

California Department of Education

Executive Office

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# California State Board of Education November 2023 Agenda Item #16

## Subject

California Community Schools Partnership Program update. Presentations by the CCSPP State Transformational Assistance Center and the Southern Inland Regional Technical Assistance Center.

## Type of Action

Information

## Summary of the Issues

The California Department of Education (CDE) is providing the State Board of Education (SBE) an update on the California Community Schools Partnership Program (CCSPP) including two presentations to illustrate the state technical assistance structure and services being provided to grantees:

* **State Transformational Assistance Center (S-TAC):** In May 2022, the SBE approved CDE’s recommendation to award the Alameda County Office of Education (ACOE) the Lead Technical Assistance Center contract. The ACOE consortium—now called the State Transformational Assistance Center, or S-TAC—includes the UCLA Center for Community Schools, the National Education Association (NEA), and Californians for Justice (CFJ). Since Board approval, the S-TAC has convened an advisory council, developed tools for statewide transformational assistance, convened county offices of education for communities of transformational practice, and supported planning and implementation grantees through webinars, office hours, and phone/email support, in partnership with the CDE. The ACOE Senior Chief of Student Services, Chaunise “Chaun” Powell, and the ACOE Executive Director of Community Schools, Student Services Division, Michael Essien, will update to the Board on S-TAC progress and present on the S-TAC CCSPP transformational assistance implementation plan.
* **Southern Inland Regional Technical Assistance Center (R-TAC):** In November 2022, the SBE approved CDE’s recommendation to award the San Bernardino County Superintendent of Schools (SBCSS) a Regional Technical Assistance Center (R-TAC) contract. The SBCSS consortium includes the California School-Based Health Alliance, the Los Angeles Education Partnership, and Capacity to Impact. This year, the Southern Inland R-TAC has begun to develop tools for regional grantees, convened regional communities of transformational practice, and begun supporting planning and implementation grantees through webinars, office hours, and phone/email support, in partnership with the S-TAC and the CDE. Assistant Superintendent of Innovation and Engagement, Stephanie Houston, Ed.D. from SBCSS will be providing this update to the Board their R-TAC progress.

## Recommendations

This item has no recommendations.

## Brief History of Key Issues

### 2021–2031 California Community Schools Partnership Program

In 2020, the state invested $45 million of the Elementary and Secondary School Emergency Relief Fund (ESSER) funds to expand and sustain existing community schools and funded 20 grants to local educational agencies (LEAs) serving 156 community school sites.

In 2021, the California Legislature allocated $3,015,997,000 for the CCSPP to establish new and expand existing community schools and to create a statewide technical assistance (TA) infrastructure to support and sustain community school implementation and programming. In 2022, the Legislature allocated an additional $1,132,554,000 to further expand LEA access to the CCSPP. State law and the SBE-adopted California Community Schools Framework establish the CCSPP as a critical equity program rooted in the four pillars of community schools: (1) integrated supports services, (2) family and community engagement, (3) collaborative leadership and practices for educators and administrators, and (4) extended learning time and opportunities. The program prioritizes schools with more than 80 percent unduplicated students (students from low-income families, multilingual learners, and youth in foster care) for grantmaking to implement community schools. The assets-based and justice-driven core practices that guide the community school strategy seek to address longstanding opportunity gaps and disparities in student academic outcomes.

For the complete language of the CCSPP Act please visit the California Legislative Information web page at: <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=>.

To guide its grantmaking and creation of a statewide TA system for community schools, the CDE conducted listening sessions in 2021 and presented a Community Schools Framework to the SBE in January 2022. The California Community Schools Framework now serves as the guiding document to support the implementation of the CCSPP at the school, district, county and state levels. In addition to signaling California’s intent to adapt the four pillars of community schools, the Framework identifies four cornerstone commitments that will help define California’s community schools implementation: (1) acommitment to assets-driven and strength-based practices, (2) a commitment to racially just and restorative school climates, (3) a commitment to powerful, culturally proficient and relevant instruction, and (4) a commitment to shared decision-making and participatory practices.

For the complete language of the Framework please visit: <https://www.cde.ca.gov/ci/gs/hs/documents/ccsppframework.docx>.

Per statute, the SBE has an active role in the implementation of the CCSPP. The SBE approves all CDE-recommended LEA grantees, and the CDE-recommended TA contract awardees. In addition, statute requires the Superintendent to update the SBE annually regarding the CDE’s CCSPP application processes and administration plan. To date, the SBE has approved the CCSPP Framework, 623 planning and implementation grants to LEAs, the S-TAC and eight R-TACs, and application processes and administration plans in 2021 and 2022.

