# 2025–28 California Community Schools Partnership Program State Technical Assistance Center Contract



## Request for Applications

Funded by the Budget Act of 2021

**Application Due Date:**

**Friday, December 20, 2024**

Administered by the:

California Department of Education

Career and College Transition Division

1430 N Street, Suite 4202

Sacramento, CA 95814

Phone: 916-445-2652

Fax: 916-327-3879Table of Contents

[Overview 3](#_Toc178260826)

[Program Description 7](#_Toc178260827)

[Program and Administrative Requirements 10](#_Toc178260828)

[Application Procedures and Processes 13](#_Toc178260829)

[Application Submission 18](#_Toc178260830)

[Appendix A: Application Submission Checklist 47](#_Toc178260831)

[Appendix B: Scoring Rubric 48](#_Toc178260832)

[Appendix C: Definitions 52](#_Toc178260833)

[Appendix D: Budget Categories 56](#_Toc178260834)

## 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. LEAs supporting 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-1) 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-2)

Until recently, community school initiatives have been driven at the local level with the support from philanthropy or LEA budget investments. California Senate Bill 820, Chapter 110, and the Budget Act of 2020[[3]](#footnote-3) marked the first time LEAs across the state received grant funding to support coordination of partners and administration of services for community schools’ programs. 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-4) The California Community Schools Partnership Program (CCSPP) is an equity-driven initiative that prioritizes schools whose unduplicated count exceeds 80 percent of the overall enrolled student body, among other factors indicating need for whole child education. Totaling over $4 billion, this investment in school transformation marks the largest community schooling investment in the nation. The CCSPP investment also signals state leaders’ support for elevating the community schools’ model as an approach LEAs should consider for their own resource allocation.

The California Department of Education (CDE) has been charged with implementing the California 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)[[5]](#footnote-5) which outlines California’s intentional approach to community schools as a school transformation strategy rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities. The SBE approved the proposed Framework at its January 2022 meeting.[[6]](#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 LEAs to rethink and strengthen the relationships between schools and families and the connections between schools and community services. Community schooling 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 organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, codified in state law, 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, are key to 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, LEA, 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. These investments were made strategically by the Legislature with the intent that they would support the community schools’ model of school transformation.

Currently, the CDE has awarded:

* *Planning Grants*
	+ 193 LEAs were awarded for Cohort 1 (2022–24)
	+ 226 LEAs were awarded for Cohort 2 (2023–25)
	+ Totaling 419 grants
* *Implementation Grants*
	+ 76 LEAs were awarded for Cohort 1 (2022–27) supporting 458 school sites
	+ 128 LEAs were awarded for Cohort 2 (2023–28) supporting 570 school sites
	+ 288 LEAs were awarded for Cohort 3 (2024–29) supporting 995 school sites
	+ Totaling 492 grants supporting 2,023 school sites
	+ The final cohort (Cohort 4) will be presented to the SBE in May 2025
* *Coordination Grants* (for County Offices of Education [COEs] to support the coordination of services at the county level; there are 58 counties in California)
	+ In 2022, 41 COEs were awarded a grant
	+ In 2023, the number of counties increased to 52 COEs
	+ In 2024, 52 COEs continued funding
	+ There will be a minimum of four more rounds for the Coordination Grant.
* *Technical Assistance Contracts* (awarded to eight COEs to serve as a Regional Technical Assistance Center [R-TAC])
	+ The eight R-TACs were approved by the SBE in November 2022. The R-TACs are charged with supporting LEAs with the planning and implementation of community schools in their region.

### Purpose

The California Department of Education (CDE) is accepting applications from local educational agencies (LEAs), to serve as a CCSPP State Technical Assistance Center (S-TAC). A total of $141,833,000 is set aside for the CCSPP Technical Assistance Centers.

Per statute, the R-TACs will be charged with sharing best practices and assisting both prospective applicants and grant recipients with tasks, including, but not limited to, all the following:

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

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

* Building and maintaining content and overarching methodology for CCSPP technical assistance.
* Building and maintaining a developmental implementation rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the R-TACs to support robust CCSPP implementation.
* Coordinating and maximizing areas of expertise among the R-TACs to support the sustainability of CCSPP efforts.[[7]](#footnote-7)

Also, per statue, the R-TACs are charged with the following responsibilities that, per SBE approval, the S-TAC will take a leadership role in accomplishing:

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

### 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 pupils with a wide range of needs that have been affected by the COVID-19 pandemic.
* Additional investment in community schools that provide integrated pupil support, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 pandemic.

## Program Description

### Contract Information

The CCSPP provides funding for a contract period beginning September 1, 2025, and running through June 30, 2028. Funds available are based on the content and quality of the submitted application and proposed budget. The total budget for this Request for Applications (RFA) is up to $10,000,000.

All LEAs (school districts, charter schools, and county offices of education) are eligible to apply and must demonstrate the capacity to maintain the technical assistance content and methodology, maintain the implementation rubric, maintain the facilitation of a community of practice among the R-TACs, and coordination and maximization of areas of expertise among the R-TACs. The S-TAC contract will be awarded to an LEA, with preference given to applicants that propose to subcontract with institutions of higher education and/or nonprofit community-based organizations.

For more information on contracting with the State of California, please visit the Department of General Service’s State Contracting Manual web page at <https://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/State-Contracting-Manual>.

### Funding Levels

The award amount for the CCSPP S-TAC contract shall not exceed $10,000,000 for an LEA serving as the CCSPP S-TAC to act as the hub of the CCSPP technical assistance system.

In response to this RFA, up to $10,000,000 in contracts will be awarded to an LEA with preference given to applicants that propose to subcontract with institutions of higher education and/or nonprofit community-based organizations. The tentative contract period and funding amount is as follows:

Contract Period: September 1, 2025, through June 30, 2028 ($10,000,000)

The contract may be renewed for an additional three years at a lesser rate based upon successful completion of contract outcomes as described in the executed contract.

Optional renewal contract period: July 1, 2028, through June 30, 2031 ($6,000,000)

### Contractor Expectations

The S-TAC contract will be awarded to an LEA with preference given to LEAs subcontracting with institutions of higher education and/or nonprofit community-based organizations that demonstrate the capacity to act as a hub of the CCSPP technical assistance system and the ability to work closely with CDE to accomplish the following, including, but not limited to:

* Maintaining content and the overarching methodology for CCSPP technical assistance in accordance with *EC* 8900-8902 and the Framework.
* Facilitating a community of practice among the R-TACs.
* Coordinating and maximizing areas of expertise among the R-TACs.
* Collaborating with the CDE to collect and analyze qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP, known as the Annual Progress Report. Additionally, how the CCSPP impacts student outcomes, such as the data points included in the California School Dashboard.[[8]](#footnote-8)
* Supporting the CDE to align the CCSPP technical assistance system with the Statewide System of Support and other school improvement and professional development support systems.
* Maintain and support implementation of the Capacity Building Strategies[[9]](#footnote-9) as a developmental implementation rubric that articulates community school implementation benchmarks.

### Non-allowable Activities and Costs

Funds provided under the CCSPP may not be used to:

* Provide sub-grants to members of the partnership or other agencies.
* Purchase furniture (e.g., bookcases, chairs, desks, filing cabinets, tables).
* Purchase, or remodel facilities.
* Purchasing food services, refreshments, banquets, and meals is not permitted, except under specific, pre-approved circumstances.
	+ Working Lunches: Food may be provided as part of a working lunch only if it is included in a hotel or venue agreement and explicitly required as part of the event contract. In such cases, these costs must be pre-approved and documented accordingly.
	+ Catering services, including those provided by third-party vendors, are prohibited.
* Purchase promotional favors, such as bumper stickers, pencils, pens, or
t-shirts.
* Purchase subscriptions to journals, magazines, or other periodicals.
* Travel outside of the United States.

### Payment and Invoicing Procedures

For services satisfactorily rendered, and upon receipt and approval of the invoices, the CDE will compensate the Contractor for actual expenditures incurred on a quarterly basis in accordance with the rates specified in the executed contract awarded to the successful applicant.

Other requirements and information will be shared with the applicant that is successfully awarded the CCSPP S-TAC contract.

### 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>.

For each proposed subcontractor, the Indirect Cost Rate may only be charged on the first $25,000.00 of each subcontract total. This indirect charge may only be applied to each subcontract and cannot be re-applied each fiscal year of the contract.

## Program and Administrative Requirements

The CCSPP S-TAC contract will be awarded only to the applicant that has demonstrated the capacity to deliver the expected outcomes addressed in this RFA. The LEA applicants applying in partnership with institutes of higher education and/or nonprofit community-based organizations will be given priority. The LEAs must have key leadership staffing in place to execute the elements of the CCSPP S-TAC contract expected outcomes.

An LEA awarded with the CCSPP S-TAC contract that is a recipient of a CCSPP grant or RTAC contract may not comingle CCSPP S-TAC contract funds with a CCSPP grant or RTAC contract. Each CCSPP contract and grant will be treated independently.

An LEA awarded with the CCSPP S-TAC contract and is a recipient of a CCSPP grant or RTAC contract will be monitored directly by an assigned staff member from the CDE. The contract periods will be:

Contract Period 1: September 1, 2025, through June 30, 2028

Note: The contract may be renewed for an additional three years based upon successful completion of contract outcomes as described in the executed contract.

Optional renewal contract period: July 1, 2028, through June 30, 2031

The Contractor will be required to attend regular meetings with the CDE staff; meeting dates and times will be determined by the CDE.

