

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education March 2023 Agenda Item #09

## Subject

California Community Schools Partnership Program: Approval of Cohort 2 Planning Grantees; Update on Statewide Transformative Assistance.

## Type of Action

Action, Information

## Summary of the Issue

The California Department of Education (CDE) is requesting the State Board of Education (SBE) approve the California Community Schools Partnership Program (CCSPP) Cohort Two Allocation Awards for Planning Grants. The Alameda County Office of Education is also presenting an update on the work of the State Transformative Assistance Center (S-TAC) to onboard the Regional Technical Assistance Centers (R-TACs) and County Offices of Education (COEs) to provide technical assistance to current and potential grantee local educational agencies (LEAs).

## Recommendations

The CDE recommends that the SBE approve the CCSPP Cohort Two Planning Grant Awards (Revised Attachment 1).

## Brief History and Key Issues

### 2021–2031 California Community Schools Partnership Program

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

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

For the complete language of the California Community Schools Partnership Act, see: <https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1.&title=1.&part=6.&chapter=6.&article=>.

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

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

Per statute, the SBE has an active role in the implementation of the CCSPP. The SBE approves all CDE-recommended LEA grantees, and the CDE-recommended technical assistance contract awardees. In addition, statute requires the Superintendent to update the SBE annually regarding the CDE’s CCSPP application processes and administration plan. To date, the SBE has approved 269 grants to LEAs and CDE’s application process and administration plans in November 2021 and 2022.

### CCSPP Grantmaking to LEAs

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

* Planning grants (at least 10 percent of 2021 funding = $287,416,400) for the 2021–22 and 2022–23 program years. Grants are up to $200,000 per qualifying entity for LEAs with no community schools. Planning grants have a matching requirement of one-third, with grant periods of up to two years. Any remaining planning grant funding after 2022–23 shall be made available for implementation grants. In 2021–22, the SBE approved Planning Grant funding for 192 LEAs, for a total allocation of $38,200,122 (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02a1rev.docx>). Subsequently, one LEA appealed and was awarded a planning grant, bringing the total number of Planning Grants to 193.
* Implementation grants (up to 70 percent of 2021 funding = $2,191,251,800) for the 2021–22 through 2030-31 program years. Annual grants between $100,000 and $500,000 per school are available for new, expanded or continuing community schools, with a matching requirement of one-third, with grant periods of five years. In 2021–22, the SBE approved Implementation Grant funding for 76 LEAs, supporting 458 school sites, for a total allocation of $625,575,000 (<https://www.cde.ca.gov/fg/fo/r17/ccsppimp21results.asp>). Of these school sites, 447 were at or above the 80% unduplicated student preference set in statute, and 11 were in rural LEAs serving between 70-80% unduplicated students.
* Extension grants (at least 20 percent of 2021 funding = $574,832,800) for the 2024–25 through 2030–31 program years. Grants are intended to extend implementation funding from five to seven years. LEAs may receive up to $100,000 annually per community school with a one-to-one matching funds requirement.
* Implementation and Extension Grant Note: The 2022–23 Budget Act increased the total amount for Implementation Grants and Extension Grants from $2,766,084,600 (the grant amounts from 2021) to $3,758,638,600 (with the additional $1,132,554,000 and subtracting the $140,000,000 for county coordination grants, described below). This additional allocation will allow the CDE to fund implementation grants at a greater number of priority schools, ensure sufficient funding for eligible planning grantees to receive implementation grants, and ensure eligible implementation grantees receive extension grants.

For more information, see the CDE’s CCSPP webpage: <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>

## Update on Technical Assistance

The 2021–22 Budget Act allocated up to $141,833,000 for CDE to contract with county offices of education to create a CCSPP technical assistance (TA) system. In January 2022, the CDE recommended and the SBE approved a TA system comprised of a lead technical assistance provider and a set of regional technical assistance providers. Statute envisions the technical assistance system to support LEA grantees in the cross-cutting and boundary breaking work that it takes to successfully implement community schools, including reaching out into the community and to families, facilitating services for students on or near school grounds, and leveraging funding from multiple sources to create and sustain holistic programming.

### State Transformative Assistance Center

In conceiving of a lead TA center, the CDE and SBE sought a centralized source to create and disseminate the technical assistance methodology, develop an implementation rubric, coordinate the regional technical assistance centers, and maximize areas of expertise across the state to most effectively support local CCSPP implementation. In May 2022, the SBE approved the CDE’s recommendation to award the Alameda County Office of Education (ACOE) the Lead Technical Assistance Center contract. The ACOE consortium—now called the State Transformative Assistance Center, or S-TAC—includes the UCLA Center for Community Schools, the National Education Association, and Californians for Justice.

