



California State Board of Education November 2021 Agenda Item #17

Subject

The California Community Schools Partnership Program proposed application process and administration plan.

Type of Action

Action, Information.

Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the California Community Schools Partnership Program (CCSPP) proposed application process and administration plan.

Per statute, on or before November 15, 2021, the Superintendent, with the approval of the state board, shall update as necessary, the application process and administration plan for the selection of grant recipients under the program. After November 15, 2021, the Superintendent shall update the state board on an annual basis regarding the administration of this chapter and present to the state board any proposed changes to the application process and administration plan.

Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the CCSPP proposed application process and administration plan.

Overview

The CCSPP was established in 2020 with the first round of grants awarded in spring of 2021—\$45 million in funding to existing community school initiatives. This year's allocation (approximately \$2.8 billion) significantly broadens the reach and scope of the program—now making grants available for both new and existing community school initiatives and adding a technical assistance component.

Accordingly, statute allows for and encourages an iterative process for building an effective program—including requiring development of an 'application process and administrative plan' by CDE with Board approval.

Below is a brief history of the CCSPP including actions taken by the CDE to develop the 2021 CCSPP, to date. Chief among these actions is the development and launch of a robust partner and community input and feedback process to ensure program effectiveness.

The proposed application process and administration plan follow, including a timeline for the application process for the three grant types as well as contracts for regional technical assistance centers (TACs). This timeline reflects a combination of both proposed and time periods set in statute.

The plan also includes a proposed partner and community engagement process to inform the further development of the 2021 CCSPP, including establishing:

- A framework to ensure school transformation and address student, family and school needs raised by the pandemic.
- A continuous improvement and evaluation approach that supports the aspirations of the above framework.
- A technical assistance framework and infrastructure that can support the aspirations of the above framework.

- A grant allocation strategy that ensures grant levels sufficient to support the development of successful initiatives while also achieving the reach that the current allocation promises.
- An application process that does not exclude small and rural districts and considers the burdens on local educational agencies (LEAs) in general in responding to the pandemic.

Brief History of Key Issues

2020 California Community Schools Partnership Program

On October 30, 2020, the CCSPP Request for Applications (RFA) was released (<https://www.cde.ca.gov/fg/fo/profile.asp?id=5577>). The 2020 CCSPP was established to expand and sustain existing single, or a network of, community schools, to:

- Coordinate and provide health, mental health, and pupil support services to pupils and families at community schools, and
- Provide training and support to LEA personnel to help develop best practices for integrating pupil supports.

The CDE reached out to content experts during the RFA development process to ensure alignment with community school best practices. These partners continue to support community schools in California and the CDE through their work with the team at WestEd.

The CDE received 102 applications requesting a total of \$167.5 million. After a competitive scoring process the CDE awarded grants to 20 LEAs serving over 150 community school sites. These grants were awarded to existing community school programs across the state and were given positive considerations for those LEAs with 80 percent or higher free or reduced-price lunch demographics.

The 2020 CCSPP legislation permitted the CDE to withhold 1 percent of funding (\$450,000) to contract with a technical assistance provider and help the CDE with a legislative report, due on December 31, 2025. The CDE is contracting with WestEd to provide four technical assistance webinars, the first was on September 9, 2021, and develop the foundation of a Community School toolkit, which the CDE plans to expand in the future.

2021 California Community Schools Partnership Program

This year, the California Legislature allocated \$2,836,660,000 for the CCSPP to establish new, and expand existing, community schools. The legislation establishes three different grant opportunities and regional TACs starting in the 2021–22 program year through the 2027–28 program year, as follows:

- Planning Grants (at least 10 percent of total funding = \$269,482,700) for the 2021–22 and 2022–23 program years. Grants are up to \$200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years.
- Implementation Grants (up to 70 percent of total funding = \$1,886,378,900), annual grants up to \$500,000 per qualifying entity for new, expanded or continuing community schools, with a matching requirement of one-third. New community schools must receive funds for five years.
- Coordination Grants (at least 20 percent of total funding = \$538,965,400) for the 2024–25 through 2027–28 program years, grants are up to \$100,000 annually per community school with a one-to-one matching funds requirement.
- Up to \$141,833,000 is allocated to contract with LEAs to create a minimum of five regional TACs.

