parallel and intersecting educational change initiatives in California including but not limited to the Local Control and Accountability Plan, Multi-Tiered System of Supports (MTSS), universal transitional kindergarten, universal school meals, expanded learning time, student mental health, school climate transformation, and educator professional development programs. Fundamentally, the CCSPP intends to transform academic and social emotional education outcomes for underserved students throughout the state. To do this, we start with a California Community Schools Framework that will drive both the design for and implementation strategies of the CCSPP.

The CDE seeks approval of the attached California Community Schools Framework.

### Proposed Amendment to the Administrative Plan

## The Department seeks approval of the following proposed amendment to the TAC timeline in the CCSPP application process and administrative plan:

The CCSPP application process and administrative plan approved at the November board meeting, included the following timeline for Regional TAC Request for Applications (RFA) and contract awards:

* Regional TAC RFA: winter 2021–22.
  + Regional TAC Contract Funding: summer/fall 2022

The CDE proposes to amend the timeline and TAC RFA/contracting process as follows:

Publish an RFA for a Lead TAC in February 2022. This Lead TAC would act as a hub of the CCSPP technical assistance system and be responsible for the following including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance
* Building a developmental implementation rubric to articulate community school implementation benchmarks
* Facilitating a community of practice among the Regional TACs
* Coordinating and maximizing areas of expertise among the Regional TACs

A second RFA for Regional TACs will follow later in 2022.

## California Community Schools Partnership Program Updates

The following updates include an overview of the proposed application process and administration plan, allocation formula, and community partner engagement.

### Grant Request for Application Schedule

### The schedule for planning and implementation grant RFAs is updated as follows:

* Planning Grant RFA: February 2022 and winter 2022–23 (Per statute, Planning Grants are for the 2021-22 and 2022-23 school years)
  + Planning Grant funding: summer 2022 and summer 2023
* Implementation Grant RFA: February 2022 and winter/spring 2023
  + Implementation Grant funding: summer 2022 and summer 2023

That is, RFAs for the first rounds of planning and implementation grants will be released in February 2022 and grant award recommendations will be forwarded to the SBE for approval in May 2022 – to make awards in time for LEAs to incorporate them into their 2022-23 budgets.

### Selection Criteria

Planning and implementation grantees will be selected as follows:

#### Planning and Implementation Grants

Planning and implementation grants will be awarded to eligible LEAs (school district, charter school, or county office of education)[[4]](#footnote-4) based on need, according to the following eligibility and priority requirements, as well as considerations for challenges faced by small and rural LEAs. Additionally, schools that meet eligibility criteria can make their LEA eligible to apply when the LEA itself does not meet eligibility criteria.

* While meeting any of the following criteria make an LEA eligible to apply, these criteria may also be used to further evaluate planning and implementation grant applicants based on need:
* Fifty percent or more of the enrolled pupils at the educational agency are unduplicated pupils.
* The LEA has higher than state average dropout rates.
* The LEA has higher than state average rates of suspension and expulsion.
* The LEA has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
* The evaluation of planning and implementation grant applications based on demonstrated need will also include considerations of the priorities set in statute, including:
* Applicants serving pupils in high-poverty schools in which at least 80 percent of the pupil population are eligible for free and reduced-price meals.
* Applicants with a demonstrated need for expanded access to integrated services, including those impacted by the COVID-19 pandemic.
* Applicants serving small and rural schools
* In addition to demonstrating need, planning and implementation grant applicants will be given priority based on inclusion of the following elements in their proposed planning activities:
* Applicants who involve pupils, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of pupils and families, and in the planning of support services to be offered.
* Applicants who commit to providing trauma-informed health, mental health, and social services for pupils within a multitiered system of support at or near the school site, and partner with other schools, school districts, county agencies, or nongovernmental organizations.
* Applicants who 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.
* Applicants who identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, and for integrating or redirecting existing resources and other school support services.
* Applicants who 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 [U.S.C.] Section 1396d[a][4][B]).

Beginning in the second year of the program, planning grantees will be eligible to apply and given priority for implementation grants if they have developed implementation plans that demonstrate priority setting and include activities that meet the goals of the program, including but not limited to:

* 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;

Developing models of service provision that integrate 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.

### Grant Allocation Guidelines

#### Planning Grants

For 2021–22 and 2022–23 program years, there is at least $287,416,400 (at least 10 percent of total funding) in CCSPP funding for Planning Grants. Planning Grant allocations are up to $200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years. Planning Grant funding can provide up to 1,437 Planning Grants over the two program years.

Planning Grant allocations will be based on the Planning Grant criteria and the priority considerations outlined above.

#### Implementation Grants

For program years 2021–22 through 2027–28, there is up to $2,011,914,800 (up to 70 percent of total funding) in CCSPP funding for Implementation Grants. Implementation Grant allocations are up to $500,000 per school site per year for new, expanding, or continuing community schools. Grant amounts will be determined based on school enrollment and the level of pupil need. For all grants, there is an LEA match requirement of one-third. New community schools are eligible to receive funds for five years with a demonstration of progress toward the goals articulated for the program. Legislation requires that Implementation Grant funds be set aside to provide Implementation Grants of at least five years for all Planning Grantees.

Implementation Grant allocations will be based on the grant criteria and priority considerations noted above. Grant amounts and duration will be based on pupil need and the school’s enrollment. LEAs will identify funding needed for coordination costs and delineate those services and their costs in the proposed overall budget. School enrollment will be divided into four categories:

* Small: up to 400 students
* Small/medium: 401 – 1,000 students
* Medium/Large 1,001 – 2,000 students
* Large 2,001+ students

##### Additional gradations may be made within the above size bands to further target funding to the size and need of schools.