Since Board approval, the S-TAC has convened an advisory council, begun to develop a system and tools for statewide transformative assistance, convened county offices of education in communities of transformative practice, and begun supporting the 269 Cohort 1 planning and implementation grantees through webinars, office hours, and phone/email support, in partnership with CDE and WestEd. The S-TAC has also launched a webpage: <https://www.acoe.org/stac>.

Since July 2022 the S-TAC has delivered six webinars to CCSPP grantees:

* Transformative Community Schools: Launching a Statewide Learning Collective
* Community School Steering Committees & Needs and Assets Assessments
* Building Flourishing Partnerships
* Exploring the Role of the Community School Leader
* Culturally Relevant Family and Community Engagement
* Student Voice: The Heart of the Work

These webinars have had a total of 931 participants to date and have averaged over 175 participants per session. In addition, the S-TAC has organized a weekly collaborative learning space meeting for LEAs and school site leaders. This gathering has averaged over 30 participants per week and is a platform for LEA, school site and community-based leaders to engage on the most critical issues in planning and implementation processes. The collaborative learning space is facilitated by S-TAC staff and content area experts.

### Regional Technical Assistance Centers

In November 2022, the SBE approved eight regional technical assistance centers (R-TACs), to, per statute, support prospective and current CCSPP grantees in topics ranging from authentic family and community engagement, needs and assets assessment, community partnerships, and sustainable community schools funding through multiple revenue sources. The R-TACs work with the S-TAC to coordinate implementation for the provision of holistic student services, including, but not limited to, the Expanded Learning Opportunities Program, the California State Preschool Program, Universal Transitional Kindergarten, universal meal programs, professional development opportunities, health and mental health supports for pupils and staff, and the Local Control Funding Formula. The R-TACs will leverage peer support networks between grantees to improve school climate and student well-being and achievement. The regions and R-TAC awardees are as follows:

* Northern California: **Shasta COE**
* Capitol Area: **Sacramento COE**
* Bay Area: **Santa Clara COE**
* Central Coast: **Monterey COE**
* Central Valley: **Fresno COE**
* Greater Los Angeles: **Los Angeles COE**
* Southern Coast: **San Diego COE**
* Southern Inland: **San Bernardino County Superintendent of Schools**

For a map of the R-TAC regions, see: <https://www.acoe.org/Page/2545>. Since Board approval of the R-TACs in November 2022, the CDE has begun the contracting process with each awardee. The S-TAC has met with each R-TAC team to build relationships and coherence across the state. These “road shows” have been positively received and the R-TACs are anxious to start their direct service to CCSPP grantees.

### Coordination Grants to County Offices of Education

In the 2022 Budget Act, an additional $140,000,000 was allocated for COEs with two or more CCSPP grantee LEAs to coordinate partnerships between LEAs and county-level government, nonprofit community-based organization, and other external entities to support community school implementation for grant recipients in their county. These grants will be allocated annually through 2031, with allocation levels determined by the number of CCSPP grantees in a county. In November 2022, the SBE approved the first cohort of allocations for eligible COEs, and the CDE anticipates that Grant Award Notifications will be mailed out to awardees in March. Payments will be issued shortly thereafter to allow COEs to hire staff for the 2023–24 school year. For the 2022–23 list of COE Coordination Grantees, see the allocations list on the CDE CCSPP webpage: <https://www.cde.ca.gov/ci/gs/hs/ccspp.asp>

Eligible COEs and funding levels may be adjusted based on the Cohort 2 Planning and Implementation Grant awards. The CDE will update the Board at the May 2023 meeting with anticipated adjustments in funding levels and potential additional COEs that will receive funds based on the allocation formula.

## Planning Grants – Cohort Two

As described above, the 2021 Budget Act allocated approximately $287 million for planning grants to be awarded to LEAs during the 2021–22 and 2022–23 school years to LEAs with no existing community schools. Planning grants are for up to $200,000 for up to two years, and require a one-third match from the LEA. Last year, the SBE approved approximately $38 million in planning grants to 193 eligible LEAs (per statute, LEAs are eligible for CCSPP funding if they serve over 50% high need students or have higher than the statewide average rates of dropout, suspension and expulsion, or child homelessness, foster youth, or justice-involved youth). Since this approval, the S-TAC and CDE have worked closely with grantees to support them in convening students, families, educators and community members to conduct asset mapping and gap analyses to create community schools implementation plans. Once their planning is complete, planning grantees can apply for implementation grant funding to support individual school sites.

For the second cohort of planning grantees, the CDE posted an RFA on November 1, 2022 with a due date of December 20, 2022. The CDE conducted two application webinars and co-hosted an application webinar for early childhood education professionals. The CDE appreciates outreach conducted by the S-TAC and other interest holders, including county offices of education, labor and advocates.