### Expected Outcomes

With guidance and assistance from the CDE, the contracted LEA will be required to act as a hub of the CCSPP technical assistance system and will be responsible for the following, including, but not limited to:

* Building content and overarching methodology for CCSPP technical assistance in accordance with *EC* 8900-8902 and the Framework.
* Continue to support a rubric to articulate community school implementation benchmarks.
* Facilitating a community of practice among the R-TACs.
* Coordinating and maximizing areas of expertise among the R-TACs.
* Collaborating with the CDE in collecting and analyzing qualitative and quantitative data to assess and evaluate the implementation of community schools and the overall effectiveness of the CCSPP.
* Collaborating with the CDE to ensure the CCSPP technical assistance system is aligned with the Statewide System of Support and other school improvement and professional development support systems.

### Contract Requirements

The Contractor will be responsible for all the following:

* The Contractor must have appropriate administrative, content area, and support staff in place.
* The Contractor may not purchase any equipment using this contract award.
* The Contractor may subcontract up to fifty percent of the contract total with other LEAs or institutions of higher education and/or nonprofit community-based organizations in accordance with CDE guidelines.
* The Contractor will provide the CDE with a detailed budget consisting of the following:
	+ Salary and benefits of any individuals charged with fulfilling the terms of the S-TAC contract.
	+ Any executed subcontracts for services related to fulfilling the terms of the S-TAC contract.
	+ Any associated travel costs.
		- Travel costs shall be reimbursed at rates not to exceed those established for CDE’s non-represented employees, computed in accordance with, and allowable pursuant to applicable California Department of Human Resources regulations.[[10]](#footnote-10)
	+ Minimal supplies needed for training sessions.

In addition, the Contractor will:

* Maintain content and overarching methodology for the CCSPP technical assistance.
* Maintain the Capacity Building Strategies which articulate community school implementation benchmarks.
* Facilitate a community of practice among the R-TACs.
* Coordinate and maximize areas of expertise among the R-TACs.
* Identify key personnel who oversee the contract and personnel responsible for fulfilling the terms of the S-TAC contract (to include a resume and job description for each).
* Meet timelines/interim deadlines.
* Provide detailed deliverables, timelines, and measurable outcomes.
* Demonstrate progress towards deliverables as required and outlined in the contract Scope of Project.
* Submit quarterly progress and expenditure reports based on the Scope of Project in the formal contract and weekly meetings with the CDE.

## Application Procedures and Processes

### Contract Timeline

| Date | Activity |
| --- | --- |
| October 25, 2024 | RFA Release Date |
| December 20, 2024 | Applications must be received by the CDE, by 11:59 p.m. PST |
| December 2024 – February 2025 | Scoring of Applications |
| March 2025 | Proposed contractor announced and presented to the SBE for approval |
| Two weeks after contractor announcement | Appeals must be received by the CDE |
| June 2025 | Finalize Contract Documents |
| July 1, 2025 | Contract Start Date |
| June 30, 2028 | Contract End Date |

### Application Due Date

The CCSPP S-TAC application, required forms, and all supporting documents must be received by the CDE on or before **Friday, December 20, 2024,** by 11:59 p.m. Pacific Standard Time (PST).

An LEA may only participate in one application for the CCSPP S-TAC.

### Application Submission Procedures

The LEAs applying must list all subcontractors on the Cover Sheet. The LEAs are also required to have subcontractors sign the Cover Sheet.

It is the responsibility of each applicant to ensure their application is complete and submitted prior to the submission deadline on Friday, December 20, 2024, no later than 11:59 p.m. PST.

The CCSPP S-TAC application shall be submitted via email to the CDE at CCSPP@cde.ca.gov:

1. Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Scope of Project
3. Organizational Structure and Resources
4. Budget Worksheet (.xlsx file)

A sample Budget Worksheet can be located on the CCSPP State Technical Assistance Center Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccsppstac25rfa.asp>

To obtain a Budget Worksheet template, please email CCSPP@cde.ca.gov.

1. Budget Narrative
2. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

When submitting the Application, applicants must create a .zip folder that includes all elements of the application (Cover Sheet, Scope of Project, Organizational Structure and Resources, Budget Worksheet, Budget Narrative, and optional Appendix) and include the applying LEA’s name and County-District-School (CDS) Code[[11]](#footnote-11) in the zip folder name.

When creating the .zip file, please name the .zip file exactly as described below. Specifically, applicants must label the .zip file, as follows:

LEA Name\_County-District-School (CDS) Code

Make sure to spell out all acronyms and include all 14 digits of the CDS Code. For County Offices of Education and School Districts, the School Code is seven consecutive zeros (e.g. 0000000). Each file does not need to have this naming convention, only the .zip folder. Please limit the length of the file names to ensure a smooth upload and download process.

Example:

**Folder Name:** Shadow Unified School District\_12123450000000

**Folder Contents:**

* Cover Sheet.pdf
* Scope of Project.pdf
* Org Structure-Resources.pdf
* Budget Worksheet.xls
* Budget Narrative.pdf
* Appendix.pdf (optional)

Note: The Budget Worksheet must be submitted as an Excel document with the application; other file types will not be accepted.

***Creating a .zip File***

For convenience, we have provided applicants with instructions on how to create a .zip file for both Windows and MacOS users. Please see below:

.zip Files for Windows instructions are available at
<https://support.microsoft.com/en-us/help/14200/windows-compress-uncompress-zip-files>

.zip Files for MacOS instructions are available at <https://support.apple.com/guide/mac-help/compress-uncompress-files-folders-mac-mchlp2528/mac>

### 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 an application webinar 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 webinar are posted on the CDE’s CCSPP S-TAC Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccsppstac25rfa.asp>

### Application Review

Each application will be read and scored by at least two reviewers. The application review process will begin in December 2024.

Applications will be randomly assigned to readers, considering any conflicts of interest. Readers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.

Each application will be scored independently and will not be grouped together.

### Evaluation Criteria

Each application will be reviewed and scored holistically by at least two readers. Readers will provide a score for each prompt. Readers will independently evaluate and score the applications using the CCSPP Scoring Rubric (see Appendix B). The CDE uses a non-consensus scoring process, some variation in content readers’ scores is expected. If a large discrepancy exists between the reader scores, an additional reader will score the application. The additional reader’s score will replace the outlying score (high or low). The two scores will then be averaged to determine a final score.

Readers will be instructed to consider whether the proposed budget adequately supports the required outcomes for the contract. For example, is the number of staff in the budget and budget narrative appropriate and does it include anticipated salary increases? Is the operating expense budget justified and related to the Scope of Project? Does the Scope of Project include a timeline for expected outcomes, including: development and facilitation of a community of practice among the R-TACs, and coordination and maximization of areas of expertise among the R-TACs?

Applicants meeting the scoring threshold may also be required to participate in an evaluation interview prior to awards being made.

### Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email or standard mail to:

Dr. Erika Torres, Deputy Superintendent

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 an original signature by the authorized applicant, no later than **two weeks after the day of the SBE acts on the CDE’s contractor recommendation**. A link to the funding results will be posted on the CDE’s CCSPP S-TAC Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6361&recID=6361> and communication, via email, will be sent to all applicants. When submitting a letter of appeal, applicants must clearly specify that they are appealing the CCSPP S-TAC Contract. Letters of appeal can be submitted via email to CCSPP@cde.ca.gov.

Appeals shall be limited because 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 any new information not originally contained in the original application.

The Acting Director of the CCTD will make the final decision in writing within three weeks of the date that appeals are due to the CDE. That decision shall be the final administrative action afforded to the appeal.

## Application Submission

### Application Instructions

***Application Format Requirements:***

Applications must adhere to the following formatting requirements:

* Application and included forms may not be altered.
* 8 ½“x11” (Letter) page size
* 12-point Arial (normal) font
* Single (1.0) line spacing
* One-inch margins on sides, top, and bottom (except pre-formatted forms)
* Handwritten entries will not be accepted.
* An appendix (optional), including letters of commitment from institutions of higher education and/or nonprofit community-based organizations, personnel resumes and other relevant information.
* While not a research contract, applicants are expected to have a deep understanding of the research behind adult learning, institutional change and change management, and technical assistance and should demonstrate this knowledge and ability in their proposal and include research citations (author and year) within the text if referencing research.
* Do not include hyperlinks or web page references in the application as embedded links cannot be followed or considered for scoring.

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

1. Cover Sheet, including the superintendent’s (or designee’s) e-signatures of the applying LEA(s).
2. Scope of Project, page limit 80
3. Organizational Structure and Resources, page limit 20
4. Budget Worksheet (.xlsx file)

A sample Budget Worksheet can be located on the CCSPP State Technical Assistance Center Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccsppstac25rfa.asp>.

To obtain a Budget Worksheet template, please email CCSPP@cde.ca.gov.

1. Budget Narrative, page limit 50
2. Appendix (optional): Letters of commitment from institutions of higher education and/or nonprofit community-based organizations may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

#### Scope of Project

The CDE will work with the awarding LEA on the formal contract development and submission process after the SBE approves the proposed contractor. For more information on contracting with the State of California, please visit the Department of General Service’s State Contracting Manual web page at <https://www.dgs.ca.gov/PD/Resources/Page-Content/Procurement-Division-Resources-List-Folder/State-Contracting-Manual>.

The applicant must plan and budget for the costs of all tasks/subtasks and activities to the penny without rounding errors. The applicant must comply with all relevant laws and regulations in the performance of work in furtherance of the executed contract.

