2023–24
California Community Schools Partnership Program
Implementation Grant – Cohort 3

Request for Applications

Funded by the Budget Act of 2021 and 2022

Application Due Date:

Friday, February 9, 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: 916-327-3879

Table of Contents

Overview 3

Program Description 6

Accountability 13

Application Procedures and Processes 17

Grant Awards 25

Application: Section for Submission 27

Appendix A: Application Submission Checklist 39

Appendix B: Scoring Rubric 40

Appendix C: California Community Schools Framework 48

Appendix D: Definitions 57

Appendix E: Budget Categories 61

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] 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]

1. Coalition for Community Schools: Community Schools Fact Sheet. https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf.

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.

Until recently, community school initiatives have been driven at the local level with the support of philanthropy or LEA budget investments. California Senate Bill 820, Chapter 110, and the Budget Act of 2020[3] 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] 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. This investment marks the largest investment in school transformation through community schools' strategies in the nation. This 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 CCSPP in consultation with the State Board of Education (SBE). Based on feedback ascertained through a facilitated community input process, the CDE drafted the California Community Schools Framework (Framework) which outlines California's intentional approach to community schools as a school transformation approach rooted in equity and charged with changing outcomes for students most impacted by present and historical educational disparities (see Appendix C). The SBE approved the proposed Framework at its January 2022 meeting.[5] 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 the direct connection between schools and families, and to examine the link between schools and community services, including ways in which these links can be strengthened. Community schools' strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, captured in state law, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

---

3. Senate Bill 820, Chapter 110. http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820

4. California Community Schools Partnership Act. https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=

5. See the January 2022 State Board of Education's Agenda, Agenda Item 02 Attachment 1 for the California Community Schools Framework. https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp.

- 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 (MTSS), social-emotional learning, college and career readiness, and school improvement. As with these investments, the Legislature has invested in community schools as another way to transform education in California.

Purpose

The CDE is accepting applications from qualifying entities for the 2023–24 CCSPP Implementation Grant. Funds have been appropriated for grants through the California Community Schools Partnership Act as part of California *Education Code* (*EC*) sections 8900–8902[6] and the Budget Acts of 2021 and 2022 for LEAs to plan for, implement, and help coordinate community schools through June 2031.

Grant funding to LEAs supporting community schools may be used for any of the following purposes:

- Staffing, including, but not limited to, a community school coordinator, and contractor capacity.

- Coordinating and providing support services to pupils and families at or near community schools, including through childcare, expanded learning time before and after school, and during school intersessions.

- Providing training and support to LEA personnel, and partner agency personnel on integrating school-based pupil supports, social-emotional well-being, trauma-informed practices, and establishing sustainable community school funding sources.

---

6. California *EC* sections 8900–8902. https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=

- Designing and executing educator, family, pupil, and community engagement strategies.
- Ongoing data collection and program evaluations, including at least one measure of growth in individual pupil well-being as measured through pupil surveys or the compilation of screening tool results.
- Implementing the sustainability plan and updating the plan as necessary.
- Securing various long-term funding streams and commitments from partners that will continue to provide financial assistance or other means of support.
- Building capacity around sustainability and other efforts to support ongoing community school programming.
- Conducting a comprehensive school and community needs and asset assessment to support a continuous improvement process.

Assumptions

The CCSPP is built on the following assumptions:

- The COVID-19 pandemic has exacerbated already existing disparities in our economic, education and health care systems that have worsened poverty, food insecurity, housing instability, and overall familial and communal wellness.
- The strength, wisdom, and power to reverse the impacts of generational trauma and oppression rest within the community itself. Community School program designs that elevate assets and fortify strengths through authentic engagement, relevant experiential instructional practice and shared decision making can play and important role in reversing the decades long trajectory of educational inequity.
- Community schools offer unique models that empower students and families to break down barriers and expand access to healing centered educational, health, and mental health support services that can address a wide range of needs that impact conditions for teaching and learning.
- School climate and the relationships that form its foundation matter deeply. The conditions for teaching and learning are informed by the relationships that determine school climate. These conditions often determine academic outcomes for students. Community Schools that prioritize transforming relationships, climate and conditions for teaching and learning have the best chance to transform education outcomes.
- Statewide investment in community schools, supported by local networks designed to coordinate services and resources is essential for California to

actualize the equity promise of the LCFF, LCAP, and other critical initiatives that seek to transform educational outcomes for California's students.

- Community schools and the CCSPP Framework operates from the core underlying assumption that community schools are about **all students and all families**. The prerequisite for school transformation is for **all students and all families** to be fully included and engaged in the processes that can produce transformation. As such, the implicit and explicit expectation of the CCSPP is that all participating campuses will prioritize the full inclusion of students with disabilities and their families in all aspects of community schools programming. Similarly, Multilingual Learners, students facing homelessness, students engaged by the foster care system and all students who face barriers to engagement should be the first engaged through the programs and processes of the CCSPP.

Program Description

Grant Information

The CCSPP provides funding for an implementation grant period beginning June 1, 2024, through June 30, 2029. Funds available to each applicant are based on the content and quality of the submitted application and proposed budget.

The CCSPP contains multiple rounds of implementation grants. Grantees in this round will be designated Cohort 3, with grant awards to be approved by the SBE in May 2024. The RFA for the final round of implementation grants (Cohort 4) is proposed to be posted fall 2024.

Eligibility Requirements

For the purposes of the CCSPP Implementation Grant, an applicant must be an LEA (defined as a school district, charter school, or county office of education), a consortium of two or more LEAs, or a consortium of one or more LEAs that partners with one or more cooperating agencies (a federal, state, or local agency, or public or private nonprofit entity).

A Qualifying Entity is defined as:

1. An LEA or a consortium that meets any of the following criteria, as applied to the entire population of students enrolled in the LEA or consortium:
    - Fifty percent or more of the enrolled pupils at the LEA or the consortium are unduplicated pupils.
    - The LEA or the consortium has higher than state average dropout rates.

- The LEA or the consortium has higher than state average rates of suspension and expulsion.
- The LEA or the consortium has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

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

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

1. Applicants serving students in schools in which at least 80 percent of the pupil population are unduplicated pupils.

2. Applicants with a demonstrated need for expanded access to integrated services, including those disproportionately impacted by the COVID-19 pandemic.

3. Applicants that involve students, parents, certificated and classified school staff, and cooperating agency personnel in the process of identifying the needs of students and families, and in the planning of support services to be offered.

4. Applicants that commit to providing trauma-informed health, mental health, and social services for pupils within a multitiered system of support at the school site, or an adjacent location, and partner with other schools, school districts, county agencies, or nongovernmental organizations.

5. For qualifying entities that serve elementary school pupils, or for schools where there is a demonstrated need for childcare, including, but not limited to, programs for pregnant and parenting teens, commit to providing early care and education services for children from birth to five years of age, inclusive, through one or more LEAs or community-based organizations.

6. Applicants that identify a cooperating agency collaboration process, including cosignatories, a mechanism for sharing governance, which may include a plan to use existing or create shared decision-making teams that include pupils, families, educators, and community-based organizations, and for integrating or redirecting existing resources and other school support services.

7. Applicants that plan to support a network of site-based community schools at school sites that have the capacity to ensure that services, professional development, and engagement can occur on school site, or at an adjacent location, with the support of community-based organizations and other relevant providers, for all relevant stakeholders.

8. Applicants that identify a plan to sustain community school services after grant expiration, including by maximizing reimbursement for services from available sources, including, but not limited to, the LEA Medi-Cal Billing Option Program, School-Based Medi-Cal Administrative Activities program, and reimbursable mental health specialty care services provided under the federal Early and Periodic Screening, Diagnosis and Treatment program (42 United States Code [U.S.C.] Sec. 1396d(a)(4)(B)).

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

9. Applicants serving small and rural schools.[7]

These competitive priorities are subject to an application meeting all requirements outlined in the 2023–24 CCSPP Implementation Grant RFA, responses to all prompts in the 2023–24 CCSPP Application Questionnaire and completing all required forms and attachments. The CDE encourages all applicants to include schools meeting qualification thresholds in this application process. In the scoring process all areas of priority will be considered. The volume of applicants and available funding will determine the number of schools that will be awarded grant funds.