The most recent CCSPP legislation significantly increases the timeframe and funding for the program. While the 2020 program was relatively small (20 grants were awarded), the new initiative is intended, over the next seven years, to reach all of the schools in the state with more than 80 percent of students living in poverty (more than 3,000 schools) through networks of schools supported and/or coordinated by districts or county offices of education (COEs) and to do so in ways that transform all the elements of the school for supporting student learning and care.

The 2021 CCSPP legislation also significantly broadens the framework and the scope of work grantees will be expected to plan for and implement, including:

- A focus on the four pillars that go beyond adding wraparound services (e.g., health, mental health, social services) to the expanded and enriched learning time, community and family engagement, and collaboration as a framework for all of the school's operations.

- An operationalization that introduces the LEA (district or county) as a key supporter and organizer of resources, rather than each school trying to coordinate all of those elements on its own.

To support the increased complexity of what is expected for implementation, the expanded 2021 CCSPP provides for building a new technical assistance framework and infrastructure.

Enhancements to the CCSPP Program also include a more pronounced emphasis on student, family, and community engagement. This emphasis on community engagement is reflected in the significant level of interest from the community at large. Accordingly, The CDE has been meeting with many interested parties such as LEAs, COEs, community-based organizations (CBOs), advocacy groups, labor groups and educational researchers to ensure the CCSPP is of high-quality and will meet the needs of community school efforts across the state.

The CDE hosted a virtual input session on September 17, 2021. Participants included LEAs, COEs, CBOs, advocacy groups, labor groups and educational researchers. Initial input from these interested partners regarding concerns and aspirations for the new CCSPP initiative include:

- Ensuring that California's community schools approach is a school transformation strategy.
- Ensuring a school transformation strategy by conducting a framework building process that has broad partner and community input.
- Making sure the program is carefully crafted and the timeline is not rushed.
- Ensuring there is robust partner and community input and feedback across the life of program development.
- Emphasizing the critical importance of the technical assistance and the need to carefully craft the content and infrastructure of that system.
- Interest in establishing a statewide steering committee.
- Consideration of rural/small districts and their ability to compete against the larger, higher profile districts for grants.

The CDE recognizes the validity of these aspirations and concerns and has incorporated them into the Application and Administration Plan below.

The CDE will continue to convene and gather input from interested partners—including but not limited to LEAs (including students, families, teachers, and leaders), COEs, CBOs, advocacy groups, labor groups, and educational researchers—throughout the program years to ensure there is a continuous improvement process in place related to lessons learned, feedback from the field, and sharing of best practices.

Proposed Administration Plan

The CDE plans to have four separate RFAs, one for each funding opportunity: Planning Grants, Implementation Grants, Coordination Grants, and the TAC Contracts. The CDE plans to publish the Regional TAC RFA in the winter of 2022, followed quickly by the RFAs for the first round of Planning and Implementation Grants in the spring of 2022. Coordination Grants will be available in 2024–25 to help grantees begin to step down from grant support toward sustainability.

The administration of the CCSPP will begin in the fall of 2021 with interested partner input and feedback opportunities to ensure the 2021 CCSPP is responsive and effective and to develop a California Community Schools Framework. This engagement process will inform the development of the RFAs for planning, implementation, and coordination grants, as well as the RFA for the Regional TACs. The interested partner feedback opportunities will continue through the life of the CCSPP Grant Program.

The CDE will begin information and outreach activities in fall of 2021 to increase general awareness of the 2021 CCSPP; build interest and understanding of a comprehensive and transformative community schools approach; and encourage LEAs to begin application planning for both grants and regional TAC contracts.

