OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                   Sondra Aguilera, Chief Academic Officer

Meeting Date   June 22, 2022

Subject   Grant Application – California Department of Education – California Community
                   Schools Partnership Program Implementation Grant – Community Schools and
                   Student Services Department

Ask of the Board   Approval and acceptance by the Board of Education, pursuant to Board Policy 3290, of the District's Community Schools and Student Services Department's grant application to the California Department of Education (CDE) and delegation to Superintendent to sign on the Board's behalf to accept grant award, if received.

Background   The mission of Oakland Unified School District (OUSD) is to build a Community Schools District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. OUSD's vision is that all OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully informed, critical thinkers who are prepared for college, career, and community success.

With support from the California Community Schools Partnership Program (CCSPP) Grant, OUSD is seeking to expand our district-wide Community School initiative — building upon the foundations of community leadership, equity, and student achievement we have established over the last eleven years. As a high-needs district in California, we have reorganized ourselves through this work, and we have put significant and widespread structures in place over time. We are ready to deepen this and focus on collective buy-in and shared leadership in our goals and outcomes. This grant will support us in developing across the district in four priority areas, established through intentional stakeholder engagement and feedback: 1) deepening collaborative leadership practices for Community School teams including all stakeholders, 2) creating joyful schools, 3) strengthening student and family engagement, and 4) increasing opportunities for academic innovation and acceleration.

In support of these goals, District staff has completed an application to the California Department of Education seeking $82,394,086.00 through the California Community Schools Partnership Program Implementation Grant program to support continuation and expansion of our district-wide Community Schools initiatives.

BP 3290 provides: "In order to facilitate timely receipt of funds, the Board may approve the application for a gift, grant, or bequest, rather than the gift, grant, or bequest itself, so long as the application sets forth all substantive terms of gift, grant, or bequest." Here, the District's application does contain all substantive terms of the grant. In order to facilitate implementation of grant goals for the start of the 2022-2023 school year, it is critical that staff be able to accept and expend grant funds once it receives official grant notification from CDE.

Discussion

Approval by the Board of Education, pursuant to Board Policy 3290, of the District's Community Schools and Student Services Department's application to the California Department of Education seeking funding in the amount of $82,394,086.00 to support continuation and expansion of its Community Schools initiative for the period June 1, 2022 through June 30, 2027, and if granted, in whole or in part, delegation to the Superintendent to sign on the Board's behalf to accept same, pursuant to the terms and conditions thereof, will help bring the District closer to reaching its vision of all OUSD students will finding joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Fiscal Impact

Grants for OUSD students in an amount not to exceed $82,394,086.00.

Attachment(s)

- Grant Management Face Sheet
- Form A – Applicant Info Sheet
- From B – Project Abstract
- Participating Sites
- Program Budget
- Request for Applications

OUSD Grants Management Face Sheet

Title of Grant: California Community Schools Partnership Program: Implementation Grant (CCSPP)	Funding Cycle Dates: 06-01-2022 to 06-30-2027
Grant's Fiscal Agent: (contact's name, address, phone number, email address) **California Department of Education - Career and College Transition Division** **1430 N Street, Suite 4202** **Sacramento, CA 95814** **(916) 445-2652**	**Grant Amount for Full Funding Cycle:** $82,394,086.00
Funding Agency:	**Grant Focus: With support from the California Community Schools Partnership Program (CCSPP) Grant, OUSD is seeking to expand our district-wide Community School initiative — building upon the foundations of community leadership, equity, and student achievement we have established over the last eleven years. As a high-needs district in California, we have reorganized ourselves through this work, and we have put significant and widespread structures in place over time. We are ready to deepen this, and focus on collective buy-in and shared leadership in our goals and outcomes. This grant will support us in developing across the district in four priority areas, established through intentional stakeholder engagement and**

| | feedback: 1) deepening collaborative leadership practices for Community School teams including all stakeholders, 2) creating joyful schools, 3) strengthening student and family engagement, and 4) increasing opportunities for academic innovation and acceleration. |
| California Department of Education | |

List all School(s) or Department(s) to be Served:
Community Schools Student Services for 64 schools (see attached for complete list of schools)

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	OUSD's Academic and Instruction Office has built coherent systems grounded in high-quality instructional materials, standards-based interim assessments, and professional learning and coaching to utilize common curriculum and assessment. These systems are supported by both school day staff and community partners. Support for students currently includes daily after school programs that provide literacy support aligned with the district adopted materials; additional academic support with community literacy tutors; enrichment and physical activity aligned with school day goals; small group learning opportunities; extended hours for teachers; and dynamic learning opportunities. Schools engage with community-based partners to offer after school and summer programs that combine enrichment activities with academic support, computer-based tools that allow students to accelerate learning and advance at their own pace, and incorporate social-emotional learning, mental health, and literacy. Through this grant, we will continue and strengthen the work above, and we will encourage innovation in curriculum and

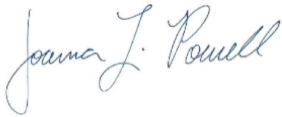|	
	partnership with community school stakeholders.
How will this grant be evaluated for impact upon student achievement? **(Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 4.22% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)**	**Grant evaluated by OUSD RAD data metrics (academic indicators, chronic absence, graduation rates, CHKS, suspension data), OUSD LCAP indicators, and through site based Community School Implementation Plans submitted annually by Community School Stakeholder Teams**
Does the grant require any resources from the school(s) or district? If so, describe.	**Match of Community School Manager and After School Programs**
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? **(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)**	No
Will the proposed program take students out of the classroom for any portion of the school day? **(OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)**	No
Who is the contact managing and assuring grant compliance? **(Include contact's name, address, phone number, email address.)**	Name/Title: Ali Metzler Community School Leadership Coordinator Site: 922 Address: Phone: 510-879-2906 Email: Ali.metzler@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal/Administrator	Andrea Bustamante	*DocuSigned by:* Andrea Bustamante	5/26/2022
Chief Academic Officer	Sondra Aguilera	*DocuSigned by:* Sondra Aguilera	5/26/2022

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Senior Business Officer	Lisa Grant-Dawson		
Superintendent	Kyla Johnson-Trammell	*[signature]*	6-23-2022

Approved as to form by OUSD Staff Attorney Joanna Powell on 5/26/22.

[signature: Joanna J. Powell]

Form A: Applicant Info Sheet

2021–22 California Community Schools Partnership Program: Implementation Grant

Please complete the following:

Local Educational Agency (LEA) Name: Oakland Unified School District

LEA's County-District-School Code: 01-61259-0000000

LEA's Mailing Address:

1000 Broadway, Ste. 300

Oakland, CA 94607-4099

Primary Contact:
Name: Andrea Bustamante
Title: Executive Director, Community Schools Student Services
Phone: 415-987-6478
Email: andrea.bustamante@ousd.org

Secondary Contact:
Name: Ali Metzler
Title: Coordinator, Community Schools Leadership
Phone: 415-994-7234
Email: ali.metzler@ousd.org

If applicable, as described in California *Education Code* (*EC*) 8901(g)(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:
[N/A]

If applicable, if the LEA is applying as part of a consortium, as described in *EC* 8901(g)(3), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:
[N/A]

If applicable, list the 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(g)(4-6), with which the LEA will partner:
Alameda County Center for Healthy Schools and Communities, a division of Alameda County Health Care Services Agency and OUSD's Early Childhood Education

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. 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 *Education Code* Sections 8900–8902 along with 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, including approval of all CCSPP application items (The 2021–22 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school identified in Attachment I: CCSPP LEA and Site Participation Sheet has signed this form.Sign and date below.