Funding Levels

Legislation dictates that awards shall not exceed $500,000 per school site. New, continuing, or expanding community schools shall be funded for at least five years. The CDE has determined that the award amount for the CCSPP Implementation Grant Cohort 3 is between $75,000 and $500,000 per school annually, depending on the size of the school, as described below. Implementation grant awards will be for a five-year period for LEAs to continue support for existing community schools and/or to establish and support new or expanding community schools. Annual grant amounts will step down in year five by 25 percent to encourage LEAs to ensure sustainability after grants expire.

Annual and total grant amounts per school, by enrollment categories are as follows:

Enrollment Category	Annual Grant Amount *Years One through Four*	Annual Grant Amount *Year Five*	Total Grant Amount over Five Years
Very Small: 10–24 students	$75,000	$56,500	$356,500

[7]. This competitive priority was added by the SBE at the January 12, 2022, State Board of Education meeting, see Agenda Item 02. https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp.

Enrollment Category	Annual Grant Amount *Years One through Four*	Annual Grant Amount *Year Five*	Total Grant Amount over Five Years
Small: 25–150 students	$150,000	$112,500	$712,500
Small/Medium: 151–400 students	$250,000	$187,500	$1,187,500
Medium: 401–1,000 students	$300,000	$225,000	$1,425,000
Medium/Large: 1,001–2,000 students	$400,000	$300,000	$1,900,000
Large: 2,001 or more students	$500,000	$375,000	$2,375,000

Implementation grant awards must be matched by the qualifying entity or its cooperating agencies with a local match equal to one-third (33 percent) of the total CCSPP implementation grant (Cohort 3) amount. The local match shall be contributed as cash or as services/resources of comparable value, as determined by the CDE.

The CDE will fund successful implementation grant applications at the level requested if the program application is well-justified, the budget is realistic and well-supported, and the program application is reflective of the entire student population and representative of all student groups. The CDE reserves the right to fund applications at a lesser amount if an applicant is requesting more than the allotted amount identified above, or if state funding is not sufficient to fully fund all applications that are selected for funding.

Fund Distribution

The CCSPP implementation grant funds for Cohort 3 will be distributed annually beginning in August 2024. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance. Funds will be released annually when grantees comply with CCSPP Program Deliverables and Requirements. The grant period will cover the 2024–25, 2025–26, 2026–27, 2027–28, and 2028–29 school years. All funds must be expended by June 30, 2029.

An LEA grantee may retain up to the lesser of $500,000 or 10 percent of the total funds awarded for its sites each year. These funds shall be used to administer implementation grants locally, manage professional learning and networking, and coordinate services and funding streams for community schools under the LEA grantee. Funds retained by the LEA grantee to provide direct services to pupils may be retained separately from this administrative set-aside.

Allowable Activities and Costs

Budgets for the use of implementation grant funds will be reviewed and scored as part of the application process. Generally, all expenditures must contribute to establishing new community school sites and/or expanding or continuing programs at any community school site(s) to improve student outcomes. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. The CDE will require applicants to revise budgets that include non-allowable, excessive, or inappropriate items. Allowable expenditures may include, but are not limited to, the following:

Integrated Support Services

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

Family and Community Engagement

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

Collaborative Leadership and Practices for Educators

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

Expanded Learning Time and Opportunities

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

Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

- Supplant existing services and funds;
- Provide sub-grants to members of the partnership or other agencies. This includes mini-grants, which are different than service contracts;
- Acquire equipment for administrative or personal use;
- Purchase furniture normally supplied by the LEA/school (e.g., bookcases, chairs, desks, file cabinets, tables);
- Purchase or lease facilities;
- Remodel facilities not directly related to accessibility to instruction or services;
- Purchase food services, refreshments, banquets, and meals—possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off-site for students, staff, and/or parents;
- Purchase promotional favors, such as bumper stickers, pencils, pens, or t-shirts;
- Purchase items for personal gain, a benefit or advantage that relates to a particular person rather than to the program as a whole. (i.e., gift cards, stipends to families and students);
- Purchase subscriptions to journals, magazines, or other periodicals; and
- Travel outside of the United States.

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 www.cde.ca.gov/fg/ac/ic/index.asp.

Accountability

Performance Measures

To ensure the successful implementation of the CCSPP, implementation grantees are required to submit the following to the CDE:

- Annual project expenditure reports;
- Annual implementation plan updates and progress reports;
- Annual sustainability plan updates (starting in year two);
- An end-of-project expenditure report; and
- An end-of-project report, including a sustainability plan.

These reports should detail demonstrated progress towards and improvements on (1) school-level outcome measures and (2) program outcome measures and identified goals. These must include any and all elements required by the CDE, as well as any locally determined measures. The applicant shall commit to providing program and expenditure data to the CDE, as specified by the CDE, and participating in overall program evaluation.

Failure to submit required annual reports or demonstrate evidence that deliverables have been met, and/or failure to show progress towards identified program and/or school level outcome measures, may result in the loss and/or remittance of some or all awarded funds.

School-Level Outcome Measures

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

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

Program Outcome Measures

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

An assessment of programmatic impact should reflect the LEA's as well as the community school's (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 measure progress using baseline assessment data of student outcomes and school quality. The assessment will help applicants make progress toward achieving goals and updating the community schools' implementation plan(s).

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

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

As the CDE is required to prepare annual comprehensive reports to the Governor and Legislature commencing on December 31, 2025, the items listed above may be addressed and collected from grantees by an external evaluator to help inform the report.

Program Deliverables

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

- Annual Expenditure Reports
- Annual Implementation Plan Updates, Progress Reports
    - Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.
    - Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.

- Progress report and summary of updates to the community schools' implementation plans for the overall initiative and each of the schools involved in the project. The annual report includes a description and review of all activities and must include descriptions of the following:
  - Student, family, educator, and community partner engagement.
  - Collaborative leadership and shared decision-making structure and process.
  - Student-centered teaching practices and enrichment.
  - Supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices.
  - School(s) response to student and family needs including supports, services, and related provider and cooperating agency partnerships.
- Grantees shall annually report and publicly present their community school plans, including data and outcomes from the prior year, at the school site and at a meeting of the LEA's governing board. The presentations should be developed with and presented by each school's CCSPP shared decision-making team or council.
- Publicly post community school grant application and community school plans on the LEA website.

- Annual Sustainability Plan Updates, starting in Year 2
- End-of-Project Expenditure Report
- End-of-Project Report
  - Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.
  - Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.
  - Final progress report and summary of updates to the community schools' implementation plans for the overall initiative and each of the schools involved in the project. The final report must include a

description of all activities and must also include descriptions of the following:

- Student, family, educator, and community partner engagement.
- Collaborative leadership and shared decision-making structure and process.
- Student-centered teaching practices and enrichment.
- Supportive and inclusive school climate activities, including activities to strengthen relationship building, positive behavioral supports, and restorative practices.
- School(s) response to student and family needs including supports, services and related provider and cooperating agency partnerships.

- Community schools' initiative sustainability plan including a description of the role the LEA will play in coordinating and supporting the overall initiative, established service provider and cooperating agency partnerships, and identified ongoing funding sources.
- Description of the community schools' initiative data collection (including data sharing), and outcomes tracking, and continuous improvement system and processes.

- Participation in professional development activities provided by the CDE, the State Transformative Assistance Center and Regional Technical Assistance Centers.

Reporting Requirements

Date	Activity
June 2024	Grant Award Notification Letter Signed by Grantee and Received by the CDE
June 30, 2025	Annual Progress Report, Implementation Plan Update, and Expenditure Report Due
June 30, 2026	Annual Progress Report, Implementation Plan Update, initial Sustainability Plan, and Expenditure Report Due

Date	Activity
June 30, 2027	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due
June 30, 2028	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due
June 30, 2029	End-of-Project Report (including Sustainability Plan) and Expenditure Report Due

Application Procedures and Processes

Program Timeline

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

The timeline is estimated and is subject to change. Any changes will be posted on the CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp.