The Scope of Project must acknowledge the applicant’s commitment to completing all the requirements specified in the following tasks/subtasks and must provide a description of the approach and methodology by which the applicant will accomplish all the associated tasks/subtasks and activities. The Scope of Project must contain sufficient detail to convey the applicant’s knowledge of the subjects and skills necessary to successfully complete the project as stated in the following tasks.

The Scope of Project must show how the applicant will ensure that all materials are user-friendly, Americans with Disabilities Act (ADA) compliant, adheres to the CDE’s Information and Communications Technology (ICT) Accessibility Requirements, and (when applicable) meets the CDE’s WebART requirements.

The successful applicant shall coordinate communications with the CDE during the entire contract period. The tasks, subtasks, and activities include, but not limited to, the tasks and subtasks described in this section. When responding to the tasks and subtasks below, include detailed information on all subcontractor roles and activities within each subtask in the Scope of Project.

The tasks and subtasks are considered minimum requirements for the contract. The applicant can include additional tasks and subtasks in their application. When adding a task and/or subtask, the level of detail must match the level of detail provided in this RFA for tasks and subtasks that have been outlined in this section.

The Scope of Project should be written in multiple sections: first by fiscal year, then by tasks/subtasks for each fiscal year. If tasks cross fiscal years, include in the narrative the differences from year-to-year. The Scope of Project shall not exceed 80 pages.

The fiscal years for this contract are as follows:

Contract year one: September 1, 2025, through June 30, 2026

Contract year two: July 1, 2026, through June 30, 2027

Contract year three: July 1, 2027, through June 30, 2028

##### Task 1.0: Communication with the CDE and R-TACs

The applicant must describe and demonstrate in detail the applicant’s commitment to meet with the CDE and the R-TACs on a regular basis to ensure program alignment, progress, and contract compliance.

###### 1.1 Weekly meetings with the CDE

The applicant will commit to meeting virtually on a weekly basis for a minimum of 60 minutes with the CDE Contract Monitor and other staff from the CDE. At these meetings, the applicant will provide a review of all tasks, timelines, task implementation, deliverables, and status of all pending activities along with deadlines, issues, and persons assigned to each activity. The applicant shall establish a running agenda that will be managed by the applicant, with input from the CDE. The running agenda shall always be available as a shared document (with editing rights) and available to the CDE. For each meeting, the applicant will prepare an agenda and share it with any additional meeting materials with the CDE Contract Monitor at least three working days prior to the scheduled meeting date. The applicant will commit to convene, organize, and facilitate each meeting virtually. The applicant will commit that they will take notes within the running agenda.

The applicant must ensure that if a problem occurs, the CDE Contract Monitor will be notified within one working day, and the applicant will submit a Root Cause Analysis Report as part of the monthly progress report within 30 calendar days after the incident.

The Root Cause Analysis Report must address the following:

1. Identify the problem;

2. Evaluate the significance and impact of the problem;

3. Identify the root cause of the problem and the responsible party;

4. Recommend actions to prevent recurrence of this or similar problems;

5. Assign responsibility for developing and implementing corrective action;

6. Implement new process or quality controls as necessary;

7. Determine what to do with failed items/deliverables; and

8. Record permanent changes in process documentation.

###### 1.2 Monthly meetings with each R-TAC and the CDE

The applicant will commit to meeting virtually, on a monthly basis, for a minimum of 60 minutes with each R-TAC team (separately), the CDE Contract Monitor, and other staff from the CDE. The monthly meetings between the applicant, R-TAC teams, the CDE Contract Monitor, and/or other CDE staff are to review progress, enhance collaboration, and coordinate regional TA efforts for community schools. These meetings are designed to evaluate projects, objectives, strategize on upcoming activities, and address challenges through collective problem-solving efforts. The meetings are to serve as a platform for feedback, adaptation, and capacity building.

Meeting agendas will be co-created by the S-TAC, the R-TAC, and the CDE and be available on a shared platform, such as Google Docs, to ensure collaborative meeting agenda development at least five working days prior to the scheduled meeting. The agenda and all materials will be reviewed and approved by the CDE prior to each meeting, via the shared platform. The applicant will convene, organize and facilitate each meeting. Meeting notes will be taken by the applicant and shared with the R-TAC and the CDE Contract Monitor within five working days after the meeting.

###### 1.3 Monthly meetings with the R-TAC leaders and the CDE

The applicant will commit to meeting virtually, on a monthly basis, for a minimum of 60 minutes with all the R-TAC leaders, the CDE Contract Monitor, and other staff from the CDE. The R-TAC leaders will be selected by each R-TAC and should contain no more than three individuals from each R-TAC. The monthly meetings are to promote state-wide coherence and alignment, calibration of regional supports, enhance collaboration, review progress, and coordinate TA efforts for community schools.

Meeting agendas will be co-created by the S-TAC, the R-TAC leaders, and the CDE and be available on a shared platform, such as Google Docs, to ensure collaborative meeting agenda development at least five working days prior to the scheduled meeting. The agenda and all materials will be reviewed and approved by the CDE prior to each meeting, via the shared platform. The applicant will convene, organize and facilitate each meeting. Meeting notes will be taken by the applicant and shared with the R-TACs and the CDE Contract Monitor within five working days after the meeting.

##### Task 2.0: Facilitate a Community of Practice Among the R-TACs

The applicant must describe in detail how the Community of Practice (CoP) will support CCSPP efforts across the state in communal learning, best practices, and content expertise to implement community schools to improve climate, health, and academic outcomes for students and families.

The applicant must describe in detail the purpose and goals of the CoP including any strategies or methods that will be used to ensure that the CoP remains grounded in the elements of the Framework, integrate improvement strategies and tools for systems, and leverage existing frameworks and systems of support focusing on providing technical support for professional learning so practitioners can learn to do the work of community schools. Statute highlights the following areas where assistance shall be provided to LEAs:

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

Supports shall be provided within a multitiered system of support leading to positive and equitable student academic and well-being outcomes, as well as positive school climate outcomes, for both state and local measures identified in the local educational agency’s local control and accountability plan.

The applicant shall describe the strategies that will be used to ensure active engagement of participants and remain solution focused to support LEAs and schools with the implementation of the CCSPP and the Framework.

The applicant must describe in detail how they plan to uncover and leverage R-TAC areas of expertise, including in any of the areas 1-6, above. The applicant shall describe in detail how they plan to share expertise with the R-TACs and coordinating COEs to improve access and knowledge to all areas of the state in order to support community school implementation.

###### 2.1 Create Content for the CoP

The applicant must describe and demonstrate in detail how the applicant will support a CoP among the R-TACs on a monthly basis for a minimum of 90 minutes. Most meetings will be held virtually; two meetings shall be in-person, one in the fall/winter and another in the spring/summer.

The applicant must describe in detail how they will establish topics to cover for the CoP meetings. At a minimum, topics should include supporting the R-TACs with regional CoPs, the R-TAC TA strategies, and support regional community school implementation. Substantively, topics should focus on improving learning and the health and welfare of students, and be based on LEA’s and school’s articulated outcomes, such as improved attendance, reduced suspensions, increased graduation rates, and CAASPP scores. To arrive at these outcomes, topics might include providing health services for students, creating strong school climates, offering social emotional learning trainings, providing personalized restorative supports within the school day, providing learning recovery through project-based and culturally relevant units, improving student wellbeing, and strengthening family engagement. These meetings should reflect on state and national trends and showcase expertise among the R-TACs to ensure that all regions of the state are increasing capacity to algin state-wide initiatives and implement the Framework enabling LEAs and school sites to sustain the community schools’ model (see Task 2.6).

For each meeting, the applicant will prepare an agenda at least 14 working days prior to each meeting and provide it and any other materials to the CDE for review and approval. The applicant will convene, organize, and facilitate each meeting, take notes, and provide the notes to the CDE Contract Monitor within five working days.

###### 2.2 Identify CoP Co-Presenters

To promote collective learning and sharing of best practices among the R-TACs, the applicant will describe in detail how they will identify potential CoP co-presenters from among community school experts (local, regional, state, and national). The applicant will describe how they will identify co-presenters related to the topics identified in Task 2.1 and present them to the CDE Contract Monitor for review and approval at least 14 working days before the meeting date.

###### 2.3 Obtain Feedback from the CoP

The applicant must describe in detail how they will obtain feedback from the CoP on the effectiveness of the S-TAC efforts and how that information will be used to improve future S-TAC efforts and the CoP.

To engage CoP members and obtain ongoing feedback for the S-TAC, the applicant will describe in detail a structured, multi-faceted approach to gather authentic feedback to use for continual improvement. The Contractor will share feedback with the CDE during the weekly scheduled meetings (Task 1.1). In the evaluation of the feedback obtained, the minimum requirements that the applicant must include are:

1. Summary of Feedback: A comprehensive overview of all feedback collected, categorized by topic, highlighting key themes, suggestions, and concerns raised by CoP members.
2. Impact Analysis: An analysis detailing how the feedback will influence the S-TAC’s work, including examples of specific changes made in response to the feedback.
3. Recommendations for Future Enhancements: Based on the feedback and the project's outcomes, provide targeted recommendations for further improving the S-TAC’s processes.
4. Next Steps: Outline the proposed next steps, leveraging the feedback to inform future actions and strategies for the continuous improvement of the S-TAC.

###### 2.4 Evaluate the CoP

The applicant must describe in detail how they will evaluate the CoP on an annual basis by conducting an electronic end-of-year survey in May of each year. The applicant must describe how the end-of-year survey will evaluate the statewide CoP at a minimum, focusing on participant satisfaction, program outcomes, and areas for improvement.