LEA Name: Oakland Unified School District

Dr. Kyla Johnson-Trammell	4/7/2022
E-Signature of LEA Superintendent or Designee	Date

School site 1 Name: ACORN Woodland Elementary

Kianga Lee Curtis	4/6/2022
E-Signature of Site Principal	Date

School site 2 Name: Allendale Elementary

Ronald Towns	4/6/2022
E-Signature of Site Principal	Date

School site 3 Name: Bella Vista Elementary

Linda Flynn	4/6/2022
E-Signature of Site Principal	Date

School site 4 Name: Bret Harte Middle

April Harris	4/6/2022
E-Signature of Site Principal	Date

School site 5 Name: Bridges Academy

Anita Iverson-Comelo   4/6/2022
E-Signature of Site Principal   Date

School site 6 Name: Brookfield Elementary

Leigh Daniels   4/6/2022
E-Signature of Site Principal   Date

School site 7 Name: Burckhalter Elementary

Carin Geathers   4/6/2022
E-Signature of Site Principal   Date

School site 8 Name: Carl B. Munck Elementary

Denise Burroughs   4/6/2022
E-Signature of Site Principal   Date

School site 9 Name: Castlemont High

Michael Scott   4/6/2022
E-Signature of Site Principal   Date

School site 10 Name: Claremont Middle

Tremaine Moore   4/6/2022
E-Signature of Site Principal   Date

School site 11 Name: Cleveland Elementary

Peter Van Tassel   4/6/2022
E-Signature of Site Principal   Date

School site 12 Name: Coliseum College Prep Academy

Amy Carozza   4/6/2022
E-Signature of Site Principal   Date

School site 13 Name: Community United Elementary / LOCKWOOD

Nehseem Ratchford   4/6/2022
E-Signature of Site Principal   Date

School site 14 Name: Dewey Academy

Staci Ross-Morrison   4/6/2022
E-Signature of Site Principal   Date

School site 15 Name: East Oakland Pride Elementary

Michelle Grant   4/6/2022
E-Signature of Site Principal   Date

School site 16 Name: Edna Brewer Middle

Aubrey Layne   4/6/2022
E-Signature of Site Principal   Date

School site 17 Name: Elmhurst United Middle

Kilian Betlach   4/6/2022
E-Signature of Site Principal   Date

School site 18 Name: Emerson Elementary

Heather Palin   4/6/2022
E-Signature of Site Principal   Date

School site 19 Name: EnCompass Academy Elementary

Minh-Tram Nguyen   4/6/2022
E-Signature of Site Principal   Date

School site 20 Name: Esperanza Elementary

Cristina Segura   4/6/2022
E-Signature of Site Principal   Date

School site 21 Name: Franklin Elementary

Lusa Lai	4/6/2022
E-Signature of Site Principal	Date

School site 22 Name: Fred T. Korematsu Discovery Academy

Amie Lamontagne	4/6/2022
E-Signature of Site Principal	Date

School site 23 Name: Fremont High

Rosemary Rivera & Tom Skjervheim	4/6/2022
E-Signature of Site Principal	Date

School site 24 Name: Frick United Academy of Language

Amapola Obrera	4/6/2022
E-Signature of Site Principal	Date

School site 25 Name: Fruitvale Elementary

Eugene Stovall IV	4/6/2022
E-Signature of Site Principal	Date

School site 26 Name: Garfield Elementary

Edgar Ramirez	4/6/2022
E-Signature of Site Principal	Date

School site 27 Name: Global Family

Juan Vaca	4/6/2022
E-Signature of Site Principal	Date

School site 28 Name: Grass Valley Elementary

Casey Beckner / Kathy Maloney	4/6/2022
E-Signature of Site Principal	Date

School site 29 Name: Greenleaf Elementary

Annika Rudback / Moyra Contreras	4/6/2022
E-Signature of Site Principal	Date

School site 30 Name: Hoover Elementary

Lissette Averhoff	4/6/2022
E-Signature of Site Principal	Date

School site 31 Name: Horace Mann Elementary

Tammie Adams	4/6/2022
E-Signature of Site Principal	Date

School site 32 Name: International Community

Eleanor Alderman	4/6/2022
E-Signature of Site Principal	Date

School site 33 Name: La Escuelita Elementary

Faris Jabbar	4/6/2022
E-Signature of Site Principal	Date

School site 34 Name: Laurel Elementary

John Stangl	4/6/2022
E-Signature of Site Principal	Date

School site 35 Name: LIFE Academy

Aryn Bowman & Alykhan Boolani	4/6/2022
E-Signature of Site Principal	Date

School site 36 Name: Lincoln Elementary

Mukta Sambrani	4/6/2022
E-Signature of Site Principal	Date

School site 37 Name: Madison Park Academy 6-12

Annie Hatch & Tanisha Garrett   4/6/2022
E-Signature of Site Principal   Date

School site 38 Name: Madison Park Academy TK-5

Elaina Amos   4/6/2022
E-Signature of Site Principal   Date

School site 39 Name: Manzanita Community

Amy Jones   4/6/2022
E-Signature of Site Principal   Date

School site 40 Name: Manzanita SEED Elementary

Rachelle McManus   4/6/2022
E-Signature of Site Principal   Date

School site 41 Name: Markham Elementary

Byron Delcomb   4/6/2022
E-Signature of Site Principal   Date

School site 42 Name: Martin Luther King, Jr. Elementary

Roma Groves -Waters   4/6/2022
E-Signature of Site Principal   Date

School site 43 Name: McClymonds High

Jeffrey Taylor   4/6/2022
E-Signature of Site Principal   Date

School site 44 Name: Melrose Leadership Academy

Brianne (Bri) Zika   4/6/2022
E-Signature of Site Principal   Date

School site 45 Name: MetWest High

Shalonda Gregory   4/6/2022
E-Signature of Site Principal   Date

School site 46 Name: Montera Middle

Darren Avent   4/6/2022
E-Signature of Site Principal   Date

School site 47 Name: New Highland Academy

Samantha Keller   4/6/2022
E-Signature of Site Principal   Date

School site 48 Name: OAK / Howard Elementary

Nikki Williams   4/6/2022
E-Signature of Site Principal   Date

School site 49 Name: Oakland High

Pamela Moy   4/6/2022
E-Signature of Site Principal   Date

School site 50 Name: Oakland International High

Veronica Garcia   4/6/2022
E-Signature of Site Principal   Date

School site 51 Name: Oakland Technical High

Richard Fairly   4/6/2022
E-Signature of Site Principal   Date

School site 52 Name: Piedmont Avenue Elementary

Zarina Ahmad   4/6/2022
E-Signature of Site Principal   Date

School site 53 Name: Prescott Elementary

Enomwoyi Booker   4/6/2022
E-Signature of Site Principal   Date

School site 54 Name: Ralph J. Bunche High

 Dwayne Bartholomew   4/6/2022
E-Signature of Site Principal   Date

School site 55 Name: Reach Academy

Natasha Flint-Moore   4/6/2022
E-Signature of Site Principal   Date

School site 56 Name: Roosevelt Middle

Joao Solomon   4/6/2022
E-Signature of Site Principal   Date

School site 57 Name: Rudsdale Continuation

Willie Thompson   4/6/2022
E-Signature of Site Principal   Date

School site 58 Name: Sankofa United

Dennis Guikema   4/6/2022
E-Signature of Site Principal   Date

School site 59 Name: Skyline High

Bianca D'Allesandro   4/6/2022
E-Signature of Site Principal   Date

School site 60 Name: Think College Now

Ana Vasquez	4/6/2022
E-Signature of Site Principal	Date

School site 61 Name: United for Success Academy

Sara Allen	4/6/2022
E-Signature of Site Principal	Date

School site 62 Name: Urban Promise Academy

Tierre Mesa	4/6/2022
E-Signature of Site Principal	Date

School site 63 Name: West Oakland Middle

Neha Ummat	4/6/2022
E-Signature of Site Principal	Date

School site 64 Name: Westlake Middle

Maya Taylor	4/6/2022
E-Signature of Site Principal	

Form B: Project Abstract
2021–22 California Community Schools Partnership Program
Implementation Grant for Oakland Unified School District

Vision for proposed continuation or expansion of community schools.

The mission of Oakland Unified School District (OUSD) is to build a Community Schools District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day. OUSD's vision is that all OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

With support from the California Community Schools Partnership Program (CCSPP) Grant, OUSD is seeking to expand our district-wide Community School initiative — building upon the foundations of community leadership, equity, and student achievement we have established over the last eleven years. As a high-needs district in California, we have reorganized ourselves through this work, and we have put significant and widespread structures in place over time. We are ready to deepen this, and focus on collective buy-in and shared leadership in our goals and outcomes. This grant will support us in developing across the district in four priority areas, established through intentional stakeholder engagement and feedback: 1) deepening collaborative leadership practices for Community School teams including all stakeholders, 2) creating joyful schools, 3) strengthening student and family engagement, and 4) increasing opportunities for academic innovation and acceleration.

Since school year 2011-12, OUSD has been building the Community Schools model on a district-wide level, as an important part of our strategy to, over time, eliminate inequities in education, close achievement gaps, and ensure that every student thrives. In our model, a broad array of in-school and out-of-school supports and resources are pooled and coordinated to best support youth and their families, including those from the school district, city and county agencies, hundreds of non-profit service providers, major funders, and other entities. We see this strategy as a means to disrupt the predictive power of race and demographics on student achievement.

OUSD was the first school district in the nation to adopt a Community Schools model district-wide, initially focusing primarily on middle schools and high schools. In the last decade, we've grown from an initial 5 schools with Community School Managers (CSM) to now 50. We recognize this as long-term work grounded in continuous improvement, involving a systems change approach. In 2021, OUSD detailed a renewed commitment to "Community Schools, Thriving Students" in our Strategic Plan for 2021-2024. When the COVID-19 pandemic began, OUSD was able to quickly and effectively pivot to meet students' needs in the realms of food, health, and technology because of how we are organized as a Community Schools District. Our theory of change addresses equity, whole child education, and preparing powerful graduates for college, career, and community success, driving collective continuous improvement to improve student outcomes. We embrace a model in which students, families, staff, and community partners work together toward our vision and mission with the entire community as a part of the education system for our students.