**CCSPP Updates**

### Update on the Community Schools Office (CSO)

The CDE’s Community Schools Office (CSO) in CDE’s Career and College Transition Division (CCTD) is staffed and operational. The CSO works closely with the S-TAC and SBE staff on overall statewide implementation, policy and needed guidance for the field. The CSO is also responsible for grant management and execution for all planning and implementation grants as well as the S-TAC and R-TAC transformational assistance contracts and the county office of education (COE) coordination grants. The office also plays a role, in collaboration with the S-TAC and R-TACs, in providing guidance to the field on the technical elements of the grant process. The CSO maintains the CDE’s CCSPP webpage, listserv and email: <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>.

In accordance with direction from the Board, CDE has launched an internal interdepartmental working group between the CSO and the Divisions of Special Education, Early Education, Multilingual Learners, and Expanded Learning. The group will meet on a regular basis with the goal of identifying both key areas of the intersectional work where we can produce guidance for the field. The CSO has provided a short overview to the Special Education interim assistant director and staff.

The Community Schools Office and the Student Support Services Branch have also been working closely with the Department of Health Care Services (DHCS) for over a year to closely coordinate the implementation of CCSPP and Children and Youth Behavioral Health Initiative (CYBHI) throughout the State. There have been regular meetings and a series of webinars focused on the intersection of CCSPP and CYBHI implementation. CDE, and the CSO specifically, are working in partnership with DHCS on the Collaborative Leadership Working Group that will launch demonstration project of joint implementation curated by San Bernardino County Superintendent of Schools. CDE plans to accelerate collaboration with DCHS as the implementation with CCSPP and CYBHI move forward.

**State Transformational Assistance Center (S-TAC)**

The CCSPP State Transformational Assistance Center (S-TAC) led by the Alameda County Office of Education in partnership with the UCLA Center for Community Schooling, the National Education Association, and Californians for Justice has developed guidance documents that will be launched on the Digital Commons website (early 2024), in response to the needs of grantees and continues to develop resources that provide grantees with implementation guidance and the opportunity to gauge their progress. The most important collaboratively developed document to date is the Annual Progress Report template that LEAs and school sites will use to report their grant related accomplishments.

In June 2023, the S-TAC held the first Community Schools Summit in San Francisco. Over 900 participants attended the one-day event representing students, families, educators, and community organizations. The second annual Community Schools Summit will be held in Hollywood, June 13–14, 2024.

The S-TAC hosts a Collective Learning space and a webinar series for grantees throughout the year. Topics are formalized by feedback from grantees in collaboration with the Regional Technical/Transformational Assistance Centers (R-TACs).

The S-TAC and the CDE meet with each R-TAC on a monthly basis, and collectively with all R-TACs five times throughout the year. For more information, see <https://www.acoe.org/stac>.

**Regional Technical/Transformational Assistance Centers (R-TACs)**

The 2021–22 Budget Act allocated up to $141,833,000 for CDE to contract with local educational agencies to create a statewide technical assistance (TA) system for CCSPP implementation. In January 2022, the CDE recommended, and the SBE approved, a TA system comprised of a lead TA provider and eight regional TA providers. In November 2022, the SBE approved CDE’s recommendation to award the R-TAC contracts to eight county offices of education covering every region of the state.

Over the past year, the eight R-TACs have focused on staffing internally, connecting with one another and the S-TAC, and building up their support for grantees in their regions. Each R-TAC hosts a variety of professional learning spaces including monthly regional Community of Practice meetings, weekly or bi-weekly webinars, and quarterly Peer Learning webinars. The R-TACs have office hours for grantees and have been reaching out and building relationships with each grantee in their region. R-TACs are also supporting county offices of education with coordination grants, to provide additional support to current and prospective grantees.

| R-TAC Region | Counties Served | Lead |
| --- | --- | --- |
| Bay Area | Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, and Sonoma | Santa Clara County Office of Education |
| Capitol Area | Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Solano, Sutter, Yolo, and Yuba | Sacramento County Office of Education |
| Central Coast | Monterey, San Benito, San Luis Obispo, Santa Barbara, Santa Cruz, and Ventura | Monterey County Office of Education |
| Central Valley | Amador, Calavera, Fresno, Kern, Kings, Madera, Mariposa, Merced, Stanislaus, Tulare, and Tuolumne | Fresno County Office of Education |
| Greater Los Angeles | Los Angeles | Los Angeles County Office of Education |
| Northern California | Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity | Shasta County Office of Education |
| Southern Coast | Imperial, Orange, and San Diego | San Diego County Office of Education |
| Southern Inland | Inyo, Mono, Riverside, and San Bernardino | San Bernardino County Superintendent of Schools |