The survey will be reviewed and approved by the CDE Contract Monitor at least 14 working days prior to release. The survey must be designed to be electronically accessible and inclusive, adhering to the CDE’s Information and Communications Technology (ICT) Accessibility Requirements.

The applicant shall describe how and when the results will be analyzed and compiled into a detailed report for the CDE. The applicant will need to describe in detail the timeline and the format of the report which should be available to the CDE Contract Monitor no later than September 1 of each year.

###### 2.5 Administer Needs and Assets Assessment for R-TACs

The applicant must describe in detail how they will conduct an annual, virtual Comprehensive Needs and Assets Assessment to identify areas of expertise and expertise gaps. In the first year of the contract, the applicant shall conduct an in-depth assessment, in subsequent years the applicant shall pulse (on a smaller scale) to ensure the initial assessment is relevant or if new topics have arisen. Topics should be incorporated into Task 2.

To accomplish this, the process must include the following steps:

1. Survey Development: The applicant will design a detailed survey to collect data on current areas of expertise, resources, and perceived gaps from R-TAC staff and stakeholders. The survey will be shared with the CDE Contract Monitor at least 14 working days prior to the release of the survey for CDE’s review and approval. The survey should be distributed in the fall of each year for two to three weeks.

2. R-TAC Engagement: The applicant must describe in detail how they will solicit survey responses from all R-TACs and their partners.

3. Data Collection and Analysis: The applicant must describe in detail how survey data will be analyzed to identify strengths, patterns, trends, and gaps in expertise and resources among the R-TACs.

The applicant must describe in detail how assessment results will be shared with the CDE annually by mid-January. The applicant must describe how they will report findings which, at a minimum, shall include the following:

• Summary: An overview of the assessment's objectives, methodology, key findings, and recommendations.

• Detailed Findings: Analysis of existing areas of expertise, identified gaps, and potential areas for development or improvement.

• Recommendations: Strategic advice for leveraging existing expertise within the R-TACs and suggestions for addressing the identified gaps.

###### 2.6 Engage R-TACs in Resource Brokering/Leveraging

The applicant must describe in detail how they will engage and share expertise among the R-TACs, including in all aspects of CCSPP implementation and alignment of related initiatives for the sustainability of community schools. The goal is to elevate specialized expertise areas to increase knowledge, awareness, and to support all R-TACs and grantees. The applicant must describe how they will ensure that the CDE Contract Monitor is regularly updated on how the applicant is supporting all regions and increasing areas of expertise across the state. At a minimum, the applicant shall provide a list of R-TACs with their areas of expertise including a timeline of when those topics will be presented to other R-TACs and/or grantees throughout the contract period.

##### Task 3.0: Annual Progress Reporting and Data

The applicant must describe in detail how they will support the CDE, R-TACs, COEs and LEAs with data and reporting collection of qualitative and quantitative data that reflects how sites are implementing community school strategies and supports that are offered for students. The applicant will maintain and build upon what has been developed in the previous contract to ensure continuity for grantees.

###### 3.1 Annual Progress Report

The applicant must describe in detail how they will maintain and administer the Annual Progress Report (APR). The current APR was developed through a previous contract. The APR is an annual report that collects data on grantee progress on their implementation of community schools. There will be two APRs, one for school sites[[12]](#footnote-12) and another for the LEAs.[[13]](#footnote-13)

The applicant shall describe how it will encourage grantees to use the APR as a reflection tool and part of an ongoing continuous improvement process for all parties (i.e., staff, students, parents, and community members). The applicant will update the APR as needed or as requested by the CDE. If there are updates to the APR, the applicant must describe how updates will be in collaboration with the CDE and will be released upon CDE’s final approval. The CDE must be included in all development meetings and revision meetings. The applicant must describe in detail how they will collaborate closely on the development and revision of the APR through a structured process. The draft APR must be given to the CDE by February. The applicant must show a timeline to ensure that the APR is ready for the reporting window which begins annually on April 1.

The applicant must work with the CDE and R-TACs to ensure that one report is obtained per school site and one for each LEA/Consortium. The APR must encourage local teams/councils to identify and reflect on areas for growth, learning and evidence of progress. The applicant will ensure that the APR is aligned with required annual update presentations on community school planning, including data and outcomes from the prior year at all school sites. The applicant will also ensure that the APR continues to be aligned with the California Community Schools Framework.

###### 3.2 APR Data Analysis

The CDE will ensure that the successful applicant receives data collected from past APRs.

Upon APR submission, the applicant must describe in detail how each LEA/Consortium and site-level report will undergo a rigorous review and evaluation process. The successful applicant will prepare and submit an annual report for the CDE annually no later than October 15. The report, at a minimum, shall include:

1. Initial Review: The successful applicant will conduct an initial review to ensure all reports are complete and adhere to the guidelines set forth by the Framework.
2. Evaluation: Following the initial review, a detailed evaluation will assess the progress made by each school site and LEA/Consortium against the benchmarks and outcomes outlined in their reports. This evaluation focuses on areas for growth, learning, and evidence of progress, aligning findings with the annual update presentations' data and outcomes.
3. Feedback and Recommendations: The applicant shall compile feedback and recommendations for each report, highlighting successes and identifying areas needing further attention or support.
4. CDE Review and Approval: The evaluated reports, along with the applicant's feedback and recommendations, will be presented to the CDE for review and approval. The CDE's feedback will then be incorporated, and necessary adjustments will be made.
5. Sharing Data: Upon CDE approval, the final evaluated reports and feedback will be shared with the respective R-TACs, Coordinating COEs, LEAs/Consortiums, and school sites to inform future planning and continuous improvement efforts.
6. Summary: A summary of the findings and feedback shall be documented and shared with relevant stakeholders.
	1. Documentation shall include an online data visualization tool, meeting CDE WebART requirements, that illustrates trends in implementation. Trends will include the elements contained in the Framework.

###### 3.3 Collaborate with the CCSPP Evaluator

The applicant will meet with the Formative Evaluator (separate CDE Contractor), the Human Resources Research Organization (HumRRO), at least quarterly, depending on the work being developed there may be times where these meetings will be more frequent. These meetings will be held virtually. The Contractor will participate in these meetings to help align the formative evaluation design with the R-TACs’ work around the CCSPP implementation.

The applicant will also collaborate with the HumRRO to ensure a feedback loop of statewide findings and trends to inform local and regional practice including linking actions to outcomes such as improved attendance, reduced suspensions, and increased graduation rates.

The HumRRO may identify data sources that will inform the APR for continuous evaluation and improvement. This data will include process or implementation data based on the Capacity Building Strategies, as well as locally developed, community-based measures that address the four key conditions of learning contained in the Capacity Building Strategies.

Outcome data will encompass locally developed, community-based measures that address the four key conditions of learning: academic achievement, safety and wellness, student engagement, and the learning environment.

The applicant must describe how they will assist the R-TACs in developing a systematic, iterative, and decision-oriented approach for the Formative Evaluator’s data collection. This includes:

1. Training R-TAC Staff: Providing training sessions for R-TAC staff on effective data collection strategies, tool use, and data analysis techniques.
2. Developing Data Collection Tools: Assisting in the creation or customization of data collection instruments that are aligned with the CCSPP's goals and the specific contexts of community schools.
3. Establishing Data Collection Schedules: Advising on the timing and frequency of data collection to ensure timely and relevant insights for continuous improvement.
4. Data Analysis and Use: Guiding R-TACs on analyzing collected data to draw actionable insights and make informed decisions aimed at enhancing program implementation and outcomes.

The CDE will be an active participant in meetings with the HumRRO.

##### Task 4.0: The Capacity Building Strategies

The applicant must describe in detail how they plan to elevate and continue to support the Capacity Building Strategies[[14]](#footnote-14) developed in a previous contract. The Capacity Building Strategies support community school implementation through shared decision-making teams, inclusive of students, families, teachers, school staff, site and district administrators, and community partners. The applicant must describe in detail how they plan to update (if needed) the Capacity Building Strategies. In collaboration with R-TACs, the applicant will continue to develop resources, guidance, and training to support schools, districts, and counties across the state, in alignment with the Framework to achieve developmental benchmarks. Proposed benchmarks will align with developments in the field of community school and the following stages of growth and development: (1) Exploration and planning for a systemic approach to community school implementation; (2) Installation of structures; (3) Initial implementation; and (4) Full implementation. All four stages will result in the collection of data that is used for continuous improvement aligned with the Framework.

###### 4.1 Seek Public Input and Update the Capacity Building Strategies, if needed

The applicant must describe in detail how they will seek input on the current version of the Capacity Building Strategies. The applicant will seek input in late summer/fall of each year and produce a report that contains results and recommendations to the CDE Contract Monitor annually no later than January 15.

The applicant must describe in detail a process to revise Capacity Building Strategies, if needed. If a revision is needed, revisions shall include clear indicators of growth and progress that are aligned to the Framework and are specific to the roles of school sites, LEAs and R-TACs. Implementation benchmarks shall continue to focus on building the capacity of schools and districts to engage in the work of developing high-quality community schools through action-oriented problem-solving and self-assessment.

###### 4.2 Update User Guidance and Disseminate the Capacity Building Strategies

The applicant must describe in detail how they will update user guidance, as needed, and the timeline to obtain approval by the CDE Contract Monitor. The applicant must describe the format user guidance will take and how it will be shared with grantees including the format of the guidance document(s). The applicant must describe how the Capacity Building Strategies are used by schools, districts, and counties for reflection, and continuous improvement in alignment with the Framework. All materials developed must meet the CDE’s ICT Accessibility Requirements.