Programs and services to be added and expanded.

In this proposal, we are seeking to expand our District-wide Community Schools Initiative from 50 to 64 schools, strengthening and expanding work that's already in place, and focusing on community accountability and shared governance — building collective buy-in to improve student outcomes at our schools. We see this as an opportunity to bring the articulated School Governance Policy to life, a policy that was created in partnership between staff, labor unions and the community, which states that school leadership teams should include teachers, families, and community members who assess a school's needs and provide real input into resource allocation and budget decisions.

With this in mind, a cornerstone of this initiative will be establishing a District-level Community Schools Advisory Council and each site will deepen and expand the work of the School Site Council (SSC) to include Community Schools assessment and implementation. The District Community Schools Advisory Council will convene strategic systems-wide partners in City and County agencies, and site-based core partners in parent, family, after-school, and health agencies, like the Health Care Services Agency, Alameda County Behavioral Health, Oakland Promise, and OUSD's Early Childhood Education. Expanded SSCs will ensure they are made up of school stakeholders including teachers, school staff, families, students, community-based organizations and key partners specific to levels (e.g. co-located Preschools, Adult Education, co-located Family Resource Centers, Linked Learning partners, and after-school partners), and will engage in data review connected to Community Schools goals.

Expanded SSCs will develop Community School Implementation Plans that address the Community School priorities below and build upon their School Plans for Student Achievement (SPSA) to address gaps in programs, services, and resources that inhibit student achievement as identified in site-based community needs assessments. The plans will outline partners and key data metrics, and they will be shared with the District and communicated broadly in parent and community friendly language. This process will help school communities determine how they will use their allocated resources available through this grant.

In early 2022, building off the broad engagement we garnered through the strategic planning process and other District work, OUSD's Community School Student Services (CSSS) department received feedback through a widely distributed survey from more than 500 stakeholders (parents, students, teachers, school staff, city and county agencies, and community-based organizations). Survey results identified priorities from the strategic plan and Local Control and Accountability Plan (LCAP) to be included in this initiative. The following four priorities have been initially identified through the feedback and will become core areas of focus for this grant. We are currently engaged in meaningful work within each of these priority areas, and this grant will allow us to expand and strengthen what's in place, and add important and innovative new programs and services.

Priority 1: Deepening District-wide Collaborative Leadership Practices for Community School Teams Including All Stakeholders. *Goal: Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners.*

Currently, OUSD schools have various teams who engage in shared leadership. The principal, CSM, key partners, parents, students, and select teachers, all collaborate in leadership, planning, and coordination. CSMs leverage the expertise of all site stakeholders by identifying collective goals and structuring the day-to-day collaboration of partners, teachers, and families. Family Engagement Specialists provide School Site Council (SSC) training for parent representatives, and support schools in implementing OUSD's school governance and family engagement standards. The District Family Engagement Liaison builds ongoing structures for direct parent-teacher communication, relationship building, academic partnership, and shared decision making. SSCs provide collaborative leadership and decision making to support continuous improvement of student academic, health, and social-emotional outcomes. Coordination of Services Teams (COSTs) connect school leadership with leaders from key partner organizations and service providers. The Parent-Student Advisory Committee (PSAC) helps to develop and implement the LCAP. Every school has professional learning communities for teachers, administrators, and support staff.

Through this grant we will expand on all of this work, and establish communities of practice for leaders (principals, CSMs, teachers, family leaders, etc) to reflect on existing practices and deepen their collaborative leadership skills. OUSD will provide tools and resources for sites to deepen and expand their SSCs to focus on Community schools strategies and programs in Spring 2022 with guiding documents for SSCs to develop Community School Implementation Plans including budgets. Site teams will participate in at least annual District-convened reflection and planning retreats and will engage in school-wide professional development and racial equity training.

Priority 2: Creating Joyful Schools. *Goal: Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning.*

OUSD has a long and deep commitment to evidence-based practices that build a positive school climate and increase school connectedness. We outline this commitment in our Strategic Plan: *In Oakland's vision, students feel safe, welcomed, and liberated in their daily environments— at home, in school, and in the community — and are active participants in their academic and social emotional success.*

Right now, we work with schools on an individual basis to approve and suggest strategies to encourage attendance and reduce suspensions and truancy. Schools learn from each other and share wisdom. Through our school-based COSTs and Community School Managers (CSM), OUSD identifies and refers students to school or community providers who may benefit from academic and behavioral support. The District is developing a Multi-Tiered System of Support (MTSS) framework that strategically integrates Restorative Justice, Positive Behavioral Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and other critical initiatives, like providing access to clinical therapy services through county-funded behavioral health partnerships. This framework provides the systems, instructional practices and content, and interventions needed to ensure that our schools are safe, equitable, and welcoming places to learn and achieve.

Through this grant we commit to continue the work above, and to expand trauma-informed health, mental health, and social services for students within a Multi-Tiered System of Support. Expanded SSCs will look at data (e.g. COST referral data, CA Healthy Kids Data data, suspension data) and gather feedback from

stakeholders to determine priority areas for this component at their schools. Some examples of potential new programming at school sites may include hiring Restorative Justice staff, increasing mental health services, increasing enrichment providers, and expanding on existing school-wide PBIS initiatives.

Priority 3: Strengthening Student and Family Engagement. *Goal: Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy. [Aligns with LCAP goals]*

OUSD's Office of Equity inspires, engages, and supports OUSD students, families, and communities in becoming authentic co-owners of our schools, sharing responsibility for every student becoming ready for college and career. Through community organizing and building OUSD capacity, the Office expands participation in learning, leadership, and advocacy by bridging engagement between OUSD staff, students, families, and community members. Current strategies utilized include parent-teacher home visits, parent education classes, partnering with parents in Restorative Justice circles and other positive discipline strategies, parent resource centers, Parents Raising the BAR (Behavior, Attendance, & Reading) training, and school-wide events for families. Partnerships with Community Resource Centers provide enrollment assistance for health care insurance and CalFresh, Food Bank, educational workshops, and capacity building resources.

OUSD developed Student Engagement Standards that include expectations for school sites to have mechanisms to enable students to engage in key school planning decisions, participate in District-wide student engagement efforts, and facilitate student leader access to and relationship with decision makers. Centrally, we facilitate student engagement learning communities and we support middle- and high-school students to participate on School Site Councils and the District-wide LCAP Student Advisory.

Through this grant, Expanded SScs will use CHKS data and stakeholder feedback to identify priorities to strengthen student and family engagement. We expect each participating school to have a Family Liaison role to facilitate school governance. Based on these inputs and decisions made by the Expanded SSCs, schools may offer training for Parent Teacher Home Visits or Academic Parent Teacher Team programs. In partnership with a newly established site student engagement lead, students will be able to determine with their peers how to utilize grant funds for school engagement events and activities like field trips, events, speakers, clubs or other programs. This grant will also allow us to expand and scale Parent Teacher Home Visits, which build trusting relationships between families and teachers, where parents are seen as partners and can connect with teachers on hopes and dreams for their children.

Priority 4: Increasing Opportunities for Academic Innovation and Acceleration. *Goal: Expand and improve student supports and enrichment opportunities to close the equity gap, so that all students graduate college, career, and community ready [Aligns with LCAP goals].*

Over the last several years OUSD's Academic and Instruction Office has built coherent systems grounded in high-quality instructional materials, standards-based interim assessments, and professional learning and coaching to utilize common curriculum and assessment. These systems are supported by both school day staff and community partners. Support for students currently includes daily after school programs

that provide literacy support aligned with the district adopted materials; additional academic support with community literacy tutors; enrichment and physical activity aligned with school day goals; small group learning opportunities; extended hours for teachers; and dynamic learning opportunities. Schools engage with community based partners to offer afterschool and summer programs that combine enrichment activities with academic support, computer-based tools that allow students to accelerate learning and advance at their own pace, and incorporate social-emotional learning, mental health, and literacy.

Through this grant, we will continue and strengthen the work above, and we will encourage innovation in curriculum and partnership with community leaders. Expanded SSCs might choose to develop these types of programs and services in their implementation plans: hosting academic workshops with CSMs and Family Liaisons; setting Literacy-at-Home strategies and milestones; and offering extended hours for teachers/school staff to provide academic intervention through partnerships (e.g Reading Partners, Springboard, Girls Inc., OUSD Office of Equity, and the Linked Learning programming).

LEA and participating school sites.