##### **Accountability**

Per statute, to ensure the successful implementation of the CCSPP planning and implementation grants, grantees will be required to submit an end-of-project expenditure report and an end-of-project report to show that (1) school-level outcome measures, (2) program outcome measures, and (3) program deliverables are being met.

###### **School-Level Outcome Measures**

CDE will utilize the interested partners’ input and feedback sessions to develop a set of student outcome measures that reflect the Framework, a commitment to continuous improvement, and the aspirations for school transformation. Outcome measures will assess both the conditions and opportunities for learning, as well as student outcomes. Measures are likely to include improvements in: attendance; grade promotion, credit accrual and graduation rates; achievement indicators (e.g., grade point average, test scores and others); child and adolescent health and well-being; school climate indicators; college and career readiness indicators; and reductions in: chronic absenteeism, suspensions or expulsions, recidivism for students who have been involved in the justice system, dropout rates, and referrals to alternative schools.

###### **Program Outcome Measures**

Per statute, the long-term measure of success for the CCSPP is the establishment and expansion of learning supports, practices and systems and related capacity building, as well as strong partnerships to better serve the needs of students and families, resulting in improved student outcome measures.

An assessment of programmatic impact will 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, as well as input measures that assess availability and access to learning supports and opportunities, such as: health, mental health and social services; as well as extended learning and summer school and in-school supports for learning enrichment and recovery; and engagement in social-emotional learning and restorative practices. The baseline assessments will help applicants and grantees develop and improve community school implementation plans and track progress.

Per statute, assessments of programmatic impact will examine the extent to which grantees plan to support and expand high-quality community school goals, including:

* 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;
* Demonstrate collaborative leadership practices (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 technical assistance content and infrastructure are built, the accountability system will be enhanced by the establishment of a planning and implementation rubric articulating developmental programmatic milestones and an aligned set of continuous improvement practices. With these annual reports are likely to be required.

### Community and Educational Partner Engagement

While community engagement continues, updates on the community engagement process include:

* **Regional Forums**: The Superintendent’s Team partnered with community-based organizations, parent, and student groups to host a series of regional forums to engage students, families, educators, and community leaders throughout the State in six virtual regional forums. Over 500 interest holders throughout the state attended the sessions which included presentations and virtual breakout rooms where attendees could offer their vision and priorities for community schools in their neighborhood or region. Breakout rooms were facilitated in English, Spanish and Arabic. These facilitated sessions have offered an opportunity for the CDE team to gather input from partners in different regions throughout the state to ensure that our processes reflect the diversity of needs and realities school communities face in reaching their equity goals in different regions of the state. CDE is in the process of curating the input gathered from these forums and will incorporate this feedback into our CCSPP implementation process.
* **Education Partners, Advocacy Coalition and Interests Group Meetings and January Office Hours for Feedback and Engagement:** There is incredibly strong interest in community schools across many sectors and interest groups. CDE staff has met with statewide civil, human and education rights advocacy groups and the coalition of statewide education partners to receive input about their vision and priorities for community schools. Staff also reached out via email to the constellation of education interest and advocacy groups across the state to ensure their perspectives are included in our process. In January and February, the SSPI’s Community Schools Team will offer four office hours each week during January and February to hold additional meetings, respond to inquiries, and conduct additional outreach to ensure many diverse voices are heard in this process.
* **Framework** **and Implementation Convenings:** The SSPI is hosting two large convenings of education and community partners to specifically solicit input on creating a framework for California’s Community Schools Transformation Model and the implementation process for the CCSPP grants. The first convening was held in September, and the second is being scheduled for January. The September meeting was attended by close to 100 education partners. The input being gathered from these convenings has helped to inform the initial draft of the Community Schools Framework and will continue to help guide CDE’s implementation process.

**Site Visits**: CDE staff will conduct six site visits to existing community schools throughout the state that represent the dynamic diversity of our state both in terms of geography, school type, grade level, and programmatic focus in January – February 2022. During these site visits, CDE will hold listening sessions with staff, families and community members. CDE Staff is also meeting with LEA leadership and the community school coordinators to help guide our thinking on implementation issues statewide.

In addition to these noted updates, CDE continues to written input from interest holders across the state including civil and human rights organizations, expanded learning providers, counties and municipalities, community-based organizations, labor unions and individual teachers, counselors, coordinators and students. We will continue to update the SBE on our engagement process throughout the spring.

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

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

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

## Fiscal Analysis (as appropriate)

The 2021–22 Budget Act provides a total of $3,015,997,000 for the CCSPP, to be distributed as explained in the Brief History of Key Issues, under the sub heading, 2021 California Community Schools Partnership Program.

## Attachment(s)

* Attachment 1: Proposed California Community Schools Framework (9 pages)

1. This amount represents 10 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-1)
2. This amount represents 70 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-2)
3. This amount represents 20 percent of $2,874,164,000 – the total amount of funding, $3,015,997,000, minus the amount of funding set aside for technical assistance, $141,833,000. [↑](#footnote-ref-3)
4. Eligible entities also include qualifying LEAs in partnership with the following entities: a county behavioral health agency, federal Head Start or Early Head Start Program or other government-funded early childhood program, and/or a childcare program or agency within a public institution of higher education. [↑](#footnote-ref-4)