Grant Request for Applications Schedule

NOTE: The timeline elements established in statute are noted as such. Other timelines not indicated as established in statute are proposed.

Effort is being made to align grant award announcements in time for LEAs to incorporate into their 2022–23 budgets.

- Regional TAC RFA: winter 2021–22.
 - Regional TAC Contract funding summer/fall 2022
- Planning Grant RFA: winter/spring 2022 and winter 2022–23. (per statute Planning Grants are for the 2021-22 and 2022-23 school years)
 - Planning Grant funding: summer 2022 and summer 2023
- Implementation Grant RFA: winter/spring 2022 and winter/spring 2023

- Implementation Grant funding: summer 2022 and summer 2023
- Coordination Grant RFA: beginning in 2024–25, and going through 2027-28. (per statute)
 - Coordination Grant funding beginning 2024–25

A proposed CCSPP Grant Calendar is attached (Attachment 1). This calendar provides estimated overall allocations per grant type over the seven years of the program.

Partner Engagement and Framework Development

Forums and other outreach efforts to gather input and feedback from education and community partners in order to develop a California Community Schools Framework and inform CDE's CCSPP implementation will be conducted from November 2021 through February 2022. This multi-faceted process will include:

Listening and Learning Tours: The State Superintendent of Public Instruction (SSPI) and the CDE implementation team will visit four community school sites during the month of November. The SSPI will visit a school in the Bay Area, one in Los Angeles area, one in the Central Valley and one in Northern California.

Meetings with District Leadership: The SSPI will meet with district leaders from districts who were awarded 2020 Implementation grants to be able to understand positive outcomes, challenges and implementation strategies from practitioners who have been responsible for implementing community school models across the state.

Regional Forums: In addition to site visits and meetings with district leadership, the SSPI will host a series of regional forums on community schools. These facilitated sessions will offer an opportunity for the CDE team to gather input from partners in different regions throughout the state to ensure that our processes take in account the diversity of needs and realities school communities face in reaching their equity goals in different regions of the state.

Office Hours for Feedback and Engagement: There is incredibly strong interest in community schools across many sectors and interest groups. As such, there is no way for the SSPI to meet with all interested parties. The SSPI's Community Schools Team will offer four to six hours of office hours each week to ensure many diverse voices are heard in this process. The CDE will publish these office hours and use this time to meet with advocacy groups, community organizations, students and practitioners from across the state.

Framework Convenings: The SSPI will hold five large convenings of the entire range of education and community partners to specifically solicit input on building a Framework that will define California's Community Schools Transformation Model. The convenings will be held monthly (the first was held September 17) with the goal of gaining insight and feedback on framework principles and practices that will guide the implementation of all aspects of the CCSPP.

Input from interested partners will help inform and shape the CCSPP development in the following areas, not fully detailed in statute:

- **Framework:** In statute, community schools are defined as schools implementing the 'four pillars' including: integrated student supports, family and community engagement, enriched and expanded learning, and collaborative leadership. The Framework will provide further detail on how these four elements support improved student outcomes and, in the current context, help address the negative impacts of learning disruption due to the pandemic. The Framework will also help describe the relative roles and responsibilities of schools, LEAs, COEs, local government agencies, and the state in community schools planning, implementation, and sustainability. Finally, the Framework will help inform development of the RFAs—including accountability measures and other requirements.
- **Technical Assistant content and infrastructure:** The Framework will inform the breadth and depth of technical assistance that will be provided through the regional center infrastructure to be developed through the TAC RFA process. CDE will also be reaching out to LEAs, especially 2020 CCSPP grantees, to more fully understand the technical assistance needs, including challenges in utilizing the multiple funding streams currently in play (e.g., mental health, extended learning) and ongoing sustainability issues. (See Regional TAC Contracts below.)
- **Continuous improvement and evaluation of community schools:** The new framework will include a careful consideration of how and what data is used to develop and conduct needs assessments and to measure and assess progress as well as outcomes—including a balance between data that describes whether conditions for learning or learning opportunities are in place and accessible and data that describes whether desired outcomes are achieved. These considerations will be reflected in the accountability measures grantees are required to report on and ultimately how the CCSPP will be evaluated. Likewise, the technical assistance framework will include capacity building for LEAs regarding: engaging the school community in the development of overarching goals and indicators of progress and impact turning data into information that can be used to plan for and assess the effectiveness of community school strategies;