OUSD's Community School District is a network of our schools (50 with existing Community Schools Managers and expanding to 64 through this grant), lead by the District's Community Schools Student Services (CSSS) office, which provides centralized resources and systems (e.g., central onboarding for partners, the Aeries data system, professional learning community for Community School Managers, technical assistance, etc.). CSMs, COST teams (including teachers, staff, and community partners), and other school staff and partners, utilize CSSS resources and coordinate to ensure access to integrated services. School leadership (including administration, teachers, support staff, and CSMs), staff, community partners, the District, students, and families are engaged to track and support student outcomes, inform planning and school goals, drive school improvement, and ensure accountability. Parents are engaged in their students' learning and school community and families access needed services.

OUSD uses a collaborative governing structure that includes the Board of Education at the District level and School Site Councils (SSCs) at the school level. While the Board holds full power in all areas of District governance (community relations and governance, personnel management, facilities management, student achievement, and financial management), the Board solicits information from several advisory bodies for decision making. The Board empowers SSCs (composed of students, staff, parents, and/or community members) to align and manage resources to effectively address students' needs. Each OUSD school has an SSC, which advises the Principal on the content of the School's Plan for Student Achievement. Key advisory partners of the SSC include the English Learner Advisory Subcommittee, Instructional Leadership Team, Faculty Council, COST members, and Parent-Teacher Association/Organization. The governance systems will be enhanced and expanded by this grant through the expansion of the SSCs and the Community Schools Advisory Council and the collaboration among these two entities.

A cornerstone of all of our strategies, the Community School Manager (CSM) will exist at all 64 schools in this grant and serves as the linchpin for coordinating and

integrating services at their individual schools and across school sites. CSMs oversee a broad range of activities, including; assessing needs and strengths and proactively sharing information gathered in order to inform decision-making; addressing service gaps to ensure continuous program improvement; fostering quality partnerships; leading multi-tiered initiatives to increase school attendance and connectedness; and facilitating each school's COST team to design and coordinate student and family supports.

CCSPP funds will be used for new staff positions and staff professional development and training for our stakeholders, including our central leaders, network superintendents, principals, assistant principals and teachers; in order to build community buy-in and collective responsibility for achieving outcomes. Our SSCs have expressed the desire to have more input on how resources are implemented at their site. We intend to increase site governance, and provide 'real' shared decision making to increase student achievement. It is critical that we put infrastructure in place to be able to train teams to gather input and give schools what they need. With grant resources, we will develop a new position to collaborate with the CSMs, a 'Family Liaison' to support each school site to deepen their collaborative leadership and engagement with families.

Ongoing reflection, assessment, and continuous improvement.

This initiative is a long-term strategy and will keep evolving as we work to continually improve our processes. We have established a set of formal assurances, signed by each school's principal and School Site Council Chair, and through these, school sites have confirmed commitment to the priorities and the components outlined in the CCSPP Framework. These assurances will guarantee that all participating schools are responsible to these core, foundational elements that comprise an effective community school, and are implementing them at their sites. Community Schools are about operationalizing equity—a value and a commitment that is shared across the OUSD. As a result of the LCAP, we have been focused on engagement and we will continue dialog with students, families, staff, and community partners through town halls, focus groups, surveys, and public meetings to inform our work. This grant will support OUSD in facilitating reflection opportunities for Expanded SSCs to engage and refine their plans on an annual basis (at minimum).

Other factors demonstrating need.

Of the 64 schools engaged in this proposal, the average UPP is 87%. Of these 64, 52 have UPP at 80% and above, and 12 are below 80% (Emerson Elementary, Piedmont Avenue Elementary, Carl B. Munck Elementary, Skyline High, Sankofa United, Manzanita SEED Elementary, Montera Middle, Oakland Technical High, Cleveland Elementary, Melrose Leadership Academy, Edna Brewer Middle, Claremont Middle). Our Strategic Plan focuses unapologetically on increasing support for black and brown students through a Community Schools Model. At these 12 schools, 40% - 75% of students identify as African American or Latino. In addition to the student population, they have committed to implementing community school systems and services that support the academic and social emotional needs of students and families with a focus on increasing student and family engagement for our priority populations: African American students, Latino Students, English Language Learners, Foster Youth, Unhoused students and students with high rates of chronic absence.

School Information

School Site Name	County Code	District Code	School Code	Community School Status [Enter: "N" – New;
ACORN Woodland Elementary	01	61259	6002273	N
Allendale Elementary	01	61259	6001630	E
Bella Vista Elementary	01	61259	6001655	E
Bret Harte Middle	01	61259	6056998	E
Bridges Academy	01	61259	6002075	E
Brookfield Elementary	01	61259	6001663	E
Burckhalter Elementary	01	61259	6001689	N
Carl B. Munck Elementary	01	61259	6001697	E
Castlemont High	01	61259	125161	E
Claremont Middle	01	61259	6057004	E
Cleveland Elementary	01	61259	6001739	N
Coliseum College Prep Academy	01	61259	112797	E
Lockwood STEAM	01	61259	115204	E
Dewey Academy	01	61259	132688	N
East Oakland Pride Elementary	01	61259	115600	E
Edna Brewer Middle	01	61259	6057061	E
Elmhurst United Middle	01	61259	112789	E
Emerson Elementary	01	61259	6001812	E
EnCompass Academy Elementary	01	61259	102988	N
Esperanza Elementary	01	61259	6002190	E
Franklin Elementary	01	61259	6001820	N
Fred T. Korematsu Discovery Academy	01	61259	112813	E
Fremont High	01	61259	125716	N
Frick United Academy of Language	01	61259	6057020	E
Fruitvale Elementary	01	61259	6001838	E
Garfield Elementary	01	61259	6001846	E
Global Family	01	61259	115584	E
Grass Valley Elementary	01	61259	6001879	N
Greenleaf Elementary	01	61259	115618	N
Hoover Elementary	01	61259	6057046	E
Horace Mann Elementary	01	61259	6001929	N
International Community	01	61259	6118616	N
La Escuelita Elementary	01	61259	6096523	N
Laurel Elementary	01	61259	6001994	E
LIFE Academy	01	61259	130575	N
Lincoln Elementary	01	61259	6002018	N
Madison Park Academy 6-12	01	61259	6066450	E
Madison Park Academy TK-5	01	61259	6002182	E
Manzanita Community	01	61259	6002042	E
Manzanita SEED Elementary	01	61259	110247	E
Markham Elementary	01	61259	6002059	E
Martin Luther King, Jr. Elementary	01	61259	6072235	E
McClymonds High	01	61259	110189	E
Melrose Leadership Academy	01	61259	6118640	E
MetWest High	01	61259	100701	N
Montera Middle	01	61259	6057079	E

New Highland Academy	01	61259	6001903	E
OAK / Howard Elementary	01	61259	6001713	E
Oakland High	01	61259	135905	E
Oakland International High	01	61259	115667	E
Oakland Technical High	01	61259	136051	E
Piedmont Avenue Elementary	01	61259	6002117	N
Prescott	01	61259	6002125	E
Ralph J. Bunche High	01	61259	118653	N
Reach Academy	01	61259	110239	E
Roosevelt Middle	01	61259	6057087	E
Rudsdale Continuation	01	61259	130146	E
Sankofa United	01	61259	110254	E
Skyline High	01	61259	137943	E
Think College Now	01	61259	100792	E
United for Success Academy	01	61259	112763	E
Urban Promise Academy	01	61259	6118657	E
West Oakland Middle	01	61259	115626	E
Westlake Middle	01	61259	6057095	E

Local Educational Agency (LEA) Information

Field Name	Response
Program:	CCSPP, 2021-22 Implementation Grant Application
LEA Name:	Oakland Unified School District
LEA CDS Code:	01-61259
Total Grant Amount:	$82,394,086
Printed Name and Title	Dr. Kyla Johnson-Trammell, Superinendent
Signature:	
Date:	4/8/22

Contact Information

Field Name	Response
Program Contact Name:	Andrea Bustamante
Program Contact Title:	Executive Director, Community Schools Student Services
Program Contact Phone Number:	415-987-6478
Program Contact Email:	andrea.bustamante@ousd.org

Second Contact Information

Field Name	Response
Secondary Program Contact Name:	Ali Metzler
Secondary Program Contact Title:	Coordinator, Community Schools Leadership
Secondary Program Contact Phone Number:	415-994-7234
Secondary Program Contact Email:	ali.metzler@ousd.org

Program Budget Summary

Program: CCSPP, 2021-22 Implementation Grant Application
LEA Name: Oakland Unified School District