Application Due Date

The CCSPP application, required forms, and all supporting documents must be received by the CDE on or before **Friday, February 9, 2024,** no later than 11:59 p.m. PDT.

Note: Technical assistance is only available during normal business hours, Monday through Friday from 8 a.m. to 5 p.m., excluding holidays.

Application Submission Procedures

The CCSPP application is submitted in two parts:

1. The 2022–23 CCSPP Application Questionnaire (online)
2. exFiles .zip folder contents:
    a. Form A: Applicant Info Sheet (submit one Form A as a .pdf document);
    b. Form B: Project Abstract (submit one Form B as a .pdf document);
    c. Attachment I: CCSPP LEA and Site Participation Sheet (submit one Attachment I as an Excel document);
    d. Attachment II: CCSPP Program Budget Worksheet (submit one Attachment II as an Excel document).
    e. Attachment III: Community School Implementation Plan (submit one implementation plan for each applying school site with a Table of Contents as a .pdf document);
    f. Attachment IV-a: Community School Planning Artifacts–Community Asset Mapping and Needs/Gap Analysis (submit one artifact for each applying school site with a Table of Contents as a .pdf document);
    g. Attachment IV-b: Community School Planning Artifacts–CCSPP Shared Decision-Making Council (submit a roster and two meeting minutes for each applying school site with a Table of Contents as a .pdf document); and
    h. Attachment IV-c: Community School Planning Artifacts–Alignment to the Framework (submit one artifact for each applying school site with a Table of Contents as a .pdf document).

It is the responsibility of each applicant to ensure their Application Questionnaire (online) and corresponding documents via exFiles is complete and submitted on or before Friday, February 9, 2024, no later than 11:59 p.m. PDT.

exFiles Upload Procedures

After completing each of the attachments contained in the CCSPP RFA, applicants must complete four separate operations to submit their application.

1. Email the CCSPP team at CCSPP@cde.ca.gov requesting the exFiles Project Code and Upload Password.

2. Create a single folder which includes all required files: (1) Form A, (2) Form B, (3) Attachment I, (4) Attachment II, (5) Attachment III, (6) Attachment IV-a, (7) Attachment IV-b, and (8) Attachment IV-c (see Appendix A: Application Submission Checklist).

3. Once the folder is created, applicants will need to save the folder, and its contents, as a single .zip file.

4. Once the .zip file has been created, upload the .zip file into the CDE's exFiles File Transfer System.

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

.zip Files for MacOS

When creating the .zip file, please name the .zip file exactly as described below. Specifically, applicants must label the .zip file, submitted into the exFiles File Transfer System, as follows:

LEA Name_County-District-School (CDS) Code[8]

Make sure to spell out all acronyms and include all 14 digits of the CDS Code

Example: Shadow Unified School District_12123450000000

Uploading the .zip File into the exFiles File Transfer System

Follow the instructions below to complete the upload process for exFiles:

1. After creating the .zip file and labeling the .zip file as instructed above, enter the URL (provided below) to access the exFiles File Transfer System.

   https://www3.cde.ca.gov/exfiles/index.aspx?pid=163

2. Once arriving at the exFiles File Transfer System web page, a prompt will appear to enter the Project Code.

   After entering the Project Code, a prompt will ask for the Upload Password.

   Next, locate the file to be uploaded by selecting the "choose file" button.

[8]. To locate a CDS Code, visit the CDE's County-District-School Administration web page at https://www.cde.ca.gov/ds/si/ds/.

Navigate to the .zip file to be uploaded.

Note: Only one .zip file can be uploaded at a time.

3. After selecting the correct .zip file, the file upload screen will reappear. In the description text box, enter the exact name of the .zip file selected for upload.

   Note: The name of the .zip file selected, and the description must be the same (Example: Shadow Unified School District_12123450000000).

4. Once the .zip file has been selected, and the .zip file name has been entered into the description text box, click the “upload file” button.

   Note: Do not encrypt the file. Do not select a file encryption type or enter anything into the File Encryption Password text box. Just click “upload file.”

5. After clicking “upload file”, the name of the.zip file and the description of the .zip file (these should be the same), will be displayed in the File Listings table.

6. Within the File Listings table, a date and time stamp will be displayed next to the .zip file name and description of the application.

   Note: The information displayed in the File Listings table will serve as a confirmation receipt. It is highly recommended to save/print this page for future reference.

The Career and College Transition Division will not verify if the .zip file submitted contains all the necessary documents required in the RFA until after the submission deadline on Friday, February 9, 2024. It is the responsibility of each applicant to ensure their application is completed in full.

If all required documents were not included, contact the Community Schools Office at CCSPP@cde.ca.gov and request that the previous submission be deleted. Once the previous submission has been deleted, a new .zip file can be uploaded prior to the submission deadline on Friday, February 9, 2024, by 11:59 p.m. PST.

Each applicant must submit one .zip file in its entirety with all the required documents by the previously stated deadline to be eligible for CCSPP funding.

2023–24 CCSPP Application Questionnaire

Applicants shall complete and submit the online 2023–24 CCSPP Application Questionnaire, available on the 2023–24 CCSPP Application Questionnaire web page at https://surveys3.cde.ca.gov/go/ccsppimplgrantapp2023-24.asp.

Applicant Info Sheet, Project Abstract, LEA and Site Participation Sheet, Implementation Plan(s), Artifacts, and Budget Worksheet

Applicants shall submit via exFiles the following:

- Form A: Applicant Info Sheet (submit one Form A as a .pdf document);
- Form B: Project Abstract (submit one Form B as a .pdf document);
- Attachment I: CCSPP LEA and Site Participation Sheet (submit one Attachment I as an Excel document);
- Attachment II: CCSPP Program Budget Worksheet (submit one Attachment II as an Excel document).
- Attachment III: Community School Implementation Plan (submit one implementation plan for each applying school site with a Table of Contents as a .pdf document);
- Attachment IV-a: Community School Planning Artifacts–Community Asset Mapping and Needs/Gap Analysis (submit one artifact for each applying school site with a Table of Contents as a .pdf document);
- Attachment IV-b: Community School Planning Artifacts–CCSPP Shared Decision-Making Council (submit a roster and two meeting minutes for each applying school site with a Table of Contents as a .pdf document);
- Attachment IV-c: Community School Planning Artifacts–Alignment to the Framework (submit one artifact for each applying school site with a Table of Contents as a .pdf document); and

Note: Attachments I and II can be found on the CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp and must be submitted as Excel documents with the application; other file types will not be accepted.

LEAs applying as a consortium must list all partnering LEAs and/or school site(s) on Attachment I: CCSPP LEA and Site Participation Sheet.

LEAs applying on behalf of a qualifying school(s) must include this information on the Applicant Info Sheet (Form A) and include the participating LEA(s) and school name(s) on Attachment I: CCSPP LEA and Site Participation Sheet.

Costs of Preparing the Application

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

Incomplete and Late Applications

Incomplete or late applications will not be considered.

Technical Assistance

The CDE staff will conduct two application webinars to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The date, time, and delivery format of the application webinars are posted on the CDE's CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp.

Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the months of February, March, and April 2024.

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

Evaluation Criteria

Each application will be reviewed and scored following a scoring formula determined by the CDE, 50 percent of an application's total score will be based on the applicant's demonstrated need; 40 percent of an application's total score will be based on the Application Questionnaire, Implementation Plan(s), Community School Planning Artifacts, and Project Abstract; and 10 percent of an application's total score will be based on the Budget Worksheet.

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

Elements that will be used to determine demonstrated need include:

- The LEA's and participating school site(s) total enrollment for the 2022–23 school year.
- The LEA's and participating school site(s) Unduplicated Pupil Count for school year 2022–23.[9]

[9]. The CDE's California Longitudinal Pupil Achievement Data System (CALPADS) UPC Source File at https://www.cde.ca.gov/ds/ad/filescupc.asp.