The R-TACs are all in implementation mode and are actively assisting LEA grantees in all aspects of the planning and implementation processes. Areas of focus for support vary from region to region but all R-TACs are currently offering guidance and services to LEAs in the following areas (this is a partial, non-exhaustive list):

* The asset mapping, needs assessment and gap analysis process
* The formation of shared governance councils
* The establishment of memoranda of understanding and other agreements for integrated student and family services at district and school sites
* Implementation and execution of successful partnerships
* Planning and visioning for collective leadership in response to needs identified in the gap analysis
* Strategic planning for sustainability including billing for services and understanding coming changes in fee schedule and other ways to expand service for student and families
* Working with all interest holders to develop shared vision and priorities for CCSPP implementation

R-TACs and Coordination Grant-funded COEs are LEAs’ first line of CCSPP support, and where R-TACs need assistance in answering questions they can reach out or direct grantees to the S-TAC or to CDE directly. For R-TAC contact information, see <https://www.acoe.org/Page/2545>.

### CCSPP Grantmaking to LEAs: Planning Grants, Implementation Grants and COE Coordination Grants

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

* Planning grants (at least 10 percent of 2021 funding = $287,416,400) for the 2021–22 and 2022–23 program years. Grants were up to $200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years. Any remaining planning grant funding after 2022–23 is available for implementation grants.
  + Cohort 1: In 2021–22, the SBE approved planning grant funding for 192 LEAs, for a total allocation of $38,200,122 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a1rev.docx>). Subsequently, one LEA appealed and was awarded a planning grant, bringing the total number of planning grants to 193 and $38,400,122.
  + Cohort 2: In 2022–23, the SBE approved planning grant funding for 226 LEAs, for a total allocation of $44,294,432 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item09a1rev.docx>) in planning grants to another 226 LEAs, bringing the total planning grant allocations to $83,294,554.
* Implementation grants (up to 70 percent of 2021 funding = $2,191,251,800) for the 2021–22 through 2030-31 program years. Five-year grants of between $100,000 and $500,000 annually per school are available for new, expanded or continuing community schools, with a matching requirement of one-third.
  + Cohort 1: In 2021–22, the SBE approved implementation grants for 76 LEAs supporting 458 school sites, for a total allocation of $625,575,000 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a2rev2.docx>). Of these school sites, 447 were at or above the 80 percent unduplicated student preference set in statute, and 11 were in rural LEAs serving between 70–80 percent unduplicated students.
  + Cohort 2: In 2022–23, the SBE approved implementation grants for 128 LEAs supporting 570 school sites, for a total allocation of $750,500,000 (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item09a1.docx>). Of these school sites, 551 schools that serve 68 percent or more unduplicated students, 15 rural schools that serve 58 percent or more unduplicated students, and four schools with a non-stability rate of 58 percent or higher (a student is considered non-stable when they are continuously enrolled for less than 245 days or when they exit the school with a disqualifying exit).
  + Cohort 3: The CDE plans to release the Cohort 3 Implementation Grant Request for Applications on November 13, 2023, with applications due on February 9, 2024. As described in the fiscal analysis section below, approximately $1.8 billion remains for allocation in cohorts three and four and there are several factors that impact allocation of these funds, including the statutory priority criteria, application quality, and how many planning grantees apply for implementation grants. As such, it is impossible to predict precise allocation amounts for the Cohort 3 and Cohort 4 implementation grant cycles. The tentative timeline for the Cohort 3 CCSPP RFA is listed below:

| Date | Activity |
| --- | --- |
| November 13, 2023 | RFA Release Date |
| February 9, 2024 | Applications must be received at the CDE, by 11:59 p.m. Pacific Daylight Time (PDT) |
| February–April 2024 | Scoring of Applications |
| May 2024 | Proposed grantees Announced and Presented to the SBE for Approval |
| Two weeks after the May SBE meeting | Appeals must be received at the CDE |
| June–July 2024 | Grant Award Notification Letters Released |
| July 1, 2024 | Project Term Begins |
| August 2024 | Disbursement of Funds |
| June 30, 2029 | All Funds Must be Expended |