LEA CDS Code: 01-61259

Total Grant Amount: **$82,394,085.71**

Object Code	Budget Item	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Total Match	Total
1000	Certificated Personnel Salaries	$826,000.00	$826,000.00	$826,000.00	$826,000.00	$619,500.00	$0.00	$3,923,500.00
2000	Classified Personnel Salaries	$6,946,500.00	$6,946,500.00	$6,946,500.00	$6,946,500.00	$5,212,500.00	$16,644,125.00	$49,642,625.00
3000	Employee Benefits	$3,066,210.00	$3,066,210.00	$3,066,210.00	$3,066,210.00	$2,300,760.00	$6,990,533.00	$21,556,133.00
4000	Books and Supplies	$210,000.00	$210,000.00	$210,000.00	$210,000.00	$155,000.00	$0.00	$995,000.00
5000	Services and Other Operating Expenditures	$5,830,000.00	$5,830,000.00	$5,830,000.00	$5,830,000.00	$4,372,500.00	$46,836,815.00	$74,529,315.00
6000	Capital Outlay	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
N/A	**Total Direct Costs**	**$16,878,710.00**	**$16,878,710.00**	**$16,878,710.00**	**$16,878,710.00**	**$12,660,260.00**	**$70,471,473.00**	**$150,646,573.00**
7000	Indirect Rate: 4.22%	$470,475.56	$466,255.56	$466,255.56	$466,255.56	$349,743.47	$0.00	$2,218,985.71
N/A	**Total Budget & Expenditures (to date)**	**$17,349,185.56**	**$17,344,965.56**	**$17,344,965.56**	**$17,344,965.56**	**$13,010,003.47**	**$70,471,473.00**	**$152,865,558.71**

Year 1 - Proposed Budget

Program: CCSPP, 2021-22 Implementation Grant Application
LEA Name: Oakland Unified School District
LEA CDS 01-61259
Total Grant Amount: $17,349,186

Object Code	Budget Item	Grant Funds	District Match	Community Match	Narrative (A breakdown and detailed explanation of costs)
1000	Certificated Personnel Salaries	826,000.00	0.00	0.00	**Stipends Teacher Professional Development:** School staff will participate in planning sessions and professional development as identified in each school's implementation plan. $826,000 in Year 1

| 2000 | Classified Personnel Salaries | 6,946,500.00 | 3,503,750.00 | 0.00 | **Community Schools Manager:** CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget.
 Part time @ 51 schools: $88,000 annual salary x 25% FTE covered by the grant request and 75% FTE covered by matching funds; grant request: $1,122,000, plus matching funds: $3,366,000 in Year 1
 Full time @ 10 schools: $88,000 annual salary x 100% = $880,000 in Year 1
 Student Engagement Liaisons: Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work.
 Part Time @2 schools: $55,000 annual salary x 20% FTE = $22,000 in Year 1
 Part Time @37 schools: $55,000 annual salary x 40% FTE = $814,000 in Year 1
 Part Time @22 schools: $55,000 annual salary x 60% FTE = $726,000 in Year 1
 Full Time @3 schools: $55,000 annual salary x 100% FTE = $165,000 in Year 1
 Family Engagement Liaisons: Coordination and site-level implementation of family engagement and |
| 3000 | Employee Benefits | 3,066,210.00 | 1,471,575.00 | 0.00 | **Certificated Benefits**: @ 18% = $148,680 in Year 1
 Classified Benefits: Including medical, retirement, worker's comp, etc. @ 42% = $2,917,530 grant request, plus matching funds: $1,471,575 in Year 1 |

4000	Books and Supplies	210,000.00	0.00	0.00	**Supplies:** $98,000 in Year 1 **Computers:** Computer purchase for CSMs, Family Liaisons, Project Leads, and other staff funded by project. $112,000 in Year 1
5000	Services and Other Operating Expenditures	5,830,000.00	9,367,363.00	0.00	**Community School Managers at partner schools:** Contracts with site based lead agency partnerships. Agencies will facilitate community school priorities including COST, Attendance teams, collaborative leadership, and other elements of community schools. $112,500 in Year 1 **Mental Health:** Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. $2,940,000 in Year 1 **Academic Innovation and Acceleration:** Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleartion in literacy or math, Linked learning opportunities, and more. $20,000 to $55,000 per school, depending on size, to partner with contractors. $2,490,000 in Year 1 **Contracts for Implementation of community school strategies** including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and annual Oakland Community Schools Conference for OUSD staff and partners. : Evaluation Contracts with the Gardner Center and Public Profit to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Match provided

6000	Capital Outlay	0.00	0.00	0.00	N/A
N/A	**Total Direct Costs**	**16,878,710.00**	**14,342,688.00**	**0.00**	**N/A**
7000	Indirect Rate: 4.22%	470,475.56	0.00	0.00	N/A
N/A	**Total Budget**	**17,349,185.56**	**14,342,688.00**	**0.00**	**N/A**

Year 2 - Proposed Budget

Program: CCSPP, 2021-22 Implementation Grant Application
LEA Name: Oakland Unified School District
LEA CDS Code: 01-61259
Total Grant Amount: $17,344,965.56

Object Code	Budget Item	Grant Funds	District Match	Community Match	Narrative (A breakdown and detailed explanation of costs)
1000	Certificated Personnel Salaries	826,000.00	0.00	0.00	**Stipends Teacher Professional Development:** School staff will participate in planning sessions and professional development as identified in each school's implementation plan. $826,000 in Year 2

2000	Classified Personnel Salaries	6,946,500.00	3,503,750.00	0.00	**Community Schools Manager:** CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. Part time @ 51 schools: $88,000 annual salary x 25% FTE covered by the grant request and 75% FTE covered by matching funds = $1,122,000 grant request, plus matching funds: $3,366,000 in Year 2 Full time @ 10 schools: $88,000 annual salary x 100% = $880,000 in Year 2 **Student Engagement Liaisons:** Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Part Time @2 schools: $55,000 annual salary x 20% FTE = $22,000 in Year 2 Part Time @37 schools: $55,000 annual salary x 40% FTE = $814,000 in Year 2 Part Time @22 schools: $55,000 annual salary x 60% FTE = $726,000 in Year 2 Full Time @3 schools: $55,000 annual salary x 100% FTE = $165,000 in Year 2 **Family Engagement Liaisons:** Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and
3000	Employee Benefits	3,066,210.00	1,471,575.00	0.00	**Certificated Benefits:** @ 18% = $148,680 in Year 2 **Classified Benefits:** @ 42% = $2,917,530 grant request plus matching funds: $1,471,575 in Year 2
4000	Books and Supplies	210,000.00	0.00	0.00	**Supplies:** $210,000 in Year 2

5000	Services and Other Operating Expenditures	5,830,000.00	9,367,363.00	0.00	**Community School Managers at partner schools:** Contracts with site based lead agency partnerships. Agencies will facilitate community school priorities including COST, Attendance teams, collaborative leadership, and other elements of community schools. $112,500 in Year 2 **Mental Health:** Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. $2,940,000 in Year 2 **Academic Innovation and Acceleration:** Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleartion in literacy or math, Linked learning opportunities, and more. $20,000 to $55,000 per school, depending on size, to partner with contractors. $2,490,000 in Year 2 **Contracts for Implementation of community school strategies** including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and annual Oakland Community Schools Conference for OUSD staff and partners. : Evaluation Contracts with the Gardner Center and Public Profit to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Match provided through OUSD. Family Engagement Contract - Contracts with community based partners to support facilitation of family
6000	Capital Outlay	0.00	0.00	0.00	N/A
N/A	**Total Direct Costs**	16,878,710.00	14,342,688.00	**0.00**	N/A
7000	Indirect Rate: 4.22%	466,255.56	0.00	0.00	N/A
N/A	**Total Budget**	17,344,965.56	14,342,688.00	**0.00**	N/A

Year 3 - Proposed Budget

Program: CCSPP, 2021-22 Implementation Grant Application
LEA Name: Oakland Unified
LEA CDS Code: 01-61259
Total Grant Amount: $17,344,965.56

Object Code	Budget Item	Grant Funds	District Match	Community Match	Narrative (A breakdown and detailed explanation of costs)
1000	Certificated Personnel Salaries	826,000.00	0.00	0.00	**Stipends Teacher Professional Development:** School staff will participate in planning sessions and professional development as identified in each school's implementation plan. $826,000 in Year 3