- The LEA's and participating school site(s) Dropout Rate for the 2022–23 school year.[10]
- The LEA's and participating school site(s) Suspension Rate for the 2022–23 school year.[11]
- The LEA's and participating school site(s) Expulsion Rate for the 2022–23 school year.[12]
- The LEA's 2022–23 Locale Code.[13]
- The LEA's Non-Stability Rate for the 2022–23 school year.[14]
- The LEA's Non-Stability Rate for foster youth for the 2022–23 school year.[15]
- The LEA's Non-Stability Rate for homeless pupils for the 2022–23 school year.[16]
- The LEA's Child Find rate for the 2022–23 school year.[17]
- The LEA's compliance status for overall disproportionality for the 2022–23 school year.[18]

---

10. The CDE's Adjusted Cohort Graduation Rate and Outcome Data web page at https://www.cde.ca.gov/ds/ad/filesacgr.asp.
11. The CDE's Suspension Data web page at https://www.cde.ca.gov/ds/ad/filessd.asp.
12. The CDE's Expulsion Data web page at https://www.cde.ca.gov/ds/ad/filesed.asp.
13. The Locale Code is a general geographic indicator that describes the type of area where a school district and school site is located. The classifications rely on standard urban and rural designations defined by the U.S. Census Bureau, and each type of locale is either urban or rural in its entirety. The National Center for Education Statistics: School Locations and Geoassignments web page, https://nces.ed.gov/programs/edge/Geographic/SchoolLocations.
14. The CDE's Stability Data web page at https://www.cde.ca.gov/ds/ad/filessr.asp.
15. The CDE's DataQuest web page at https://dq.cde.ca.gov/dataquest/.
16. The CDE's DataQuest web page at https://dq.cde.ca.gov/dataquest/.
17. The CDE Special Education Division's 2022–23 Annual Performance Report to the U.S. Department of Education.
18. The CDE Special Education Division's 2022–23 Annual Performance Report to the U.S. Department of Education.

- The LEA's compliance status for disproportionality by disability type.[19]
- As of January 31, 2023, the cumulative COVID-19 number of cases per 100K (7-day average) for the county where the LEA is located.[20]
- January 2024 unemployment rate for the county as a proxy for measuring housing insecurity and other impacts related to job loss.[21]
- October 2020 food insecurity rate for the county.[22]

Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email to CCSPP@cde.ca.gov.

The CDE must **receive** the letter of appeal, with a signature by the authorized applicant, no later than **two weeks after the day of the grantee announcement**. A link to the funding results will be posted on the State Board of Education's May 2024 meeting agenda and communication, via email, will be sent to all applicants.

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

The Director of the Career and College Transition Division will make the final decision in writing within three weeks from the date that appeals are due to the CDE. That decision shall be the final administrative action afforded the appeal. All appeal decisions will be made prior to the issuance of the Grant Award Notification letters.

---

19. The CDE Special Education Division's 2022–23 Annual Performance Report to the U.S. Department of Education.
20. Tracking COVID-19 in California web page at https://covid19.ca.gov/state-dashboard/, to find the most recent available COVID-19 data.
21. California's Employment Development Department's Labor Market Information by California Geographic Areas web page at https://www.labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html.
22. California Association of Foodbanks for food insecurity data by county on the Hunger Data web page at https://www.cafoodbanks.org/hunger-data/.

Grant Awards

Grant Award Notification

Programs selected for funding will receive a Grant Award Notification (CDE form AO-400) letter, the official CDE document that awards funds to local projects. Each grantee must sign and return the notification to the CDE before project work may begin and disbursement of funds can be made.

Assurances, Certifications, Terms, and Conditions

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

Assurances and Certifications

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

In addition, the LEA shall agree to the following CCSPP assurances with the signing of the Grant Award Notification Letter:

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

Terms and Conditions

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

All funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time

after the beginning date of the grant stated on the AO-400. All funds must be expended by June 30, 2029. No extensions of this grant will be allowed.

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

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

Application: Section for Submission

Application Instructions

A complete application consists of the following components:

1. 2023–24 CCSPP Application Questionnaire, via online (https://surveys3.cde.ca.gov/go/ccsppimplgrantapp2023-24.asp)

2. Supporting documents, via exFiles:

    a. Form A: Applicant Info Sheet (submit one Form A as a .pdf document);

    b. Form B: Project Abstract (submit one Form B as a .pdf document);

    c. Attachment I: CCSPP LEA and Site Participation Sheet (submit one Attachment I as an Excel document);

    d. Attachment II: CCSPP Program Budget Worksheet (submit one Attachment II as an Excel document);

    e. Attachment III: Community School Implementation Plan (submit one implementation plan for each applying school site with a Table of Contents as a .pdf document);

    f. Attachment IV-a: Community School Planning Artifacts–Community Asset Mapping and Needs/Gap Analysis (submit one artifact for each applying school site with a Table of Contents as a .pdf document);

    g. Attachment IV-b: Community School Planning Artifacts–CCSPP Shared Decision-Making Council (submit a roster and two meeting minutes for each applying school site with a Table of Contents as a .pdf document); and

    h. Attachment IV-c: Community School Planning Artifacts–Alignment to the Framework (submit one artifact for each applying school site with a Table of Contents as a .pdf document).

    Note: Attachments I and II can be located on the CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp. Attachments I and II contain multiple worksheets/tabs, all worksheets/tabs need to be completed. Attachments I and II must be submitted as Excel files with the application, documents in other formats will not be accepted.

2023–24 CCSPP Application Questionnaire

The following items comprise the 2023–24 CCSPP Application Questionnaire. Applicants will also have to complete a section in the questionnaire that contains similar information provided in Form A: Applicant Info Sheet.

The items contained in the Application Questionnaire reflect the major components of the community schools approach outlined in the Framework and the CCSPP competitive priorities.[23]

Responses to the following prompts confirm the applicant has engaged these specific elements of the community schools planning and/or implementation at existing community schools or through the CCSPP planning grant process. These responses also confirm the applicant's intention to include these specific elements in expanding or continuing existing community schools' programs and/or in establishing new community school sites.

Responses to the following prompts are required to establish that the applicant has completed the requisite community schools planning process with their interest holder community (including families and educators) engaged, and to confirm the applicant's commitment to the Framework principles for implementation of community school programs in California. Technical assistance will be designed to support CCSPP grantees with all the following elements.

Applicants are to select one option for each prompt to indicate their stage of community schools planning and implementation.

Partnerships and Engagement Activities

1. Applicant supports multiple site-based community schools, either as multiple schools within one LEA or multiple schools across a consortium of LEAs.

    - Yes
    - No
    - Supporting a network of site-based community schools is part of our implementation plan.

2. Applicant facilitates school-based activities that **increase student and family engagement** through **relationship and community building** that foster trust and a sense of purpose and belonging.

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to any new community school sites.
    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.

[23]. View the January 2022 SBE Agenda, Agenda Item 02. https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp.

- Applicant does not plan to include activities in this area in its community schools' development process.

- Undecided/Unknown.

3. **Applicant ensures meaningful involvement by students, families, certificated and classified school staff, and community-based partner and cooperating agency staff** in the process of identifying the needs of students and families as well as community assets at the school site level, and in the planning of learning opportunities and support services to be offered.

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.

    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.

    - Applicant does not plan to include activities in this area in its community schools' development process.

    - Undecided/Unknown.

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

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.

    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.

    - Applicant does not plan to include activities in this area in its community schools' development process.

    - Undecided/Unknown.

5. **Applicant commits to annually reporting and publicly presenting the community school implementation plan(s),** including data and outcomes from the prior year, at the school site and at a meeting of the governing board of the school district, county board of education, or the governing body of the charter school. The presentations should be developed with and presented by each school's CCSPP shared decision-making team or council. **Commit to publicly post the community schools grant application and implementation plan(s)** on the LEA's internet website.

    - Yes
    - No
    - Undecided/Unknown

Program Elements

6. Applicant provides **integrated support services** to meet students' academic, physical, social-emotional, and mental health needs and include trauma-informed health, mental health, and social services at or near the school site.

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.
    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.
    - Applicant does not plan to include activities in this area in its community schools' development process.
    - Undecided/Unknown.

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

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.

- Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.
- Applicant does not plan to include activities in this area in its community schools' development process.
- Undecided/Unknown.

8. Provide and enhance **extended/expanded learning time and opportunities** including academic support, enrichment, and real-world learning opportunities (e.g., tutoring, internships, project-based learning).

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.
    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.
    - Applicant does not plan to include activities in this area in its community schools' development process.
    - Undecided/Unknown.

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

    - Applicant has strong practices in this area at existing community school sites, which are examined through continuous improvement processes and supported by professional development. Applicant commits to expanding these strong practices to new community school sites.
    - Applicant has initiated the process to implement these activities at existing community school sites and/or commits to expanding these activities at any new community school sites.
    - Does not apply, applicant does not serve elementary school students.
    - Applicant does not plan to include activities in this area in its community schools' development process.
    - Undecided/Unknown.

Sustainability

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

    - Yes
    - No
    - Undecided/Unknown
    - Currently participating

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

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

12. Does the applicant plan to align and leverage multiple funding streams and programs (including, but not limited to, federal aid (e.g., Elementary and Secondary School Emergency Relief funds) and other state funds, including funds for expanded learning, universal transitional kindergarten, student mental health, educator professional development, and/or increased Local Control Funding Formula funding for additional staffing) through the community schools development process?

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

13. Does the applicant plan to build or enhance systems, processes and staffing for data collection, data sharing, and recordkeeping, including records of the

populations served, the components of the service, and the outcomes of the service through the community schools development process?

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

2023–24 CCSPP LEA and Site Participation Sheet (Attachment I)

Use the CCSPP LEA and Site Participation Sheet provided on the CDE's CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp. The LEA and Site Participation Sheet is used to indicate the proposed LEA(s) and school site(s) to be included in the community schools' implementation project.

2023–24 CCSPP Program Budget Worksheet (Attachment II)

Use the CCSPP Program Budget Worksheet provided on the CDE's CCSPP RFA web page at https://www.cde.ca.gov/fg/fo/r17/ccsppig23rfa.asp.

Section 41010 of the California *EC* requires LEAs to follow the definitions, instructions, and procedures in the California School Accounting Manual (CSAM). The CSAM provides accounting policies and procedures, as well as guidance in implementing those policies and procedures. To view the CSAM, visit the Definitions, Instructions, & Procedures web page at https://www.cde.ca.gov/fg/ac/sa/.

- Create a proposed budget aligned to the purpose and goals of the CCSPP.
- Clearly identify the source of matching funds (LEA; federal, state or local agency; or public or private nonprofit entity) in the proposed budget. Match should equal a minimum of one-third (33 percent) of the grant amount.
- Provide a detailed explanation of each proposed expenditure. Costs should be as accurate as possible. All proposed expenditures (including conferences, services, curriculum, and salaries) should be explicitly for the CCSPP program. Indicate which expenditures will support activities at the LEA level (including direct services organized by the LEA for delivery at school sites) and which expenditures are specific or unique to school sites.
- Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

- All services contracted with grantees over 50 percent of the total grant award will be reviewed for sustainability and supplanting purposes. The CDE expects that the grantee will be managing the grant and services being provided with grant funds. Budgets that propose a large amount of funds being contracted out to other entities will be reviewed by CDE. The CDE may request to review the proposed contract/Memorandums of Understanding (MOU) to ensure allowability.

2023–24 Community Schools Implementation Plan (Attachment III)

Applicants are to submit an Implementation Plan for each applying school site. Implementation Plans should include the following elements:

- Core Commitments: Describe the school's commitment to implement core principles, including the Cornerstone Commitments identified in the Framework. Describe the developmental phase for exploration, emerging, evolving, and excelling the core commitments.

- Measurable Goals and Activities: Identify the school's goals and activities and describe how progress towards goals will be measured (i.e., SMART goals).

- Key Staff: Explain the plan for establishing and/or maintaining a Community School Director/Coordinator (Leader) to work with steering committees/advisory councils, key staff and partners within the school to execute the Implementation Plan.

Additionally, Implementation Plans should link to the Local Control Accountability Plan and the Framework.

2023–24 Community Schools Artifacts (Attachments IV-a–IV-c)

The CDE does not have a form/template for the Community Schools Artifacts, applicants are required to submit the following artifacts for each school listed in Attachment I: CCSPP LEA and Site Participation Sheet for which they seek implementation grant funding. Applicants may submit up to five artifacts total for each school site:

- Community Asset Mapping and Needs/Gap Analysis (Attachment IV-a):
  Applicants should submit a document showing evidence of asset mapping and gap analysis projects for each school included in the application. Applicants may submit project summaries but should show evidence of key interest holder involvement with the project.

- CCSPP Shared Decision-Making Council, or comparable governance body (Attachment IV-b):
  Applicants should submit documents reflecting the Council Roster and Meeting Minutes from at least two meetings, one during the 2023–24 school

year. Applicants may submit both LEA and school-site level roster and minutes, but there must be council rosters for each school site included in the LEAs application.

- Alignment to the Framework (Attachment IV-c):
  Applicants should submit evidence that indicate that community school planning and implementation activities are aligned to the Framework. The documents described below are examples that could be submitted:
    - MOUs/agreements/letters from service providers indicating that integrated services are being or will be provided (the cover sheet and signatory page[s] are sufficient);
    - Professional learning plans for educators and administrators to support CCSPP implementation, e.g., around Social-Emotional Learning, school climate, culturally relevant and student-centered instruction;
    - Schedules/MOUs to establish and/or expand learning programs that are on site and support academic acceleration and SEL development;
    - Strategic planning documents that indicate dynamic interest holder engagement in designing CCSPP aligned programs on campus; or
    - Outreach documents, meeting agendas, event/assembly programs, initiative designs, surveys, feedback forms and other program notes that show efforts to implement school climate transformation and/or healing centered restorative practices.

Form A: Applicant Info Sheet

2023–24 California Community Schools Partnership Program: Implementation Grant, Cohort 3

Please complete the following:

Local Educational Agency (LEA) Name: [Enter LEA Name]

LEA's County-District-School (CDS) 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]

Fiscal Contact:
Name: [Enter Secondary Contact Name]
Title: [Enter Secondary Contact Title]
Phone: [Enter Secondary Contact Phone]
Email: [Enter Secondary Contact Email]

If applicable, as described in California *Education Code* (*EC*) Section 8901(i)(2), if the LEA applicant is not a qualifying entity itself but is applying on behalf of schools that are qualifying entities, list the school(s) on whose behalf the LEA is applying and the factors that warrant the school's consideration, including but not limited to, fulfilling an exceptional need or providing service to a particular target population:
[Enter Applicable Schools List]

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

If applicable, list the cooperating agency (including county behavioral health agency, federal Head Start or Early Head Start program or other government-funded early childhood program or agency or childcare program or agency within a public institution of higher education), as described in *EC* 8901(d), with which the LEA will partner:
[Enter Applicable Partner]

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. As a condition of funding, I assure that the LEA applying for the CCSPP implementation grant will adhere to the intent and letter of the California Community Schools Partnership Act as part of California *EC* sections 8900–8902; the California Community Schools Framework; the assurances, certifications, terms and conditions included in the Request for Applications; and the grant requirements and specifications identified in the Request for Applications. By signing/typing my name electronically, I am agreeing that my electronic signature is the legal equivalent of my manual signature on this Form and demonstrates my agreement to comply with all CCSPP application items (the 2023–24 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, Implementation Plan[s], Artifacts, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school site identified in Attachment I: CCSPP LEA and Site Participation Sheet 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

School site 1 Name: [Enter School site 1 Name]

[Enter School site 1 Principal Name as e-Signature and Date]_____
E-Signature of Site Principal Date

School site 2 Name: [Enter School site 2 Name]

[Enter School site 2 Principal Name as e-Signature and Date]_____
E-Signature of Site Principal Date

School site 3 Name: [Enter School site 3 Name]

[Enter School site 3 Principal Name as e-Signature and Date]_____
E-Signature of Site Principal Date

School site 4 Name: [Enter School site 4 Name]