and using data to drive continuous improvement will be included in the technical assistance provided through the regional centers.

- **Grant allocation formula:** Statute sets out the three grant types and related funding floors and ceilings. The CDE will gather input and feedback (including from current CCSPP grantees) to ensure that grants are both adequate and appropriate and to support development of networks. Factors that will be considered include: student and family need, school size, stage of community school implementation, and level of LEA infrastructure. Grant allocations will also consider that statute requires all planning grantees have access to subsequent implementation grants, for a period of at least five years.
- **Application process:** The CDE will gather input and feedback to ensure the application process is responsive to student needs and meets the expectations of high-functioning community schools. The process will be designed to ensure that: small and rural LEAs or LEAs experiencing significant pressures on resources are not excluded; and application requirements are not overly onerous to LEAs in general given the context of returning to in-person learning and contending with the ongoing pandemic. Application timelines will ensure adequate time for LEAs and their community partners to respond. The CDE will conduct outreach to ensure that LEAs and their community partners are aware of RFA releases and application deadlines. The CDE will conduct webinars and provide guidance documents to assist in the application development process.
- **The CCSPP Advisory Council:** In 2022 the SSPI will name an Advisory Council representing education and community partners from all of the diverse regions of the state. The purpose of the CCSPP Advisory Council is to provide input to the SSPI on all aspects of CCSPP implementation. The Council will meet monthly during the academic year and will advise the Superintendent on CCSPP issues under his purview as well as necessary advocacy positions the CDE may need to engage relative to policy and budget at both the state and federal level.

Regional Technical Assistance Centers Contracts

The CDE will publish one RFA for the CCSPP Regional TAC Contracts in the winter of 2021–22. Legislation states that the CDE must fund a minimum of five TACs. The CDE will explore the effectiveness of other regional and statewide school improvement systems to incorporate lessons learned in designing and building the new technical assistance framework and infrastructure. The Regional TACs will be able to renew their contract annually as long as all provisions and requirements of the contract are successfully met. There is \$141,833,000 set aside for the CCSPP TACs for seven years.

The scope, content, and necessary capacities to provide technical assistance will be determined by findings from the partner and community input process and the Framework developed (January 2022) and reflected in the TAC RFA requirements and priorities. CDE will set the TAC application due date to ensure applicants have sufficient time to develop consortiums that can well fulfill the requirements articulated in the RFA.

The timeline for technical assistance is not established in statute, but development of the technical assistance content and planning for building out the infrastructure must start immediately to ensure that the first rounds of planning and implementation grantees have access to technical assistance at the start of grant periods for fall semester 2022. The TAC RFA will be designed to ensure a highly competitive process and to incentivize the development of partner consortia to meet the breadth of technical assistance expertise required to effectively support local community school initiative development to both achieve school transformation and meet the significant needs presented by the pandemic.

The CDE will closely monitor the Regional TAC Contracts. The Regional TACs will be responsible for providing technical assistance to all community schools in their region, monitor grantees progress towards goals, and ensure fiscal responsibility. Per statute, applications should be focused on sharing best practices and assisting both prospective applicants and grant recipients with tasks, including, but not limited to, all of 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

The Regional TACs will be collecting annual reporting from regional grantees according to the RFAs in order to support the CDE in development of the two required legislative reports due December 31, 2025, and December 31, 2027.