2000	Classified Personnel Salaries	6,946,500.00	3,503,750.00	0.00	**Community Schools Manager:** CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. Part time @ 51 schools: $88,000 annual salary x 25% FTE covered by the grant request and 75% FTE covered by matching funds = $1,122,000 grant request plus matching funds: $3,366,000 in Year 3 Full time @ 10 schools: $88,000 annual salary x 100% = $880,000 in Year 3 **Student Engagement Liaisons:** Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Part Time @2 schools: $55,000 annual salary x 20% FTE = $22,000 in Year 3 Part Time @37 schools: $55,000 annual salary x 40% FTE = $814,000 in Year 3 Part Time @22 schools: $55,000 annual salary x 60% FTE = $726,000 in Year 3 Full Time @3 schools: $55,000 annual salary x 100% FTE = $165,000 in Year 3 **Family Engagement Liaisons:** Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. 9 months in year 5. Full Time @3 schools: $60,000 annual salary x 100% FTE = $180,000 in Year 3 Part Time @59 schools: $60,000 annual salary x 75% FTE = $2,655,000 in Year 3
3000	Employee Benefits	3,066,210.00	1,471,575.00	0.00	**Certificated Benefits:** @ 18% = $148,680 in Year 3 **Classified Benefits:** @ 42% = $2,917,530 grant request plus matching funds: $1,471,575 in Year 3
4000	Books and Supplies	210,000.00	0.00	0.00	**Supplies**: $210,000 in Year 3

5000	Services and Other Operating Expenditures	5,830,000.00	9,367,363.00	0.00	**Community School Managers at partner schools:** Contracts with site based lead agency partnerships. Agencies will facilitate community school priorities including COST, Attendance teams, collaborative leadership, and other elements of community schools. $112,500 in Year 3 **Mental Health:** Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. $2,940,000 in Year 3 **Academic Innovation and Acceleration:** Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleartion in literacy or math, Linked learning opportunities, and more. $20,000 to $55,000 per school, depending on size, to partner with contractors. $2,490,000 in Year 3 **Contracts for Implementation of community school strategies** including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and annual Oakland Community Schools Conference for OUSD staff and partners. : Evaluation Contracts with the Gardner Center and Public Profit to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Match provided through OUSD. Family Engagement Contract - Contracts with community based partners to support facilitation of family engagement and leadership work for family engagement services, e.g. literacy, homework, arts & culture. School Leadership Partner Contract - Contracts with community based partners for to develop school leadership practices with Community School Leadership Teams. Annual Community School Conference - Collaborative Leadership Summit. $400,000 grant request plus matching funds of $10,000 in Year 3 **ASES - After School Education & Safety (Matching Funds)** at 56 schools k-8: CDE After School Education & Safety funds for Explanded
6000	Capital Outlay	0.00	0.00	0.00	N/A
N/A	**Total Direct Costs**	16,878,710.00	14,342,688.00	0.00	N/A
7000	Indirect Rate: 4.22%	466,255.56	0.00	0.00	N/A
N/A	**Total Budget**	17,344,965.56	14,342,688.00	0.00	N/A

Year 4 - Proposed Budget

Program: CCSPP, 2021-22 Implementation Grant Application

LEA Name: Oakland Unified School District

LEA CDS Code: 01-61259

Total Grant Amount: $17,344,965.56

Object Code	Budget Item	Grant Funds	District Match	Community Match	Narrative (A breakdown and detailed explanation of costs)
1000	Certificated Personnel Salaries	826,000.00	0.00	0.00	**Stipends Teacher Professional Development:** School staff will participate in planning sessions and professional development as identified in each school's implementation plan. $826,000 in Year 4

2000	Classified Personnel Salaries	6,946,500.00	3,503,750.00	0.00	**Community Schools Manager:** CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. Part time @ 51 schools: $88,000 annual salary x 25% FTE covered by the grant request and 75% FTE covered by matching funds = $1,122,000 grant request plus matching funds: $3,366,000 in Year 4 Full time @ 10 schools: $88,000 annual salary x 100% = $880,000 in Year 4 **Student Engagement Liaisons:** Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work. Part Time @2 schools: $55,000 annual salary x 20% FTE = $22,000 in Year 4 Part Time @37 schools: $55,000 annual salary x 40% FTE = $814,000 in Year 4 Part Time @22 schools: $55,000 annual salary x 60% FTE = $726,000 in Year 4 Full Time @3 schools: $55,000 annual salary x 100% FTE = $165,000 in Year 4 **Family Engagement Liaisons:** Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. 9 months in year 5. Full Time @3 schools: $60,000 annual salary x 100% FTE = $180,000 in Year 4 Part Time @59 schools: $60,000 annual salary x 75% FTE = $2,655,000 in Year 4 Part Time @2 schools: $60,000 annual salary x 25% FTE = $30,000 in Year 4 **Project Director - Community Schools Leadership Coordinator:** Provides leadership and professional development for Community School Managers and partners; manages budget, evaluation and reporting. $122,000 annual salary x 100% FTE = $122,000 in Year 4 **Central Community Schools Manager (Match Only)**: Provides leadership and professional development for Community School Managers and supports mentoring. Match funded through Kasier Foundation. $95,000 annual salary x
3000	Employee Benefits	3,066,210.00	1,471,575.00	0.00	**Certificated Benefits:** @ 18% = $148,680 in Year 4 **Classified Benefits:** @ 42% = $2,917,530 grant request plus matching funds: $1,471,575 in Year 4
4000	Books and Supplies	210,000.00	0.00	0.00	**Supplies:** $210,000 in Year 4

5000	Services and Other Operating Expenditures	5,830,000.00	9,367,363.00	0.00	**Community School Managers at partner schools:** Contracts with site based lead agency partnerships. Agencies will facilitate community school priorities including COST, Attendance teams, collaborative leadership, and other elements of community schools. $112,500 in Year 4 **Mental Health:** Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. $2,940,000 in Year 4 **Academic Innovation and Acceleration:** Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleartion in literacy or math, Linked learning opportunities, and more. $20,000 to $55,000 per school, depending on size, to partner with contractors. $2,490,000 in Year 4 **Contracts for Implementation of community school strategies** including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and annual Oakland Community Schools Conference for OUSD staff and partners. : Evaluation Contracts with the Gardner Center and Public Profit to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Match provided through OUSD. Family Engagement Contract - Contracts with community based partners to support facilitation of family engagement and leadership work for family engagement services, e.g. literacy, homework, arts & culture. School Leadership Partner Contract - Contracts with community based partners for to develop school leadership practices with Community School Leadership Teams. Annual Community School Conference - Collaborative Leadership Summit. $400,000 grant request plus matching funds of $10,000 in Year 4 **ASES -After School Education & Safety (Match Only)** at 56 schools k-8: CDE After School Education & Safety funds for Explanded Learning Programs at 56 site. Matching funds of $9,357,363 in Year 4
6000	Capital Outlay	0.00	0.00	0.00	N/A
N/A	**Total Direct Costs**	**16,878,710.00**	**14,342,688.00**	**0.00**	**N/A**
7000	Indirect Rate: 4.22%	466,255.56	0.00	0.00	N/A
N/A	**Total Budget**	**17,344,965.56**	**14,342,688.00**	**0.00**	**N/A**

Year 5 - Proposed Budget

Program: CCSPP, 2021-22 Implementation Grant Application

LEA Name: Oakland Unified School District

LEA CDS Code: 01-61259

Total Grant Amount: $13,010,003.47

Object Code	Budget Item	Grant Funds	District Match	Community Match	Narrative (A breakdown and detailed explanation of costs)
1000	Certificated Personnel Salaries	619,500.00	0.00	0.00	**Stipends Teacher Professional Development:** School staff will participate in planning sessions and professional development as identified in each school's implementation plan. $619,500 in Year 5

2000	Classified Personnel Salaries	5,212,500.00	2,629,125.00	0.00	**Community Schools Manager**: CSMs coordinate and implement the CS model; working with site leadership, teachers, staff, and partners to conduct needs assessment, and bring in needed services and supports. Coordinate COST, Attendance Teams, Family Engagement and partnerships. Match funded by school site budget. Part time @ 51 schools: $88,000 annual salary x 25% FTE covered by the grant request (for 9 months in year 5) and 75% FTE covered by matching funds = $841,500 grant request plus matching funds: $2,524,500 in Year 5 Full time @ 10 schools: $88,000 annual salary x 100% (for 9 months in year 5) = $660,000 in Year 5 **Student Engagement Liaisons:** Coordination and site-level implementation of student engagement. Site-based liaisons will support students with developing leadership skills and engaging in restorative justice work (for 9 months in year 5). Part Time @2 schools: $55,000 annual salary x 20% FTE = $16,500 in Year 5 Part Time @37 schools: $55,000 annual salary x 40% FTE = $610,500 in Year 5 Part Time @22 schools: $55,000 annual salary x 60% FTE = $544,500 in Year 5 Full Time @3 schools: $55,000 annual salary x 100% FTE = $123,750 in Year 5 **Family Engagement Liaisons:** Coordination and site-level implementation of family engagement and collaborative leadership; working with site leadership, teachers, staff, and partners to conduct needs assessment and engage families. Works with CSMs at partner schools to facilitate leadership opportunities and school enrollment. Match funded by school site budget. (for 9 months in year 5). Full Time @3 schools: $60,000 annual salary x 100% FTE = $135,000 in Year 5 Part Time @59 schools: $60,000 annual salary x 75% FTE = $1,991,250 in Year 5 Part Time @2 schools: $60,000 annual salary x 25% FTE = $22,500 in Year 5 **Project Director - Community Schools Leadership Coordinator**: Provides leadership and professional development for Community School Managers and partners; manages budget, evaluation and reporting (for 9 months in year 5). $122,000 annual salary x 100% FTE = $91,500 in Year 5 **Central Community School Manager (Match Only):** Provides leadership and professional development for Community School Managers and supports
3000	Employee Benefits	2,300,760.00	1,104,233.00	0.00	**Certificated Benefits:** @ 18% = $111,510 in Year 5 **Classified Benefits:** @ 42% = $2,189,250 grant request plus matching funds: $1,104,233 in Year 5
4000	Books and Supplies	155,000.00	0.00	0.00	**Supplies:** $155,000 in Year 5