[Enter School site 4 Principal Name as e-Signature and Date]_____
E-Signature of Site Principal Date

Form B: Project Abstract

2023–24 California Community Schools Partnership Program: Implementation Grant, Cohort 3

Request for Applications

Instructions: Describe the vision for the proposed continuation or expansion of the community schools' initiative. Describe the local educational agency (LEA) consortium (if applicable), participating school sites applying for funds to continue or expand an existing community schools' program, and any new school sites to be included. Include information about the programs and services to be added, expanded, or provided (via the LEA, the school site(s), a site near or adjacent to the school(s), or virtually). Explain how the community(ties) (including students, families, community partners, educators, and other school staff) and potential cooperating agencies have been engaged in the process of school transformation through the planning and/or implementation of the community schools' initiative. Detail how this collaborative will also ensure there is ongoing reflection and assessment that supports school-wide continuous improvement through the community schools' initiative. Describe the existing or planned initiatives that will transform the school climate, deepen authentic relationships, implement student centered instruction and/or share power through legitimate collaborative decision making. Include other factors that demonstrate need that are (not) included in the Evaluation Criteria listed on pages 22–24 in the Request for Applications. (Eight-page limit: 12-point Arial font, single line spacing, with one-inch margins. Handwritten entries will not be accepted.) These instructions can be removed.

Appendix A: Application Submission Checklist

A complete California Community Schools Partnership Program (CCSPP) Implementation Grant, Cohort 3 application consists of the following components:

3. 2023–24 CCSPP Application Questionnaire, via online (https://surveys3.cde.ca.gov/go/ccsppimplgrantapp2023-24.asp)

    - Supporting documents, via exFiles:

        - Form A: Applicant Info Sheet (submit one Form A as a .pdf document);
        - Form B: Project Abstract (submit one Form B as a .pdf document);
        - Attachment I: CCSPP LEA and Site Participation Sheet (submit one Attachment I as an Excel document);
        - Attachment II: CCSPP Program Budget Worksheet (submit one Attachment II as an Excel document).
        - Attachment III: Community School Implementation Plan (submit one implementation plan for each applying school site with a Table of Contents as a .pdf document);
        - Attachment IV-a: Community School Planning Artifacts–Community Asset Mapping and Needs/Gap Analysis (submit one artifact for each applying school site with a Table of Contents as a .pdf document);
        - Attachment IV-b: Community School Planning Artifacts–CCSPP Shared Decision-Making Council (submit a roster and two meeting minutes for each applying school site with a Table of Contents as a .pdf document);
        - Attachment IV-c: Community School Planning Artifacts–Alignment to the Framework (submit one artifact for each applying school site with a Table of Contents as a .pdf document); and

Appendix B: Scoring Rubric

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

- 50 percent: Demonstrated Need
- 40 percent: CCSPP Application Questionnaire, Project Abstract, Artifacts and Implementation Plan(s).
- 10 percent: CCSPP Program Budget Worksheet

Demonstrated Need

The CCSPP incorporates a system of points in determining the level of need for each applicant. To determine an application's point assignment for each of these elements, a range and point setting methodology will be employed.

Measure	Measure Descriptor
Total enrollment for school year 2022–23	Not Applicable, used to find the percentage of unduplicated student count
Unduplicated pupil count for school year 2022–23	Total unduplicated pupil count divided by total enrollment
Local educational agency (LEA) and proposed school site's dropout rate for the 2022–23 school year	Dropout rate for the 2022–23 school year
LEA and proposed school site's suspension rate for the 2022–23 school year	Suspension rate for the 2022–23 school year
LEA and proposed school site's expulsion rate for the 2022–23 school year	Expulsion rate for the 2022–23 school year

Measure	Measure Descriptor
2022–23 Locale Code (RE: small/rural)	Classified as one of the following: ● 31–Town, Fringe ● 32–Town, Distant ● 33–Town, Remote ● 41–Rural, Fringe ● 42–Rural, Distant ● 43–Rural, Remote
LEA's Non-Stability Rate for the 2022–23 school year	Non-stability rate for the 2022–23 school year
LEA's Non-Stability Rate for foster youth for the 2022–23 school year	Non-stability rate for foster youth for the 2022–23 school year
LEA's Non-Stability Rate for homeless pupils for the 2022–23 school year	Non-stability rate for homeless youth for the 2022–23 school yea
LEA's Child Find rate	Child Find rate for the 2022–23 school year
LEA's compliance status for overall disproportionality RE: Special Education	Out of compliance (i.e., Disproportionate) for the 2022–23 school year
LEA's compliance status for disproportionality by disability type RE: Special Education	Out of compliance (i.e., Disproportionate by disability type) for the 2022–23 school year
County's cumulative COVID-19 number of cases per 100K	County cumulative COVID-19 cases per 100,000 as of January 31, 2024 (7-day average)
County's January 2024 unemployment rate	January 2024 county unemployment rate
County's October 2020 food insecurity rate	October 2020 county food insecurity rate

2023–24 CCSPP Application Questionnaire (10 points)

Indicates implementing at least eleven questionnaire items (relationship building, community involvement, and public annual reporting items must be among the eleven) through their planning grant process or in the implementation of their existing community schools' program. Also commits that at least 11 questionnaire items will be included in the overall implementation process and included in the community schools' implementation plan(s) for all new and expanding CCSPP sites.	Commits to including at least nine questionnaire items (relationship building, community involvement, and public annual reporting items must be among the nine) in the overall implementation process and included in the community schools' implementation plan(s).	Commits to including at least seven questionnaire items (relationship building, community involvement, and public annual reporting items must be among the seven) in the overall implementation process and included in the community schools' implementation plan(s).	Commits to including less than seven questionnaire items and/or relationship building, and community involvement items were not committed to in the overall implementation process and not included in the community schools' implementation plan(s).

Form B: Project Abstract (10 points)

Thoroughly, convincingly, and clearly describes the overall proposed project and vision where the LEA/consortium supports a network of community schools. Shares learning opportunities, supports, and services to be provided; provider partnerships and cooperating agencies; and systems, processes, and actions for community engagement. Reviewer has a clear “big picture” of proposed project.	Contains a strong description of the overall proposed project and vision, where the LEA/consortium supports a network of community schools. Discusses learning opportunities, supports, and services to be provided; provider partnerships and cooperating agencies; and systems, processes, and actions for community engagement. Reviewer has a clear picture of proposed project.	Describes the overall proposed project and vision. May mention supporting a network of community schools. May mention learning opportunities, supports, and services to be provided; provider partnerships and cooperating agencies; and systems, processes, and actions for community engagement. Reviewer has a vague picture of proposed project.	Minimally describes the overall proposed project. Reviewer does not have a clear picture of proposed project.

Attachment II: CCSPP Program Budget Worksheet (10 points)

OUTSTANDING (9 10 points)	STRONG (7 8 points)	GOOD (5 6 points)	MINIMAL (0–4 points)
The budget and narrative are clear and include a comprehensive estimate of the grant's budget; costs are clearly identified and relate to the project abstract. Matching funds exceeds the one-third minimum grant requirement, and the source and type are clear.	The budget and narrative include a detailed estimate of the grant's budget and costs are clear and relate to the project abstract. Matching funds meet the one-third minimum grant requirement, and the source is clear.	The budget and narrative include an adequate estimate of the grant's budget and costs are clear. Matching funds meets the one-third minimum grant requirement.	The budget and narrative do not include an estimate of the grant's budget. Matching funds does not meet the one-third minimum grant requirement.