Regional Technical Assistance Centers Eligibility Requirements

Per statute, contracts will be awarded to LEAs, who may work with universities or nonprofit service providers, demonstrating the capacity to provide:

- Technical assistance
- Curriculum and professional development
- CCSPP monitoring, documentation, and reporting services to all CCSPP grant recipients within the designated region

LEAs applying must have a community school department/office in place to execute the elements of the CCSPP TAC contract including but not limited to:

- Outreach and technical assistance to potential applicants as needed before or after awarding a contract under the program
- Development of community school resources, sharing of best practices, and data collection

Regional Technical Assistance Centers Expected Outcomes

Per statute, each contracted LEA will be required to assist prospective applicants and grant recipients with (with guidance and assistance from CDE):

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

Planning, Implementation, and Coordination Grants

Per statute, all three grant types share the same grant eligibility requirements, competitive priorities, and accountability measures. As described above, the CDE will engage in an input and learning process in November and December 2021 to more fully develop the application process and RFA details, including: establishing grants amounts, priorities and requirements, and the respective accountability processes and measures for each of the grant types.

Grant Eligibility Requirements

Per statute, eligibility requirements are the same for all three grant types including: planning, implementation, and coordination grants.

Per statute, 'qualifying entities' are defined as follows:

An LEA (School District, Charter School, or COE) that meets **any** of the following:

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

In addition to the above, the following are also eligible to apply:

- A school that is not within an LEA that satisfies any of the criteria in above, **but** the school demonstrates two or more of the criteria set out for LEAs above, 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.
- An LEA or consortium, on behalf of one or more schools that are qualifying entities within the LEA or consortium.
- A county behavioral health agency that will operate the program in partnership with at least one LEA that is a qualifying entity.

- 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 LEA that is a qualifying entity.
- A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one LEA that is a qualifying entity.

Grant Competitive Priorities

Per statute, competitive priorities are also the same for all three grant types including: planning, implementation, and coordination grants. The application scoring processes will include consideration of the following seven competitive priorities, not listed in any specific order of importance:

1. Applicants serving pupils in high-poverty schools in which at least 80 percent of the pupil population are eligible for free and reduced-price meals.
2. Applicants with a demonstrated need for expanded access to integrated services, including those impacted by the COVID-19 pandemic.
3. Applicants who involve pupils, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of pupils and families, and in the planning of support services to be offered.
4. Applicants who commit to providing trauma-informed health, mental health, and social services for pupils within a multitiered system of support at or near the school site, and partner with other schools, school districts, county agencies, or nongovernmental organizations.
5. Applicants who commit to providing early care and education services for children from birth to five years of age, inclusive, through one or more LEAs or CBOs.
6. Applicants who identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, and for integrating or redirecting existing resources and other school support services.
7. Applicants who identify a plan to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities Program, and reimbursable

mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Section 1396d[a][4][B]).

These competitive priorities are subject to an application meeting all requirements outlined in the 2021–22 CCSPP RFA.

Accountability

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

School-Level Outcome Measures

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

Program Outcome Measures

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

An assessment of programmatic impact should reflect the community school's or schools' strategic implementation priorities as determined by the community school leadership team(s) (a collaborative body of educators, administrators, families, students, community and civic partners) and designed to be able to measure progress from baseline assessment data of student outcomes, as well as input measures that assess availability and access to learning supports and opportunities, such as: health, mental

health and social services; as well as extended learning and summer school and in-school supports for learning enrichment and recovery; and engagement in social-emotional learning and restorative practices. The baseline assessments will help applicants and grantees develop and improve community school implementation plans and track progress.

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

- Effectively and meaningfully engage students, teachers, families, and community partners;
- Establish and expand partnerships, supports, and services that intentionally address locally defined needs;
- Expand student-centered teaching practices and enrichment opportunities during and out of school time;
- Demonstrate collaborative leadership practices (inclusive of students, families, teachers, site administrators, and community partners); and
- Develop the systems and practices necessary to maintain the positive outcomes of the CCSPP.