Code	Category				Description
5000	Services and Other Operating Expenditures	4,372,500.00	9,367,363.00	0.00	**Community School Managers at partner schools:** Contracts with site based lead agency partnerships. Agencies will facilitate community school priorities including COST, Attendance teams, collaborative leadership, and other elements of community schools. $112,500 in Year 5 **Mental Health:** Contracts with community based partners for school climate or mental health services, e.g. clinical services, groups, social emotional supports. Each school will determine the best partners for their site each year, with the Project Director's approval. $2,205,000 in Year 5 **Academic Innovation and Acceleration:** Sites will access funds to facilitate site based partnerships to increase learning opportunities for students. Contractors will support with tutoring, academic acceleartion in literacy or math, Linked learning opportunities, and more. $20,000 to $55,000 per school, depending on size, to partner with contractors. $1,867,500 in Year 5 **Contracts for Implementation of community school strategies** including collaborative leadership sessions for schools, family engagement partnership, evaluation of our efforts and annual Oakland Community Schools Conference for OUSD staff and partners. : Evaluation Contracts with the Gardner Center and Public Profit to partner with OUSD's Office of Research, Assessment and Data on project evaluation. Deliverable contract based on completion of annual evaluation reports. Match provided through OUSD. Familyaaaaaa Engagement Contract - Contracts with community based partners to support facilitation of family engagement and leadership work for family engagement services, e.g. literacy, homework, arts & culture. School Leadership Partner Contract - Contracts with community based partners for to develop school leadership practices with Community School Leadership Teams. Annual Community School Conference - Collaborative Leadership Summit. $300,000 grant request plus matching funds of $10,000 in Year 5 **ASES - After School Education & Safety(Match Only)** at 56 schools k-8: CDE After School Education & Safety funds for Explanded Learning Programs at 56 sites. Matching funds: $9,357,363 in Year 5
6000	Capital Outlay	0.00	0.00	0.00	N/A
N/A	**Total Direct Costs**	**12,660,260.00**	**13,100,721.00**	**0.00**	**N/A**
7000	Indirect Rate: 4.22%	349,743.47	0.00	0.00	N/A
N/A	**Total Budget**	**13,010,003.47**	**13,100,721.00**	**0.00**	**N/A**

2021–22
California Community Schools Partnership Program
Implementation Grant – Cohort 1

Request for Applications

Funded by the Budget Act of 2021

Application Due Date:

Monday, April 11, 2022

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

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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]

Until recently, community schools 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 California CCSPP in consultation with the State Board of Education (SBE). Based on feedback ascertained through a facilitated community input process, the CDE drafted the California Community Schools Framework (Framework) which outlines California's intentional approach to community schools as a school transformation approach rooted

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1. Coalition for Community Schools.
   http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx.

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.

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_displaySection.xhtml?sectionNum=8901&lawCode=EDC

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, codified in state law, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Family and community engagement;
- Collaborative leadership and shared decision-making; and
- Extended/expanded learning time and opportunities.

While aligning governmental and community resources is central to the community schools approach, elevating the assets and meeting the needs of children by building a positive school climate through trusting relationships, combined with rich learning opportunities that prepare all students to succeed in life, are key to the foundation of the program.

To meet the current moment, it is important not to view community schools as one initiative among many that are currently being funded in California, but rather as an equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, LEA, and school site initiatives. These initiatives include new state investments in youth-focused behavioral health, nutrition, universal prekindergarten, and expanded learning, as well as ongoing efforts involving Multi-Tiered System of Supports, social-emotional learning, college and career readiness, and school improvement. These investments were made strategically by the Legislature with the intent that they would support the community schools model of school transformation.

Purpose

The CDE is accepting applications from qualifying entities for the 2021–22 CCSPP. Funds in the amount of $2,874,164,000 have been appropriated for grants through the

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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.

California Community Schools Partnership Act as part of California *Education Code* (*EC*) Sections 8900–8902[6] and the Budget Act of 2021 for LEAs to plan for, implement and help coordinate community schools through June 2028. Up to seventy percent of total grant funding ($2,011,914,800) is available for Implementation Grants for the 2021–22 through 2027–28 program years.

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 local educational agency 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.

- Designing and executing community stakeholder engagement strategies.

- Ongoing data collection and program evaluations.

Assumptions

The CCSPP is built on the following assumptions:

- The COVID-19 pandemic has continued to exacerbate conditions associated with poverty, including food insecurity, housing and employment instability, and inadequate health care.

- Community schools offer unique models to more efficiently and effectively provide trauma-informed integrated educational, health, and mental health services to students with a wide range of needs that have been affected by the COVID-19 pandemic.

- Additional investment in community schools that provide integrated student supports, community partnerships, and expanded learning opportunities will

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6. California EC Sections 8900–8902.
   https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=8901&lawCode=EDC

help address the trauma and loss of learning that have resulted from the COVID-19 pandemic.

Program Description

Grant Information

The CCSPP provides funding for an implementation grant period beginning June 1, 2022, through June 30, 2027. Funds available to each applicant are based on the content and quality of the submitted application and proposed budget. To ensure that adequate funds are available for future rounds of implementation grants, the total grant budget for this RFA for Cohort 1 is up to $400,000,000.

The CCSPP will offer multiple rounds of implementation grants. Grantees in the current round will be designated Cohort 1, with grant awards to be approved by the SBE in May 2022. The RFA for the second round of implementation grants (Cohort 2) will be posted in fall 2022.

LEAs that have existing community schools and want to expand, continue or add new schools to their community schools initiative are not eligible to apply for CCSPP Planning Grants[7] and are encouraged to apply for a CCSPP Implementation Grant as part of this first cohort. LEAs may not apply for both planning and implementation grants in the 2021–22 school year. LEAs may apply for implementation grant funding in each of the funding rounds to support the establishment of new community schools and/or expansion or continuation of their existing community schools.

Eligibility Requirements

For the purposes of this 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 public or government-funded entity that partners with a qualifying LEA, as described below.

A Qualifying Entity is defined as:

1. A LEA that meets any of the following:

   - Fifty percent or more of the enrolled pupils at the LEA are unduplicated pupils.

   - The LEA has higher than state average dropout rates.

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7. For information on the CCSPP Planning Grant see the CCSPP Planning Grant Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5708&recID=5708.

- The LEA has higher than state average rates of suspension and expulsion.

- The LEA has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

2. A school that is not within a LEA that satisfies any of the criteria listed above, but the school demonstrates two or more of the criteria listed above, and the school demonstrates other factors that warrant the school's consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.

3. A LEA or consortium, on behalf of one or more schools that are qualifying entities within the LEA or consortium.

4. A county behavioral health agency that will operate the program in partnership with at least one LEA that is a qualifying entity.

5. A federal Head Start or Early Head Start program or other government-funded early childhood program or agency that will operate the program in partnership with at least one LEA that is a qualifying entity.

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

Competitive Priorities

Pursuant to the California *EC* Sections 8900–8902, the application scoring process will prioritize grant funding to qualifying entities that meet all of 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 students within a multitiered system of support at or near the school site, and partner with other schools, school districts, county agencies, or nongovernmental organizations.

5. Applicants that 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, and for integrating or redirecting existing resources and other school support services.

7. 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 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:

8. Applicants serving small and rural schools.[8]

These competitive priorities are subject to an application meeting all requirements outlined in the 2021–22 CCSPP Implementation Grant RFA, responses to all prompts in the 2021–22 CCSPP Application Questionnaire and completing all required forms.

Funding Levels

Legislation dictates that awards shall not exceed $500,000 per school and that new community schools shall be funded for at least five years. The CDE has determined that the award amount for the CCSPP implementation grant Cohort 1 range is $150,000 to $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 community schools. Annual grant amounts will step down in year five by twenty-five percent to encourage LEAs to ensure sustainability after grants expire.

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8. The eighth 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.