Attachment III: Community School Implementation Plan(s) (10 points)

A detailed Implementation Plan was submitted for every school site listed in the application. The implementation plan(s) include information on all the topics listed on page 32 of the Request for Applications (RFA): ● Needs and Assets, ● Core Commitments, ● Measurable Goals and Activities, and ● Key Staff. The Implementation Plan has strong links to the California Community Schools Framework (Framework). The Implementation Plan shows that community partners were actively involved in the planning, development, and continuous improvement of the community school.	An Implementation Plan was submitted for every school site listed in the application. The implementation plan(s) include information on four or more topics listed on page 32 of the RFA: ● Needs and Assets, ● Core Commitments, ● Measurable Goals and Activities, and ● Key Staff. The Implementation Plan has links to the Local Control and Accountability Plan (LCAP) and the Framework. The Implementation Plan shows that community partners participated in the planning, development, and continuous improvement of the community school.	An Implementation Plan was submitted for most of the school sites listed in the application. The implementation plan(s) include information three or more topics listed on page 32 of the RFA: ● Needs and Assets, ● Core Commitments, ● Measurable Goals and Activities, and ● Key Staff. The Implementation Plan has a link to the LCAP and the Framework. The Implementation Plan indicates that community partners may have participated in the planning, development, and continuous improvement of the community school.	An Implementation Plan was submitted for some of the school sites listed in the application. The implementation plan(s) includes minimal if no information on the topics listed on page 32 of the RFA: ● Needs and Assets, ● Core Commitments, ● Measurable Goals and Activities, and ● Key Staff. The Implementation Plan does not link to the LCAP or the Framework. Community partners do not seem to have participated in the planning, development, and continuous improvement of the community school.

Attachment IV-a–IV-c: Community School Planning Artifacts (10 points)

Community Asset Mapping and Needs/Gap Analysis (Attachment IV-a)

OUTSTANDING (4 points)	STRONG	GOOD	MINIMAL (0 points)
Applicant included a document for each school site that shows evidence of Community Asset Mapping and Needs/Gap Analysis activities.	Intentionally left blank.	Intentionally left blank.	Applicant did not include a document for each school site that shows evidence of Community Asset Mapping and Needs/Gap Analysis activities.

CCSPP Shared Decision-Making Council (Attachment IV-b)

OUTSTANDING (4 points)	STRONG	GOOD	MINIMAL (0 points)
Applicant included a Council Roster and two Meeting Minutes during the 2022–23 school year. Each school site has a Council Roster.	Intentionally left blank.	Intentionally left blank.	Applicant did not include a Council Roster or two Meeting Minutes during the 2022–23 school year.

Alignment to the Framework (Attachment IV-c)

OUTSTANDING (2 points)	STRONG	GOOD	MINIMAL (0 points)
Applicant included evidence that indicate that community school planning and implementation activities are aligned to the Framework.	Intentionally left blank.	Intentionally left blank.	Applicant did not include evidence that community school planning and implementation activities are aligned to the Framework.

Appendix C: California Community Schools Framework

Community Schools: A California Definition

A community school is any school serving pre-kindergarten through high school students using a "whole-child" approach, with "an integrated focus on academics, health and social services, youth and community development, and community engagement."[24] As a school improvement strategy, community school initiatives enable the local educational agency (LEA) and school to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community. Community schools then design their own curricula and programs to support the whole child and partner with community-based organizations (CBOs) and local government agencies to align community resources to realize a shared vision for success. They improve student outcomes by addressing students' academic, cognitive, physical, mental, and social-emotional needs. In addition to orchestrating governmental and community resources, community schools meet the needs of children and youth by building a positive school climate and trusting relationships, along with rich learning opportunities that prepare all students to succeed in college, career, and life.

In order to address student, family, and community needs, some community schools are open beyond the hours of the traditional school day for after school activities which often include tutoring and enrichment activities for children, as well as workshops and community services. Many community schools operate year-round to serve both children and their families. Community schools are designed to intentionally and collaboratively address the economic and social barriers that are the underlying cause of the opportunity and achievement gaps.[25]

Recent events, such as the COVID-19 emergency, have forced districts and schools to rethink the direct connection between schools and families, and to examine the link between school and community services, including ways in which these links can be strengthened. Community school strategies can be an effective approach to mitigate the academic and social impacts of current events, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.[26]

---

[24]. Coalition for Community Schools: Community Schools Fact Sheet. https://www.communityschools.org/wp-content/uploads/sites/2/2021/05/CS_fact_sheet_final.pdf.

[25]. Learning Policy Institute, Community Schools: An Evidence-Based Strategy for Equitable School Improvement. June 2017. https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief.

[26]. Policy Analysis for California Education: Community Schools, A COVID-19 Recovery Strategy. https://edpolicyinca.org/publications/community-schools.

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

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

The Four Pillars of Community Schools

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

- **Integrated student supports,** which can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the "coordination of trauma-informed health, mental health, and social services." Effectively supporting students also requires that students be well known so that they can be well served.

- **Family and community engagement,** which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including "home visits, home-school collaboration, [and] culturally responsive community partnerships." Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

- **Collaborative leadership and practices for educators and administrators** establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including "professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice."

- **Extended learning time and opportunities** that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.

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

The Four Key Conditions for Learning

As a critical part of the evolution of community schools, today’s community schools are taking to heart an essential lesson learned—a good student support system cannot compensate for a weak core instructional program[27] that is not responsive to individual student development and learning needs (including social, emotional, and cognitive). To strengthen their core instructional programs and achieve school transformation, today’s community schools are guided by the emerging consensus on the ‘science of learning and development’ (SoLD) which synthesizes a wide range of educational research findings regarding well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children’s well-being, healthy development,

and transferable learning into a developmental systems framework.[28] These key conditions for learning provide the foundation for the four pillars described above.

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

- Supportive environmental conditions that foster strong relationships and community. These include positive sustained relationships that foster attachment

[27]. New York University: Twenty Years, Ten Lessons: Community Schools as an Equitable School Improvement Strategy. 2021. https://steinhardt.nyu.edu/metrocenter/vue/twenty-years-ten-lessons.

[28]. Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron & David Osher (2020) Implications for educational practice of the science of learning and development, Applied Developmental Science, 24:2, 97-140. https://doi.org/10.1080/10888691.2018.1537791.

and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose;

- Productive instructional strategies that support motivation, competence, and self-directed learning. These curriculum, teaching, and assessment strategies feature well-scaffolded instruction and ongoing formative assessment that support conceptual understanding, take students' prior knowledge and experiences into account, and provide the right amount of challenge and support on relevant and engaging learning tasks;

- Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior. These include self-regulation, executive function, intrapersonal awareness and interpersonal skills, a growth mindset, and a sense of agency that supports resilience and productive action; and

- System of support that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social support that provide personalized resources within and beyond the classroom to address and prevent developmental detours, including conditions of trauma and adversity.

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

The Four Cornerstone Commitments

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

- **A Commitment to Assets-Driven and Strength-Based Practice:** California's community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history, and culture. California community schools view the language of students and family members as a vital asset to be uplifted. California's community schools understand language to be family, history, culture, and community. Community schools focus on building an embracing culture of individual and communal wellness. An essential component to this assets-based lens towards sustaining wellness is ensuring that healing-centered physical, emotional, and mental health supports are integrated into the school community in ways that are accessible, destigmatized and culturally fluent.

- **A Commitment to Racially Just and Restorative School Climates:** California's community schools commit to creating, nourishing, and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions. This commitment extends not only onto the playground and cafeteria, but into every classroom and office. The commitment explicitly expects the presence of restorative practice rather than punitive, exclusionary discipline that detaches students from school and from needed supports, too often activating a school to prison pipeline. Such punitive disciplinary practices are inconsistent with this commitment and run counter to the spirit and intent of the CCSPP Framework.

- **A Commitment to Powerful, Culturally Proficient and Relevant Instruction:** California's community schools commit to be driven by teaching and learning that are relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities. This culturally rooted instructional practice should be inspiring, inquiry-oriented, project-based, multi-modal, collaborative, interactive, and informed by the ideals of co-learning. Community schools prioritize experiential learning that deepens connection to and engagement with the community. By expanding learning beyond the school walls and the school day, community schools redefine traditional constructs who teaches, where we learn and how we build understanding.

- **A Commitment to Shared Decision Making and Participatory Practices:** California's community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations. All school interest holders including students, families, staff, and community members must have genuine engagement in decision making about school climate, curriculum, and services. Shared decision-making practices must also prioritize transparency and shared accountability to ensuring information is both available and accessible, so that all interest holders can fully participate. This commitment to authentic power sharing at both the school site and within the LEA should also be evidenced through demonstrated support from all interest holders at each step of a school's community school implementation plan.