###### 4.3 Transformation Zones

The applicant will describe in detail how they will identify a minimum of three “Transformation Zones” annually. Transformation Zones, also known as Deep Dives, are vertical slices of the system that represent the larger system. The Transformation Zones shall be designed to improve strategies and serve as a purposeful approach to developing a sustainable, replicable, and effective community school infrastructure. The applicant must describe in detail the methodology for determining the Transformation Zones, and the timeline to select, solicit, and confirm participation including activities such as interviews, visits, etc. The applicant must also detail the timeline for CDE input and approval before final determinations are made.

The applicant must describe in detail how they will establish a group of individuals selected from local community school sites who are involved in community school efforts within the Transformation Zones. This group shall be expected to share their experiences and practices through storytelling, observation, and interviewing methods to draw conclusions on community school implementation and best practices. The applicant shall describe how this group will produce tools and or reports to share their experiences, successes, challenges, and solutions to others implementing community schools across the state. The applicant must submit the developed tools and reports to the CDE Contract Monitor at least 14 working days for review and approval prior to publishing the documents on the resource platform (Task 7.0).

The applicant shall describe how they will conduct a minimum of three study tours of the Transformation Zones for interested parties (i.e., grantees, community members, etc.) tied to the CCSPP to experience and learn from the Transformation Zone’s challenges, successes, and implementation progress. The applicant will describe in detail how they will engage the appropriate R-TAC and COEs in Transformation Zone selection, activities, and reporting. The applicant shall share the study tour schedule with the CDE for the subsequent fiscal year annually no later than May.

The applicant must describe in detail what activities the S-TAC will engage in with each Transformation Zone to deeply research accomplishments and barriers in the implementation of community schools. The applicant shall describe how they will condense information into a report to help others with community school implementation. The applicant shall describe the timeline to seek CDE’s approval of the report prior to release. The CDE will need a minimum of 14 working days to review and approve the report. Each Transformation Zone report shall be used for storytelling purposes to inform community school strategies.

##### Task 5.0: Alignment of the CCSPP TA System and Sustainability

The applicant must describe in detail how they will provide support to R-TACs and CCSPP grantees. The applicant must describe in detail how they will support CCSPP implementation and the alignment of state-wide initiatives, including, but not limited to, funding from the Expanded Learning Opportunities Program, the California state preschool program, Universal Transitional Kindergarten, universal meal programs, health and mental health supports for pupils and staff, the local control funding formula, and any other available local, state, or federal funds that may facilitate and sustain the community school initiative. The applicant shall describe in detail how they will solicit input and feedback from the advisory boards and COEs on all aspects of community school implementation and sustainability.

###### 5.1 Advisory Board

The applicant will describe how they will support an Advisory Board comprised of at least 15 members: 10 experts in the Community Schools Movement; and at least five members that are parents and community members that represent multiple regions of the state. The applicant must include CDE and SBE staff as participants in the Advisory Board meetings. The applicant will describe how they will select Advisory Board members and submit a proposed Advisory Board member list to the CDE for review and approval annually by July. Upon CDE approval, the Contractor will reach out to the selected members. Members should commit to a minimum of a two-year term on the Advisory Board.

The applicant will describe in detail how they will convene a bi-monthly virtual meeting with the Advisory Board members to consult on community school implementation, alignment of initiatives, S-TAC tasks, provide recommendations to advance outcomes, and share insights to stimulate generative conversations based on best practices, sustainability, and critical expert analysis.

The applicant will develop a meeting schedule for CDE review and approval in August with meetings beginning in September. The applicant will prepare an agenda and meeting materials at least five working days prior to each meeting and provide it to the CDE for review and approval. The applicant will convene, organize, and facilitate each meeting virtually. The CDE will be invited to each meeting. The applicant will take meeting notes and provide the notes to the CDE and meeting participants within five working days after each meeting.

###### 5.2 Youth Advisory Board

The applicant will describe in detail how they will convene a Youth Advisory Board comprised of at least eight students from diverse community school sites across the state, representing all regions. Students selected for the Youth Advisory Board will represent various grade levels, cultural backgrounds, learning experiences, including special populations, and students from CCSPP grantees. The applicant will establish an inclusive selection process that prioritizes youth leadership, representation, and engagement. The proposed Youth Advisory Board members will be submitted to the CDE Contract Monitor for review and approval by April 1, with any changes in membership reported annually to the CDE. Upon approval, the applicant will engage with the selected students, providing guidance on their roles and expectations as Youth Advisory Board members. The Youth Advisory Board will meet at least quarterly to provide valuable, student-centered feedback on community school implementation. These meetings shall be virtual. The Youth Advisory Board’s purpose is to offer youth-driven insights on how community school strategies can be improved and adapted to better serve students.

The applicant will co-develop the meeting agenda with the Youth Advisory Board members, encouraging them to identify key discussion topics that reflect their needs and concerns. The agenda will be submitted to the CDE for review and approval at least five working days before each meeting.

To maximize the effectiveness and engagement of the Youth Advisory Board, the applicant will describe how they will provide opportunities for student members to receive training in leadership, communication, and advocacy skills. These resources will equip the Youth Advisory Board members to actively contribute to the discussions, lead certain sessions, and co-design solutions that address both local and regional issues within the community school framework. The applicant will provide the Youth Advisory Board the opportunity to analyze APR data, particularly around topics touching on school climate, student engagement and supports to students. The applicant will also seek opportunities for Youth Advisory Board members to engage with external experts, community leaders, and other advisory boards, ensuring that student voices are integrated into statewide and regional discussions.

Following each meeting, the applicant will document meeting notes and provide them to the CDE and meeting participants within five working days.

###### 5.3 Collaboration with COEs

The applicant must describe in detail how they will collaborate with the CDE to seek input from COEs to support the sustainability of community schools. The applicant must describe how it will help R-TACs and COEs align community schools to the implementation of the educational health-related initiatives (See Task 5.4) in addition to the CCSPP statewide system of support.

The applicant must describe in detail an engagement strategy to facilitate structured input sessions with COEs. This strategy shall outline methodologies such as surveys, focus groups, and advisory meetings to gather comprehensive feedback on aligning TA with the CCSPP statewide system of support and supporting sustainability. The applicant must describe in detail how they plan to leverage R-TACs to engage COEs with sustainability strategies and supports for LEAs.

Dedicated sessions shall be scheduled to ensure that representatives from COEs have the opportunity to contribute. The Contractor will coordinate with the CDE to identify key participants and set up a series of meetings.

The initial engagement strategy shall be developed and submitted to the CDE for review by January 2026. Following approval, input sessions with COEs will meet twice in year one, once in March and another in June. Starting in year two, these meetings shall occur quarterly.

The engagement strategy and subsequent summaries of feedback shall be collected and submitted to the CDE for review and approval at each critical juncture. The initial strategy document is due for CDE review by July 31, 2026 (year 2), with feedback summaries following each input session.

Specific benchmarks will include the number of input sessions conducted, the percentage of COE members participating, and qualitative measures of the feedback's impact on TA alignment with the Statewide System of Support and sustainability. Progress towards these benchmarks will be reported to the CDE during the regular updates (Task 1.1).

###### 5.4 Promote Alignment with Other Education Efforts

The applicant must describe in detail how they will review and collaborate with RTACs and state agency partners to promote alignment and connections with new and existing educational mandates and reforms, such as Universal PreK, Expanded Learning Opportunities Program, Local Control and Accountability Plan (LCAP), universal meal programs, health and mental health supports for pupils and staff, the local control funding formula, and any other available local, state, or federal funds that may facilitate and sustain the community school initiative. The applicant will describe how they will support the R-TACs and County Offices of Education (COEs) to establish county, district, and school steering committees composed of leaders who lead various initiatives to promote alignment among community schools. The applicant will describe how and when they will update the CDE on partnerships and alignment. The CDE will support this alignment by supporting partnerships with CDE divisions working in these areas.

The applicant shall describe how they will develop a comprehensive strategy to align community schools with educational mandates and opportunities by analyzing current and evolving efforts and identifying gaps. Stakeholder engagement should follow, with workshops aimed at sharing insights and best practices among R-TACs, COEs, and LEAs. All materials developed must be submitted to the CDE Contract Monitor a minimum of 14 working days for review and approval prior to use.

The strategy document and collaboration framework will undergo CDE review and approval, with progress updates provided weekly. The applicant will describe how they will continue to monitor the integration of initiatives, effectiveness of workshops, and steering committee activities against established benchmarks (the applicant must provide detail on the benchmarks that will be used), including the implementation of alignment strategies and their impact on community schools.

The applicant must describe how efforts will be ongoing, with regular reviews and adjustments based on feedback from the CDE and stakeholders. An annual review will assess the impact and identify improvement areas, ensuring the initiative remains responsive and effective in enhancing the alignment of educational initiatives within community schools.

##### Initiatives include programs administered by the California Health and Human Service Agency, the Department of Health Care Services, and other state agencies, such as the Children and Youth Behavioral Health Initiative (CYBHI), Local Educational Agency Medi-Cal Billing Option Program (LEA-BOP), and CalHOPE Student Services. Task 6.0: Annual Conference

The applicant must describe in detail their plan to hold an annual conference for community schooling.