For 2022–23, the CDE received 238 planning grant applications that passed the initial screening:

* 80 Charter Schools
* 10 County Offices of Education
* 148 School Districts

Two trained readers within the CDE read and calibrated each application. After this process, 226 eligible LEAs are recommended for the planning grant. If funded, this would leave $204,121,846 remaining in planning grant funds, which, per statute, would roll into implementation grant funding. If approved by the SBE, the CDE will issue Grant Award Notifications to each LEA, and the S-TAC and R-TACs can begin to support these new grantees with transformative assistance to engage their communities and implement successful networks of student-centered community schools.

## Other Updates

### Implementation Grant RFA – Cohort Two

Implementation grants are available to LEAs or consortia who have developed community school implementation plans with each of their school communities. These grants are for five years and range in amount between $150,000-$500,000 annually, depending a school’s student population. In 2021–22, the SBE approved funding for 76 LEAs for five-year implementation grants, supporting 458 school sites for a total allocation of $625,575,000. 447 of these school sites were at or above the 80% unduplicated student preference set in statute, and 11 were in rural LEAs serving between 70-80% unduplicated students, per the SBE adopted grantmaking preference for rural schools (see the January 2022 board item link at page 2: <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02.docx>).

The total allocation for implementation grants is over $2 billion, with $2,011,914,800 allocated to implementation grants in 2021, and an additional $992,554,000 allocated to both implementation and expansion grants in 2022. Statute also specifies that any remaining planning grant funds available at the conclusion of the planning grant period (2021–23) shall be made available for implementation grants.

For 2022–23 cohort of implementation grantees, the CDE posted the RFA on January 24, 2023, with a due date of March 21, 2023. The CDE hosted two application webinars, which had over 200 attendees. There were some changes from the 2021–22 RFA to the 2022–23 RFA that include (1) the addition of the submission of a community school implementation plan for each school site, and (2) the inclusion of artifacts for each school site. The artifacts include evidence that schools have:

* Conducted a community asset mapping and needs/gap analysis,
* Established a CCSPP shared decision-making council, and
* Ensured alignment to the California Community Schools Framework.

CDE has appreciated the outreach work of the S-TAC, the R-TACs, and key partners (counties, labor and advocates) to ensure LEAs are aware of and supported in applying for this opportunity. The S-TAC has worked with its advisory council and the CDE to create an implementation plan template for LEAs to use in their applications. While statutory priority will be given to LEAs with schools serving 80% or more high-need students, every eligible LEA (serving over 50% high need students or with higher than the statewide average rates of dropout, suspension and expulsion, or child homelessness, foster youth, or justice-involved youth) is encouraged to apply. The CDE plans to bring the recommended cohort two implementation grantees to the SBE for approval at the May 2023 meeting.

### Outreach and Staffing

Since the November 2022 SBE meeting, the CDE has continued to work closely with its Children and Youth Behavioral Health Initiative (CYBHI) partners to align and integrate the CCSPP implementation with other statewide initiatives. It has also presented to the Advisory Commission on Special Education (ACSE) and state and federal program directors to begin conversations about how CCSPP can align with and support the needs of specific student groups. This work has been supported by the new Educational Administrator, Hamed Razawi, on the CCSPP team. The CDE will continue outreach efforts for the remaining positions to support CCSPP implementation and success.

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

In October 2021, the CDE provided an information memorandum providing the SBE with an introduction to the community school model and an overview of the CCSPP. (<https://www.cde.ca.gov/be/pn/im/documents/oct21memocctd01.docx>)

In November 2021, the SBE approved the CCSPP proposed 2021–22 application process and administration plan. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item17.docx>)

In January 2022, the SBE approved establishing a lead technical assistance center and giving priority to applicants serving small and rural schools. The SBE also adopted the California Community Schools Framework. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02.docx>)

In May 2022, the SBE approved the CDE’s recommended planning and implementation proposed list of grantees and the Lead TAC. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item02rev.docx>)

In August 2022, the CDE provided a memorandum updating the SBE regarding support to planning and implementation grantees, and an update on the R-TACs and TA system. (<https://www.cde.ca.gov/be/pn/im/documents/aug22memocctd01.docx>)

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

## Fiscal Analysis

The 2021–22 Budget Act provides a total of $3,015,997,000 for the CCSPP. The 2022–23 Budget Act added a total of $1,132,554,000 to the CCSPP, to be distributed as explained in the Brief History and Key Issues section of this Agenda Item. The Program Timeline (Attachment 2) shows the calendar of activities and funding amounts to date by activity. CDE will submit a comprehensive budget update including expenditures to date and anticipated planning and implementation grant year-by-year budget projections for the May 2023 State Board of Education meeting.

## Attachment(s)

* Revised Attachment 1: California Community Schools Partnership Program: Cohort 2 Planning Grants (12 Pages)
* Attachment 2: California Community Schools Partnership Program Timeline (1 page)