* Extension grants (at least 20 percent of 2021 funding = $574,832,800) for the 2024–25 through 2030–31 program years. Grants are intended to extend implementation funding from five to seven years. LEAs may receive up to $100,000 annually per community school with a one-to-one matching funds requirement. The first Extension Grant Request for Applications (RFA) will be published in 2026–27, the final year of the Cohort 1 Implementation Grant.
* Implementation and Extension Grant Note: The 2022–23 Budget Act increased the total amount for Implementation Grants and Extension Grants from $2,766,084,600 (the grant amounts from 2021) to $3,758,638,600 (with the additional $1,132,554,000 and subtracting the $140,000,000 for county coordination grants, described below). This additional allocation will allow the CDE to fund implementation grants at a greater number of priority schools and ensure eligible implementation grantees receive extension grants.
* Coordination grants ($140,000,000 available) for up to seven years. Grants range from $200,000 to $500,000 annually for every county office of education (COE) serving a minimum of two CCSPP grantees in the county. To date, 52 county offices of education have been funded through coordination grants.
  + In 2022–23, the SBE approved the coordination grant funding allocation formula for 41 COEs, for a total allocation of $13,950,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppcg22results.asp>).
  + In 2023–24, after the SBE approved the second rounds of planning and implementation grantees, the CDE awarded 11 additional COEs coordination grants, for a total allocation of 52 COEs receiving $17,150,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppcg23results.asp>).

For more information on the grants timeline, see Attachment 1 and the CDE CCSPP web page: <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>.

### Annual Reporting

The S-TAC, with input from the CDE, the SBE, and the R-TACs, developed the template for the Annual Progress Report (APR). The APR also went through a public input period and was tested with practitioners before launching.

The APR serves as a tool to assess implementation efforts and encourage reflection as part of an ongoing continuous improvement process. The APR encourages grantees to collaboratively identify and reflect on areas for growth, learning, and evidence of progress. The 2023 APR is for Cohort 1 Planning and Implementation Grantees.  The S-TAC and the CDE distributed annual reporting materials September 29, 2023. The first CCSPP APR is due November 30, 2023.

**Annual Formative Evaluations**

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

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

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

In order to contract with an expert evaluator to conduct annual comprehensive formative evaluations of the CCSPP program, CCTD has prepared a Request for Proposals (RFP) with a proposed start date of 7/1/24. Per the state contracting manual it is critical that all potential bidders are given access to identical information and facts and that all bidders are treated fairly. The RFP is in draft form and cannot be released at this time.

The CDE CSO and the S-TAC are working together to submit the initial formative evaluation report to the Legislature and the Governor by the December 31, 2023 statutory deadline. CDE and STAC will use available current documentation and reporting from the field to provide the most current information and implementation update as part of this initial report.

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

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

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

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

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

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

In November 2022, the SBE approved the eight R-TACs and the proposed 2022–23 CCSPP Administrative Plan. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/nov22item04.docx>)

In March 2023, the SBE approved the CDE’s recommended Cohort 2 planning grant proposed list of grantees. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item09rev.docx>)

In May 2023, the SBE approved the Cohort 2 Implementation Grantees. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item09.docx>)

## Fiscal Analysis

The 2021–22 and 2022–23 Budget Acts provide a total of $4,146,551,000 for the CCSPP, to be distributed as explained in CCSPP Grantmaking to LEAs, above. To date, CDE has distributed $1,459,169,554 for planning and implementation grants to LEAs through the statutory distribution guidelines. There is currently $1,832,715,646 remaining to be distributed primarily through Cohort 3 and Cohort 4 implementation grants. In addition, per statute there is $574,832,800 in extension grant funding that is reserved for implementation grantees to extend programming for an additional two years. Distribution of extension grant funds will begin in 2027 for Cohort 1 implementation grantees.

The remaining CCSPP budget is less than what is needed to fund implementation grants for every potential qualifying LEA applicant. While it is impossible to predict the precise number of applications, the CDE anticipates the unduplicated pupil percentage (UPP) cut off range for future cohorts will be for school sites serving between 70% and 75% unduplicated students. The CDE will follow statutory prioritization guidance to ensure that the equity provisions of the CCSPP are fulfilled as funding becomes limited in the final two rounds of implementation grants. Further, as the qualitative elements of the implementation grant RFA increase in importance, the CDE believes our process will find the right balance of funding the strongest applications for CCSPP programs in areas of the greatest need throughout the state.

## Attachment(s)

* Attachment 1: CCSPP Timeline (1 page)