###### 6.1 Host Annual, In-Person Conference

The applicant must describe in detail how they will plan and provide an annual, two-day in-person professional development conference for a minimum of 4,000 participants. The purpose of this conference is to promote face-to-face interaction among participants and create a space for the exchange of lessons learned, ideas, and best practices on the implementation of community schools. The conference shall have sessions by and for not only educators, but also students, families, and community partners. The conference shall be organized as a summit, where knowledge and experience from the field will be featured and highlighted, with ample opportunities for processing and discussion throughout the conference, especially around specific issues or emerging challenges in community schools. Professional development sessions shall be based on high-interest topics such as, Innovative Educational Technology Tools, Strategies for Enhancing Student Voice and Leadership, Effective Community and School Partnerships, Addressing Mental Health in Schools, Diversity, Equity, Inclusion Initiatives, Building Resilience in School Communities, Fostering Collaborative Learning Environments and Community Schools Sustainability through Integration with Related Education and Health initiatives. The applicant must describe how they will identify and engage with expert presenters who will present on these topics. All topics, expert presenters and materials used will be reviewed and approved by the CDE.

In-person conference logistics, including location and dates, will be decided in collaboration with the CDE Contract Monitor.

If registration fees are to be collected, the applicant must describe and show in the budget how the registration fees support the conference and offset costs to the state. Any remaining/excess registration fees will be used to deduct the CDE’s payment to the applicant. Registration fees will be based on the cost of the event and used to pay for allowable costs identified in the budget. Registration fees cannot be used to supplement salaries or other costs more than the approved line-item budget. The applicant will be responsible for refunding any unused portion of the registration fee collected, if any, if the event is cancelled or changed to a virtual meeting.

The CDE will also be invited to present and attend the conference. All materials developed must be approved by the CDE prior to use and must meet the requirements of CDE’s ICT Accessibility Requirements.

###### 6.2 Report on the Conference

The applicant must describe in detail how it will create a report of the conference to share with the CDE. The report shall include a summary of sessions offered, participant numbers and make-up (e.g., number of participants by participant type and regional participation, a breakdown of session topics aligned to the Framework, and data on participant feedback). The report shall be delivered to the CDE within 30 working days of the conclusion of the conference.

##### Task 7.0: CCSPP Technical Assistance

The applicant must describe and demonstrate in detail the applicant’s approach to provide technical assistance to the R-TACs, COEs, and support state-wide collective assistance. The applicant also needs to describe in detail how the applicant will maintain and improve technical assistance content and ensure that it is aligned to the Framework and build additional content required to deepen the understanding of the CCSPP.

###### 7.1 Resource Platform

The applicant will describe in detail how they will create and maintain a community schools’ professional resource platform for community school resources and share best practices. The online platform must link to the California Educators Together platform, and, to the extent practicable, leverage the existing CCSPP resources.[[15]](#footnote-15)

All new or amended resources that are submitted shall be vetted by the S-TAC in collaboration with the R-TACs and the Advisory Board (Task 5.1) and will be reviewed and approved by the CDE prior to dissemination or posting. All resources should contain an index that is presented in a clear and organized way resembling a Table of Contents or Frequently Asked Questions format. All materials developed must be ADA compliant, meet the CDE’s ICT Accessibility Requirements, and be submitted for review by the CDE’s WebART team.

An initial resource platform draft/mockup shall be submitted to the CDE Contract Monitor for review no later than March 1, 2026.

The applicant must describe in detail how it will establish a resource vetting process, including participation to ensure quality resources and best practices are being provided to practitioners. The CDE shall be included in the vetting process.

###### 7.2 New Resources

To the extent it deems additional resources to be needed for strong CCSPP implementation, the applicant must describe in detail how it will develop and/or identify additional resources and guides to support CCSPP grantees. Additional resources that are developed and/or submitted to the S-TAC by the R-TACs and advisory board members, and the CDE to be vetted and included on the platform. The tools and guides shall continue to meet the unique needs of community schools. Content shall provide helpful guides to ground the work in the Framework and offer practical ways in which to support community school implementation.

For S-TAC developed resources that are program specific, such as the Capacity Building Strategies or the APR, the applicant will submit drafts to the CDE at least 15 working days for review and approval prior to posting. The CDE may request that some S-TAC created resources be vetted using the vetting process described in Task 7.1.

All other resource materials must be vetted and submitted to the CDE for review and approval and meet the CDE’s Accessibility Requirements.

#### Organizational Structure and Resources

The applicant needs to describe how they propose to organize their resources to complete the tasks and deliverables contained in the Scope of Project. If the applicant is currently serving as an R-TAC, explain how the work for this proposal will not interfere or comingle with work that is currently being provided through the R-TAC contract. The content must demonstrate the applicant’s ability to provide the services set forth in this RFA and must address the following:

##### Services and Activities

Provide a description of the nature of the applicant’s current services and activities. Indicate when the applicant was established; its brief history; and experience to be able to support the work of the S-TAC.’

##### Project Manager

Identify the name of the Project Manager and describe how the proposed Project Manager meets the minimum qualifications stated below. The Scope of Project must describe how the applicant’s Project Manager will effectively coordinate, manage, and monitor the efforts of the assigned staff, including subcontractors and/or consultants, to ensure that all tasks/subtasks, activities, and functions are completed effectively and in a timely manner. The Project Manager identified will be listed as the successful applicant’s Contract Monitor of the contract.

The Project Manager is the applicant’s primary person assigned to oversee the project. The Project Manager must be an employee of the applicant and will act as the liaison between the CDE and all other project staff. The Project Manager is responsible for ensuring completion of all project deliverables, tasks, and subtasks.

The Project Manager must have at a minimum, a Master’s or Doctorate degree in Education, Education Research, or a related area. Additionally, the Project Manager must have three years of recent experience (within the last five years) in managing a project comparable to the size and scope of the services described in this RFA.

The Project Manager must be accessible to the CDE Contract Monitor at all times during normal business hours. In addition to other specified responsibilities, the Project Manager will be responsible for all matters related to the applicant’s project staff/personnel including, but not limited to:

a. Supervising, reviewing, monitoring, training, and directing all project staff/personnel.

b. Overseeing personnel assigned to complete the required work as specified.

c. Maintaining project files.

d. Implementing and maintaining quality control procedures to manage conflicts, ensure product accuracy, identify critical reviews and milestones.

e. Submitting progress reports and invoices in a timely matter.

##### Fiscal Manager

Identify the name of the Fiscal Manager to be employed by the applicant and describe how the proposed Fiscal Manager has the experience to ensure proper budgeting of the contract. Describe the fiscal accounting processes and budgetary controls that will be employed to ensure the responsible use and management of contract funds and accurate invoicing.

The Fiscal Manager is the applicant’s fiscal person responsible for the fiscal oversight and management, invoicing and accounting for this entire project. The Fiscal Manager must be an employee of the applicant.

The Fiscal Manager must possess, at a minimum, a degree in accounting or related field, and have at least three years of recent experience (within the last five years) providing fiscal oversight and management of large complex contracts comparable to the size and scope of the services described in this RFA.

##### Key Personnel

Identify by name and position title all key personnel who will exercise a major management, oversight and/or administrative role (including, but not limited to, attorneys, consultants, and advisors who will exercise a major management, oversight and/or administrative role) on behalf of the applicant or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA: Scope of Project. This includes the Project Manager and Fiscal Manager positions.

Key personnel are defined as those people in conjunction with the Project Manager who will exercise a major management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors and/or independent consultants performing task and activities) or who will have significant responsibility for completing or assisting with the completion of tasks described in this RFA. Key personnel do not include clerical staff.

Key Personnel Qualifications

Describe in detail how the proposed Key Personnel identified above meets the minimum qualifications stated below. Describe the expertise and professional qualifications of all Key Personnel. Key Personnel identified must possess the following qualifications:

i. A Master’s or Doctorate degree in education, education research, or a related area.

ii. A minimum of three years of experience and demonstrated work history conducting the tasks as described in this RFA.

Assigned Key Personnel must be capable of assisting the Project Manager in all aspects of project work.

In the Scope of Project, the applicant needs to identify all Key Personnel proposed for each task by name, job position title, and the specific responsibilities assigned to each individual.

##### Changes to Key Personnel Requirements

The successful applicant cannot change or substitute the assigned Project Manager, Fiscal Manager, Key Personnel (including, subcontractors or independent consultants, if identified as Key Personnel) without the CDE Contract Monitor’s prior approval and formal amendment. The substitute Project Manager, Fiscal Manager, and Key Personnel shall meet or exceed the qualifications and experience level of the previously assigned Project Manager, Fiscal Manager, and Key Personnel.

##### Résumés

Provide current résumés for all Key Personnel (Project Manager, Fiscal Manager, Key Personnel, subcontractors or independent consultants) identified who will exercise a major management and/or administrative role on behalf of the applicant (directing, overseeing and/or coordinating the work of assigned staff, subcontractors and/or independent consultants performing task and activities) or who will have significant responsibility for completing or assisting with the completion of tasks.

Résumés must be provided for the following, including but not limited to, the Project Manager, the Fiscal Manager, any subcontractors or independent consultants, managers, supervisors, and all other Key Personnel identified by the applicant.

To the extent possible, résumés should not include personal information such as social security number, home address, home telephone number, marital status, sex, birth date, etc.

##### Subcontractors

Provide the full legal names of all proposed subcontractors that will be used to perform services. For each subcontractor, include:

a. A clear description of the functions, activities, and responsibilities that will be performed by each subcontractor and/or independent consultants within the Scope of Project by task.

b. A brief explanation as to why the subcontractor or independent consultant was selected including expertise, knowledge, specialty, past experience, etc. If the subcontractor will be doing more than $10,000 of work, describe the bidding process used to select that specific contractor.

c. A résumé for each subcontractor’s Key Personnel and independent consultants. To the extent possible, résumés should not include personal information such as social security number, home address, home telephone number, marital status, sex, birthdate, etc. All subcontractors must conform to all requirements of this RFA.

d. A commitment letter, signed by an official representative of each subcontractor or independent consultant, acknowledging their intended participation/availability and confirmation that they have been made aware of the terms and conditions of the proposed contract. A commitment letter is required for all subcontractors. No cost should be included in the commitment letter.