Program Deliverables

Per statute, grantees must meet program deliverables. Listed below are the deliverables (including student outcome and program progress data as described above):

- End-of-Project Report
 - Student and school data
 - School response to student and family needs
 - Student and school outcome data
- End-of-Project Expenditure Report

The CDE will expect recipients of funds to participate in the annual collection of data to support annual formal assessment of the program.

Planning Grants

The CDE plans to publish two Planning Grant RFAs, the first RFA will be released in the winter/early spring of 2022 to cover the 2021–22 and 2022–23 fiscal years. The second

RFA will be released in the fall of 2022 for the 2022–23 and 2023–24 fiscal years. Statute requires that the first round of planning grants be awarded in 2021–22. Statute also requires that all planning grantees are provided subsequent implementation grants for a period of at least five years.

Per statute, grant funding may be used for any of the following purposes:

- Staffing costs for a community school coordinator
- Conducting a comprehensive school and community needs and asset assessment
- Grant application support, service billing development, and other administrative costs necessary to launch a community school model at scale
- Partnership development and coordination support between the grantee and cooperating agencies
- Providing training and support to LEA and cooperating agency personnel to develop best practices for integrating pupil supports
- Preparing a community school implementation plan for submission to the governing board or body of the LEA and to the CDE

Implementation Grants

The CDE will publish the Implementation Grant RFA in winter/early spring of 2022. The number of Implementation grants awarded in the first round will be limited to ensure that there is sufficient funding to award new community schools with Planning grants, as well as subsequent Implementation Grant for five years, per statute. The first round of Implementation funds will be distributed in the summer 2022. The second CCSP Implementation Grant RFA will be published in spring 2023, which will be in line for the round 2 Planning Grant Awardees to apply for an Implementation Grant.

Per statute, grant funding may be used for any of the following purposes:

- Staffing costs for a community school coordinator
- Conducting a comprehensive school and community needs and asset assessment

- Grant application support, service billing development, and other administrative costs necessary to launch a community school model at scale
- Partnership development and coordination support between the grantee and cooperating agencies
- Providing training and support to LEA and cooperating agency personnel to develop best practices for integrating pupil supports
- Preparing a community school implementation plan for submission to the governing board or body of the LEA and to the CDE

Coordination Grants

According to legislation, the Coordination grants do not begin until the 2024–25 fiscal year. The CDE plans to publish the first Coordination Grant RFA in the winter/early spring of 2024.

At least 20 percent of the CCSPP funds shall be available for coordination grants to qualifying entities of up to \$100,000 annually per site of an existing community school, and shall be allocated, beginning with the 2024–25 fiscal year, through the 2027–28 fiscal year.

Coordination grant funding will supplement, not supplant, existing services and funds, and will be used for ongoing coordination of services, management of the community school, and ongoing data collection and program evaluations.

All Coordination grants awarded will be matched by the participating qualifying entity or its cooperating agencies with a local match equal to one dollar (\$1) for each dollar (\$1) of coordination grant funding received. The match will be contributed in cash or as services or resources of comparable value, as determined by the department.

Summary of Previous State Board of Education Discussion and Action

In October 2021, the CDE provided an information memorandum providing the SBE with an introduction to the community school model and an overview of the CCSPP. The information memorandum is available on the CDE SBE web page at

<https://www.cde.ca.gov/be/pn/im/index.asp>.

Fiscal Analysis (as appropriate)

The 2021–22 Budget Act provides a total of \$2,836,660,000 for the CCSPP, to be distributed as explained in the Brief History of Key Issues, under the sub heading, 2021 California Community Schools Partnership Program.

Attachment(s)

- **Attachment 1:** Proposed California Community Schools Partnership Program Grant Calendar (2 Pages)