The Four Proven Practices

As school districts and school sites have implemented versions of community school approaches across the nation, there are an array of approaches and practices that have been successful in diverse communities and school sites.[29] California community schools should both attend to research and listen to interest holder voices to confirm appropriate best practices rooted in the ethos of the specific school community. There are a small set of proven practices that all California community schools should adopt and adapt to meet the needs of their school:

[29]. Oakes, J., Maier, A., & Daniel, J. (2017). *Community Schools: An Evidence-Based Strategy for Equitable School Improvement*. Palo Alto, CA: Learning Policy Institute.

- **Community Asset Mapping and Gap Analysis:** An essential element for successful community school efforts are strategies to engage school and community interest holders in a coherent process of identifying and curating assets and wisdoms throughout the community. This process should also allow for school and community members to identify gaps in programs, services, and resources that inhibit student achievement and community coherence.

- **The Community School Coordinator:** There are many models for staffing community schools for success. All these models include a coordinator who is responsible for the overall implementation of community school processes, programs, partnerships, and strategies at the school site. While districts and schools will approach budgeting and staffing differently, the essential practice is that a discreet position is a threshold for community school success.

- **Site-Based and LEA-Based Advisory Councils:** Authentic shared decision making is a hallmark of the California community schools approach. Similar to the school coordinator position, LEA's and school sites may design shared decision-making models differently in terms of their composition and scope, but both school site-based and LEA-based shared decision-making councils are also a threshold mechanism for implementing the California community schools model. The threshold practice will engage interest holders, including students, staff, families, and community members, in determining the focus and direction of the community school effort.

- **Integrating and Aligning with other relevant Programs:** The community schools' movement in California is intentionally situated in a suite of initiatives that stand to transform public education at schools throughout the State. Specifically, the work to expand restorative practices and racially just schools, multi-tiered systems of support, statewide systems of support, mental health services for students and families, expanded learning time, universal transitional kindergarten, and the state-wide literacy initiative are all initiatives that can be aligned to and integrated with the community schools movement. Proven positive practice will also align, integrate, and cross stitch with other education justice and equity initiatives at the district and school site level.

Key Roles

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

In addition, to ensure that community school development in California is transformational, technical assistance will play a critical role and include a wide range of capacity building support, from professional development and coaching to support for strategic planning and community engagement, as well as partnership development that

brings meaningful resources to schools (e.g., direct staffing, service provision, and funding). Technical assistance will be provided at the school site, district, and/or county level.

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

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

- **COEs as Service Coordinators:** Even when they are not applying for funding on behalf of their schools, COEs can play an important role in convening local government service agencies to support community school initiatives on behalf of all the school districts in the county. COEs playing this role could support more efficient programs, systems, and resource allocation changes as it would avoid the complication of each school district negotiating its own partnership with county agencies. For example, county-level staff can also play an important role in helping to make county health department or social services resources available.

- **Regional Technical Assistance Centers:** A state-wide central Technical Assistance Center (TAC) Hub will be selected to design technical assistance content, develop technical assistance delivery models, and organize a set of Regional TACs. These Regional TACs will be tasked with providing professional development, models of practice, coaching, and related supports to LEAs and schools for the following functions:

  - Conducting comprehensive school and community needs and asset assessments;

  - Improving and empowering authentic family and community engagement in the languages spoken in the community;

- Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices;
- Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students' needs;
- Developing expanded learning models that use school and community resources to enrich students' learning opportunities and remove obstacles to learning;
- Establishing shared decision-making structures, processes, and protocols that ensure students, families, educators, and community members collaborate on the decisions that most affect the conditions for powerful teaching and learning;
- Developing models of service provision that integrate Multi-Tiered System of Support systems with health, mental health, social service, and expanded learning resources to serve the needs of children and youth efficiently and effectively;
- Collecting data about student experiences and outcomes that inform a process of continuous improvement;
- Creating community partnerships;
- Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources; and
- Coordinating services across child-serving agencies and schools.

- **California Department of Education (CDE):** The CDE's role is critical to setting up a coherent and effective statewide community schools initiative. Areas of essential state leadership include:
  - Gathering program evaluation data and reporting annually.
  - Building a robust community input and feedback process and infrastructure.
  - Utilizing the community input process to build a central framework (California's Community School Framework). This framework will guide grantee visioning, planning, and implementation processes (via Request for Applications development) and provide a foundation for the technical assistance content and infrastructure.
  - Building an effective technical assistance infrastructure. Given the complexities of community schools planning, implementation, and sustainability, and the intention to build an initiative that delivers on school

transformation, it will be important to consider the capacity of technical assistance providers to support schools across this broad developmental arc and will likely need to involve LEAs partnering with CBOs, institutions of higher education, and other technical assistance providers.

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

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

Appendix D: Definitions

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

Adjacent Location—An alternative location for services for pupils that is within a one-half mile of the qualifying entity's school site.

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

(A) 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.

(B) Family, student, school site staff 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.

(C) 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.

(D) Extended learning time and opportunities, including before and after school care and summer programs.

Consortium—Means either of the following:

(A) Two or more local educational agencies, or one.

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

Cooperating Agency—A federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a school site, an adjacent location, or

virtually through a program implemented under the California Community Schools Partnership Act. Cooperating agencies include, but are not limited to, all of the following:

(A) A county behavioral health agency that will operate the program in partnership with at least one local educational agency that is a Qualifying Entity.

(B) 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.

(C) A childcare program or agency within a public institution of higher education that will operate the program in partnership with at least one local educational agency that is a Qualifying Entity.

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

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

Partner—A private business, nonprofit, public or nonprofit institutions of higher education, or foundation that provides financial assistance or otherwise assists a program operating under the California community Schools Partnership Program.

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

(A) A local educational agency or a consortium that meets any of the following criteria, as applied to the entire pupil population of pupils enrolled in the local educational agency or consortium:

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

(B) A local educational agency or consortium, on behalf of one or more schools within the local educational agency or consortium that satisfy any of the criteria listed above.

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

(C) Health care, including all of the following:

(1) Immunizations.

(2) Vision and hearing testing and services.

(3) Dental services.

(4) Physical examinations and diagnostic and referral services.

(5) Prenatal care.

(D) Mental health services, including all the following:

(1) Primary prevention.

(2) Crisis intervention.

(3) Assessments and referrals.

(E) Trauma-informed mental health care, including substance abuse prevention, early intervention, and treatment services, including all the following:

(1) 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.

(2) Outreach, risk assessment, and education for pupils and families.

(3) Youth-focused substance use disorder prevention and treatment programs that are culturally and gender competent, trauma informed, and evidence based.

(F) 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.

(G) Academic support services, including tutoring, mentoring, employment, and community service internships, and in-service training for teachers and administrators.

(H) Counseling, including family counseling, peer-to-peer counseling, and suicide prevention.

(I) Services and counseling for children who experience violence, toxic stress, or adverse childhood experiences in their communities.

(J) Nutrition services to reduce food insecurity.

(K) Youth development services, including tutoring, mentoring, career development, and job placement.

(L) Case management services.

(M) 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.

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

(A) The pupil is classified as an English learner and is eligible for a free or reduced-price meal.

(B) The pupil is classified as an English learner and is a foster youth.

(C) The pupil is eligible for a free or reduced-price meal and is classified as a foster youth.

(D) The pupil is classified as an English learner, is eligible for a free or reduced-price meal, and is a foster youth.

Appendix E: Budget Categories

Each budget category is described below.

Object Code	Description
1000	**Certificated Salaries** Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary. Note: Funds in this category are not intended to supplant current fixed costs.
2000	**Classified Salaries** Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year. Note: Funds in this category are not intended to supplant current fixed costs.
3000	**Employee Benefits** Record employer's contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed.
4000	**Books and Supplies** Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency (LEA) capitalization threshold but greater than the LEA's inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file.

Object Code	Description
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.
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 www.cde.ca.gov/fg/ac/ic/index.asp.

Posted by California Department of Education – November 2023