##### Organization Chart

Include an organization chart showing the hierarchy of Key Personnel working on this project. The organization chart must show the relationship between the applicants’ Project Manager, Fiscal Manager, and all Key Personnel of the applicant’s organization and all other parties (subcontractors and/or independent consultants) that will have primary responsibility for managing, directing, overseeing and/or conducting the work of the project.

Additionally, the organization chart must include for the primary contractor, the job position title and name of Key Personnel, subcontractors and/or independent consultants identified above; as well as the job position title and name of each supervisor who has approval authority over Key Personnel, subcontractors and/or independent consultants and the relationship of the individuals to the applicant, i.e., applicant, applicant’s employee, subcontractor, or subcontractor’s employee. In addition, the subcontractor must identify the supervisor who has approval authority over its Key Personnel.

#### Budget Worksheet and Budget Narrative

The total contract amount must be for all tasks and subtasks specified in the scope of the project, including work performed by subcontractors, independent consultants, and all related labor costs, travel, overhead or indirect costs. No costs, direct or indirect, shall be omitted from the budget. Detailed costs must correlate with the tasks and subtasks set forth in the Scope of Project.

Computations must be calculated to the exact cent (expressed in dollars to two (2) decimal places).

Travel and per diem rates must not exceed those established for the State of California’s non-represented employees, computed in accordance with and allowable pursuant to applicable California Department of Human Resources regulations.

The Budget Worksheet must contain a section that in detail breaks down all costs and rates associated with each task and each subtask set forth in the Scope of Project for the applicant and for each subcontractor by fiscal year or part thereof. All costs by subtask must be detailed for each fiscal year.

At a minimum, the task and subtask detail must include individual line items for the following:

1. Detailed Labor Costs (Object Codes 1000, 2000, and 3000 for benefits)

Detailed labor costs including hourly salary rates and number of labor hours for each job position title/name must be included in the Budget Narrative and Budget Worksheet. The Project Manager, Fiscal Manager, and all other identified Key Personnel must be identified by name and job title, and others by job title only.

1. Detailed Direct Costs

The Budget Narrative and Budget Worksheet must include an itemized detailed description of direct costs to specify what is included for any proposed direct costs and does not include any labor costs.

1. Overhead and Indirect Costs

The Budget Narrative and Budget Worksheet must identify the rate of any indirect cost(s) included. The Budget Narrative and Budget Worksheet must include a detailed narrative description to specify what is included for any indirect costs rates proposed. Indirect costs must not cover costs covered under other costs identified in the budget.

1. Travel Rates

The Budget Narrative and Budget Worksheet must include an acknowledgement that travel and per diem rates will not exceed those established for the State of California’s non-represented employee’s, computed in accordance with and allowable pursuant to applicable California Department of Human Resources regulations.[[16]](#footnote-16)

1. Subcontractor Costs

The Budget Narrative and Budget Worksheet must identify which labor, goods, or services within a task are being provided by a subcontractor. The Budget Narrative and Budget Worksheet must contain a section that in detail breaks down all subcontractor costs for each task and subtask that will be provided by a subcontractor, for each fiscal year covered under this RFA, or part thereof.

For each proposed subcontractor, the Indirect Cost Rate may only be charged on the first $25,000.00 of each subcontract total. This indirect charge may only be applied to each subcontract and cannot be re-applied each fiscal year of the contract.

1. Information Technology Development Costs

The Budget Narrative and Budget Worksheet must identify costs within a task/subtask associated with information technology development. Development costs are defined as one-time costs and are inclusive of analysis, design, programming, data conversion, and implementation of an information technology investment. Development costs are exclusive of continued operating and maintenance costs.

##### Budget Worksheet

A sample Budget Worksheet can be located on the CCSPP State Technical Assistance Center Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccsppstac25rfa.asp>. To obtain a Budget Worksheet template, please email CCSPP@cde.ca.gov. Applicants shall:

* Create a proposed budget aligned to the purpose and goals of the CCSPP.
* 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 program(s).
* Plan and budget for the costs of all tasks/subtasks and activities to the penny without rounding errors.

##### Budget Narrative

Each applicant must submit a Budget Narrative that explains all expenditures under each object code, broken down by task. The Budget Narrative should be written in multiple sections: first by fiscal year, then by tasks/subtasks for each fiscal year. The Budget Narrative must contain a section that summarizes all costs for the total project, including all tasks identified in the Scope of Project for all fiscal years or parts thereof, and including a total for each fiscal year. The summary of all costs for the total project should clearly identify each subcontractor and the cost for each subcontract. The Budget Narrative must provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (subcontractor) to provide CCSPP services. Subcontractor costs include, but not limited to, subcontractors, and independent consultants. The tasks in the Budget must coincide with the tasks set forth in the Scope of Project.

##### Staffing Labor Hours by Task and Subtask

For each individual and job position, include the base hourly/salary rate of the individual/job position and break down the cost by the specific task and subtask for each individual/job position that will perform services for each task and subtask contained in the Scope of Project. The hours/costs specified in the Budget must correlate with the hours contained in the Budget Narrative.

##### Subcontractor Labor Hours by Task and Subtask

For each subcontractor identify each individual and job position title, include the specific tasks and subtasks each individual/job position title that will perform services, and the specific number of labor hours the individual/job position title will devote to each task and subtask contained in the Scope of Project. The hours/costs specified in the Budget must correlate with the hours contained in the Budget Narrative.

In the event that a specific subcontractor does not perform a task by hours (for example a printer) but rather they charge by the job, then the applicant may list “0” hours and make a notation to that effect without including any costs.

For example:

“Printer company name\*: Task 2, 0 hours

\*Printer will not charge hourly, but by print job.”

#### Cover Sheet

**California Community Schools Partnership Program:
State Technical Assistance Center**

**Request for Applications**

Please complete the following for the local educational agency (LEA) applicant and subcontractors:

**LEA:** Enter LEA Name

**LEA’s Mailing Address:**

Enter Address

Enter City, CA Enter Zip Code

**LEA’s County-District-School Code:** Enter CDS Code

**Primary Contact:**

 **Name:** Enter Primary Contact Name

 **Title:** Enter Primary Contact Title

 **Phone:** Enter Primary Contact Phone

 **Email:** Enter Primary Contact Email

**Secondary Contact:**

 **Name:** Enter Secondary Contact Name

 **Title:** Enter Secondary Contact Title

 **Phone:** Enter Secondary Contact Phone

 **Email:** Enter Secondary Contact Email

**List Partner Organization(s)/Subcontractors:** Enter Partner Organization List

I support this application for a California Community Schools Partnership Program (CCSPP) State Technical Assistance Center (S-TAC) contract. I assure that the LEA or consortium of LEAs applying for the CCSPP S-TAC contract will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *Education Code* Sections 8900–8902 along with the requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I agree that my electronic signature is the legal equivalent of my manual signature on this Form.

Add pages and/or signature lines as needed to ensure each LEA and Partner Organization listed above has signed this form. Sign and date below.

**LEA Name:** Enter LEA Name

Enter LEA Superintendent or Designee Name as e-Signature and Date

E-Signature of LEA Superintendent or Designee Date

**Subcontractor 1 Name:** Enter Subcontractor 1 Name

Enter Subcontractor 1 Executive Officer Name as e-Signature and Date

E-Signature of Partner Organization Executive Officer or Designee Date

**Subcontractor 2 Name:** Enter Subcontractor 2 Name

Enter Subcontractor 2 Executive Officer Name as e-Signature and Date

E-Signature of Subcontractor Executive Officer or Designee Date

**Subcontractor 3 Name:** Enter Subcontractor 3 Name

Enter Subcontractor 3 Executive Officer Name as e-Signature and Date

E-Signature of Subcontractor 3 Executive Officer or Designee Date

**Subcontractor 4 Name:** Enter Subcontractor 4 Name

Enter Subcontractor 4 Executive Officer Name as e-Signature and Date

E-Signature of Subcontractor 4 Executive Officer or Designee

**Subcontractor 5 Name:** Enter Subcontractor 5 Name

Enter Subcontractor 5 Executive Officer Name as e-Signature and Date

E-Signature of Subcontractor 5 Executive Officer or Designee Date

**Subcontractor 6 Name:** Enter Subcontractor 6 Name

Enter Subcontractor 6 Executive Officer Name as e-Signature and Date

E-Signature of Subcontractor 6 Executive Officer or Designee Date

## Appendix A: Application Submission Checklist

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

* Email application contents to CCSPP@cde.ca.gov:
	+ Cover Sheet, including the superintendent’s (or designee’s) signature of the applying local educational agency (LEA) and signatures for each Partner Organization (.pdf file)
	+ Scope of Project (.pdf file)
	+ Organizational Structure and Resources (.pdf file)
	+ Budget Worksheet (.xlsx file)

A sample Budget Worksheet can be located on the CCSPP State Technical Assistance Center Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccsppstac25rfa.asp>.

To obtain a Budget Worksheet template, please email CCSPP@cde.ca.gov.

* + Budget Narrative (.pdf file)
	+ Appendix (Optional): Letters of commitment from major partners may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead (.pdf file)

## Appendix B: Scoring Rubric

### Scope of Project (70 points)

| OUTSTANDING/EXCEEDS EXPECTATIONS (55–70 points) | STRONG/MEETS EXPECTATIONS(40–54 points) | GOOD/APPROACHES EXPECTATIONS(20–39 points) | MINIMAL/DOES NOT MEET EXPECTATIONS (0–19 points) |
| --- | --- | --- | --- |
| The description is very clear, extremely detailed, and demonstrates how the applicant will meet and excel with the minimum expectations identified within the Scope of Project for all of the following tasks:* Communications
* Community of Practice
* Progress Reporting/Data
* Capacity Building Strategies
* Alignment and Sustainability
* Annual Conference
* CCSPP Technical Assistance
 | The description is relevant, detailed, and demonstrates how the applicant will meet the minimum expectations, with fidelity, that are identified within the Scope of Project for all of the following tasks:* Communications
* Community of Practice
* Progress Reporting/Data
* Capacity Building Strategies
* Alignment and Sustainability
* Annual Conference
* CCSPP Technical Assistance
 | The description adequately demonstrates how the applicant will meet the minimum expectations identified within the Scope of Project for most of the following tasks:* Communications
* Community of Practice
* Progress Reporting/Data
* Capacity Building Strategies
* Alignment and Sustainability
* Annual Conference
* CCSPP Technical Assistance
 | The description partially or minimally demonstrates how the applicant may meet the minimum expectations identified within the Scope of Project for some of the following tasks:* Communications
* Community of Practice
* Progress Reporting/Data
* Capacity Building Strategies
* Alignment and Sustainability
* Annual Conference
* CCSPP Technical Assistance
 |

### Organizational Structure and Resources (50 points)

| OUTSTANDING/EXCEEDS EXPECTATIONS (38–50 points) | STRONG/MEETS EXPECTATIONS(25–37 points) | GOOD/APPROACHES EXPECTATIONS(15–24 points) | MINIMAL/DOES NOT MEET EXPECTATIONS (0–14 points) |
| --- | --- | --- | --- |
| The description is very clear, extremely detailed, and demonstrates how the applicant is prepared to address the minimum expectations identified within the Scope of Project for all of the following topics:* Current Services and Activities
* Project Manager
* Fiscal Manager
* Key Personnel
* Résumés
* Subcontractors
* Organization Chart
 | The description is relevant, detailed, and demonstrates how the applicant is prepared to address the minimum expectations identified within the Scope of Project for all of the following topics:* Current Services and Activities
* Project Manager
* Fiscal Manager
* Key Personnel
* Résumés
* Subcontractors
* Organization Chart
 | The description adequately demonstrates how the applicant may be able to meet the expectations identified within the Scope of Project for most of the following topics:* Current Services and Activities
* Project Manager
* Fiscal Manager
* Key Personnel
* Résumés
* Subcontractors
* Organization Chart
 | The description partially or minimally demonstrates how the applicant could meet the minimum expectations identified within the Scope of Project for some of the following topics:* Current Services and Activities
* Project Manager
* Fiscal Manager
* Key Personnel
* Résumés
* Subcontractors
* Organization Chart
 |

### Budget Worksheet (20 points)

| OUTSTANDING/EXCEEDS EXPECTATIONS (15-20 points) | STRONG/MEETS EXPECTATIONS(10-14 points) | GOOD/APPROACHES EXPECTATIONS(5-9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS (0-4 points) |
| --- | --- | --- | --- |
| The Budget Worksheet clearly details all costs for the total project by fiscal year aligned with the tasks outlined in the Scope of Project. The Budget Worksheet also includes a summary of costs by fiscal year and object code. For each fiscal year, each Object Code contains separate line items for each cost, and costs are aligned to each task. The Budget Worksheet does not include rounding errors and totals to the penny using two decimal places. | The Budget Worksheet details all costs for the total project by fiscal year aligned with the tasks outlined in the Scope of Project. The Budget Worksheet also includes a summary of costs by fiscal year and object code. For each fiscal year, each Object Code contains separate line items for each cost, and costs are aligned to each task. The Budget Worksheet may include minimal rounding errors using two decimal places. | The Budget Worksheet details most costs for the total project by fiscal year aligned with the tasks outlined in the Scope of Project. The Budget Worksheet also includes a summary of costs by fiscal year and object code. For each fiscal year, each Object Code may contain separate line items for each cost, and costs may be aligned to each task. The Budget Worksheet may include rounding errors and may use more than two decimal places. | The Budget Worksheet details some costs for the total project by fiscal year. Costs may be aligned with the tasks outlined in the Scope of Project. The Budget Worksheet may include a summary of costs by fiscal year and object code. For each fiscal year, each Object Code may contain separate line items for each cost, and some costs are aligned to each task. The Budget Worksheet may include rounding errors and does not total to the penny exceeding two decimal places. |

### Budget Narrative (20 points)

| OUTSTANDING/EXCEEDS EXPECTATIONS (15-20 points) | STRONG/MEETS EXPECTATIONS(10-14 points) | GOOD/APPROACHES EXPECTATIONS(5-9 points) | MINIMAL/DOES NOT MEET EXPECTATIONS (0-4 points) |
| --- | --- | --- | --- |
| The Budget Narrative clearly summarizes and justifies all costs for the project, including all tasks identified in the Scope of Project separately for all fiscal years and includes a total for each fiscal year. The summary of all costs for the total project clearly identifies each subcontractor and the cost breakdown for each subcontract. Costs are clearly broken down by the base rate for all tasks and calculations are clear and accurate. The tasks in the Budget Narrative coincides with the tasks set forth in the Scope of Project. | The Budget Narrative summarizes and justifies most costs for the project, including all tasks identified in the Scope of Project separately for all fiscal years and includes a total for each fiscal year. The summary of costs for the project identifies each subcontractor and the cost breakdown for each subcontract. The base rate is included for all tasks, but calculations may not be clear/accurate. The tasks in the Budget Narrative coincides with the tasks set forth in the Scope of Project. | The Budget Narrative summarizes and justifies some costs for the project, including tasks identified in the Scope of Project for all fiscal years and may include a total for each fiscal year. The summary of all costs for the total project identifies each subcontractor and may show the cost breakdown for each subcontract. The base rate is not clearly detailed for all tasks. The tasks in the Budget Narrative may coincide with the tasks set forth in the Scope of Project. | The Budget Narrative does not clearly summarize the costs for the project and does not include all the tasks identified in the Scope of Project. The summary of costs for the total project does not identify each subcontractor and the cost breakdown for each subcontract is unclear. The base rate is not calculated for each task. The tasks in the Budget Narrative does not coincide with the tasks set forth in the Scope of Project. |

## Appendix C: 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.

**Community School—**A public school serving preschool, 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 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—**Two or more local educational agencies, or one or more local educational agencies and one or more cooperating agencies.

**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.

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

**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 that meets any of the following:
	1. Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils.
	2. The local educational agency has higher than state average dropout rates.
	3. The local educational agency has higher than state average rates of suspension and expulsion.
	4. The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.
		+ 1. A school that is not within a local educational agency that satisfies any of the criteria in paragraph 1 (above), but the school demonstrates two or more of the criteria in paragraph 1, and the school demonstrates other factors that warrant the school’s consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.
			2. A local educational agency or consortium, on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.
			3. A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a qualifying entity.
			4. 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.
			5. 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.

**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 the following:

1. Health care, including all 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 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 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 multi-indicator data collection and evaluation.

## Appendix D: 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 LEA’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. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **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.
<http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx>. [↑](#footnote-ref-1)
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-2)
3. . Senate Bill 820, Chapter 110: <http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820> [↑](#footnote-ref-3)
4. . California Community Schools Partnership Act. <https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC> [↑](#footnote-ref-4)
5. . The Framework can be found on the CDE’s CCSPP web page, <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>. [↑](#footnote-ref-5)
6. . See the January 2022 SBE’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)
7. 7. See the January 2022 SBE’s Agenda, Agenda Item 02. <https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp>. [↑](#footnote-ref-7)
8. . The California School Dashboard provides parents and educators with information on school and district progress so they can participate in decisions to improve student learning. The California School Dashboard can be found on the following web page, <https://www.caschooldashboard.org/>. [↑](#footnote-ref-8)
9. . The Capacity Building Strategies was developed in a previous contract and can be found on the following web page, <https://scs.gseis.ucla.edu/resources/ccs-capacity-building-strategies-a-developmental-rubric/> [↑](#footnote-ref-9)
10. . To view the California Department of Human Resources Travel Reimbursements visit, <https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. [↑](#footnote-ref-10)
11. . 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-11)
12. . The 2024 School Site APR can found using this following link, <https://docs.google.com/document/d/1v5URjOXkO8_NxGGzhdPaVwSH99_aJiXV6McdRClZfUE/edit> [↑](#footnote-ref-12)
13. . The 2024 LEA APR can found using this following link, <https://docs.google.com/document/d/1qpEpDh5efuj37OT9KmtrgHRvYdg4YLJ6M5QPPZCrmnM/edit> [↑](#footnote-ref-13)
14. . The Capacity Building Strategies was developed in a previous contract and can be found on the following web page, <https://scs.gseis.ucla.edu/resources/ccs-capacity-building-strategies-a-developmental-rubric/> [↑](#footnote-ref-14)
15. . The California Educators Together platform can be found on the following website, <https://www.caeducatorstogether.org/>. [↑](#footnote-ref-15)
16. . To view the California Department of Human Resources Travel Reimbursements visit, <https://www.calhr.ca.gov/employees/pages/travel-reimbursements.aspx>. [↑](#footnote-ref-16)