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: **25-150 students**	$150,000	$112,500	$712,500
Small: **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

Qualifying Entities are required to provide a local match equal to one-third of the total CCSPP implementation grant amount. The local match shall be contributed in 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 subgroups. The CDE reserves the right to fund applications at a lesser amount if the CDE determines that the application can be implemented with less funding, if the applicant is requesting more than the allotted amount 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 1 will be distributed annually beginning in June 2022. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released annually when grantees comply with CCSPP Program Deliverables and Requirements. A community school plan must be submitted to the CDE for each new community school before funds can be released. The grant period will cover the 2022–23, 2023–24, 2024–25, 2025–26 and 2026–27 school years. All funds must be expended by June 30, 2027.

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. Items deemed non-allowable, excessive, or inappropriate by the CDE will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Allowable expenditures may include, but are not limited to, the following:

Integrated Support Services

- Professional development, planning time, and staffing to discover, review, and plan to 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 a multi-tiered system of support, coordination of services team (COST), or other classroom and school day supports.

Family and Community Engagement

- Professional development and programmatic supports for teachers and staff on evidence-based 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 research 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 K–12 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 (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 or to banned states, as specified by state travel rules. California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.[9]

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

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9. Prohibition on State-Funded and State-Sponsored Travel to States with Discriminatory Laws (AB 1887). https://oag.ca.gov/ab1887.

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 at the end of the grant period, 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
- 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;

- **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 a comprehensive report to the Governor and Legislature by December 31, 2025 and December 31, 2027, 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 and Progress Reports

  o Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.

  o Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.

  o 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

    ▪ Annual public meeting(s) to share progress report(s) and summary of updates to community schools implementation plan(s) with the community including students, families, educators, and community partners at both the LEA and school level.

- Annual Sustainability Plan Updates, starting in Year 2

- End-of-Project Expenditure Report

- End-of-Project Report

  o Pupil and school data disaggregated by applicable school sites and student subgroups, including comparisons to baseline data.

  o Pupil and school baseline and improvement data resulting from any needs assessment and asset mapping activities.

- o 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

- o 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.

- o Description of the community schools initiative data collection (including data sharing), and outcomes tracking, and continuous improvement system and processes.

Reporting Requirements

Date	Activity
May 2022	Grant Award Notification Letter Signed by Grantee and Received by the CDE
June 30, 2023	Annual Progress Report, Implementation Plan Update, and Expenditure Report Due
June 30, 2024	Annual Progress Report, Implementation Plan Update, initial Sustainability Plan, and Expenditure Report Due
June 30, 2025	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due
June 30, 2026	Annual Progress Report, Implementation Plan Update, Sustainability Plan Update, and Expenditure Report Due

Date	Activity
June 30, 2027	End-of-Project Report (including Sustainability Plan) and Expenditure Report Due

Application Procedures and Processes

Program Timeline

Date	Activity
March 11, 2022	RFA Release Date
April 11, 2022	Applications must be received by the CDE, no later than 11:59 p.m. Pacific Daylight Time (PDT)
April 2022	Scoring of Applications
May 2022	Grantees Announced
Two weeks after grantee announcement	Appeals must be received at the CDE
June 2022	Grant Award Notification Letters Released
June 2022	Project Term Began
July 2022	Disbursement of Funds
June 30, 2027	All Funds Must be Expended

Application Due Date

The CCSPP application, required forms, and all supporting documents must be received by the CDE on or before **Monday, April 11, 2022,** no later than 11:59 p.m. PDT.

Application Submission Procedures

The CCSPP application is submitted in two parts:

1. The 2021–22 CCSPP Application Questionnaire (online)

2. Documents to be emailed to the CDE at CCSPP@cde.ca.gov :

   a. Form A: Applicant Info Sheet;

   b. Form B: Project Abstract;

   c. Attachment I: CCSPP LEA and Site Participation Sheet (optional); and

   d. Attachment II: CCSPP Program Budget Worksheet.

It is the responsibility of each applicant to ensure their Application Questionnaire (online) and corresponding email (with documents attached) is complete and submitted prior to the submission deadline on Monday, April 11, 2022, no later than 11:59 p.m. PDT.

2021–22 CCSPP Application Questionnaire

Applicants shall complete and submit the online 2021–22 CCSPP Application Questionnaire, available at: https://surveys3.cde.ca.gov/go/cssppimplementgrantapp.asp.

Applicant Info Sheet, Project Abstract, LEA and Site Participation Sheet and Budget Worksheet

Applicants shall submit via email to CCSPP@cde.ca.gov the following:

- Form A: Applicant Info Sheet;

- Form B: Project Abstract;

- Attachment I: CCSPP LEA and Site Participation Sheet; and

- Attachment II: CCSPP Program Budget Worksheet.

   Note: Attachments I and II can be found on the CCSPP Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707. Select Request for Applications.

When submitting the Applicant Info Sheet, Project Abstract, LEA and Site Participation Sheet and Budget Worksheet, applicants must include the applying LEA's name and LEA Name County-District-School (CDS) Code[10] in the file name.

   Example: Shadow Unified School District-12123456000000.

   Note: The LEA and Site Participation Sheet and Budget Worksheet 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 the CCSPP LEA and Site Participation Sheet.

LEAs applying on behalf of a qualifying school(s) must include the participating LEA(s) and school name(s) on the CCSPP LEA and Site Participation Sheet.

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

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 Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707 (select Request for Applications).

Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the month of April 2022.

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, 65 percent of an application's total score will be based on the applicant's demonstrated need, 25 percent of an application's total score will be based on the Application Questionnaire 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 2018–19 school year.

- The LEA's and participating school site(s) Unduplicated Pupil Count for school year 2018–19.[11]

- The LEA's and participating school site(s) Dropout Rate for the 2018–19 school year.[12]

- The LEA's and participating school site(s) Suspension Rate for the 2018–19 school year.[13]

- The LEA's and participating school site(s) Expulsion Rate for the 2018–19 school year.[14]

- The LEA's Locale Code.[15]

- The LEA's Non-Stability Rate for the 2018–19 school year.[16]

- The LEA's Non-Stability Rate for foster youth for the 2018–19 school year.[17]

- The LEA's Non-Stability Rate for homeless pupils for the 2018–19 school year.[18]

- The LEA's Child Find rate for the 2018–19 school year.[19]

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

12. The CDE's Adjusted Cohort Graduation Rate and Outcome Data web page, https://www.cde.ca.gov/ds/ad/filesacgr.asp.

13. The CDE's Suspension Rate web page, https://www.cde.ca.gov/ds/ad/filessd.asp.

14. The CDE's Expulsion Rate web page, https://www.cde.ca.gov/ds/ad/filesed.asp.

15. 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.

16. The CDE's Stability Rate web page, https://www.cde.ca.gov/ds/ad/filessr.asp.

17. The CDE's DataQuest web page at, https://dq.cde.ca.gov/dataquest/.

18. The CDE's DataQuest web page at, https://dq.cde.ca.gov/dataquest/.

19. The CDE Special Education Division's 2018–19 Annual Performance Report to the U.S Department of Education.

- The LEA's compliance status for overall disproportionality for the 2018–19 school year.[20]

- The LEA's compliance status for disproportionality by disability type.[21]

- As of February 2022, the cumulative COVID-19 death rate per 100,000 for the county where the LEA is located.[22]

- October 2021 unemployment rate for the county as a proxy for measuring housing insecurity and other impacts related to job loss.[23]

- October 2020 food insecurity rate for the county.[24]

Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal via email (CCSPP@cde.ca.gov) or standard mail to:

Pete Callas, Director
Career and College Transition Division
California Community Schools Partnership Program
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814

The CDE must **receive** the letter of appeal, with a digital 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 CDE's CCSPP Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707 and communication, via email, will be sent to all applicants. When submitting a letter of appeal, applicants must clearly

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20. The CDE Special Education Division's 2018–19 Annual Performance Report to the U.S Department of Education.

21. The CDE Special Education Division's 2018–19 Annual Performance Report to the U.S Department of Education.

22. Tracking COVID-19 in California web page at https://covid19.ca.gov/state-dashboard/, to find the most recent available COVID-19 data.

23. California's Employment Development Department's Labor Market Information by California Geographic Areas web page, https://www.labormarketinfo.edd.ca.gov/geography/lmi-by-geography.html

24. California Association of Foodbanks for food insecurity data by county. https://www.cafoodbanks.org/hunger-data/.

specify which CCSPP funding opportunity they are appealing: Planning Grant, Implementation Grant, or Regional Technical Assistance Center.

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 CCTD 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.

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 application 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, 2027. 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 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. 2021–22 CCSPP Application Questionnaire, via online (https://surveys3.cde.ca.gov/go/cssppimplementgrantapp.asp)

2. Supporting documents, via email (CCSPP@cde.ca.gov):

   a. Form A: Applicant Info Sheet, can be submitted as a Word or .pdf document

   b. Form B: Project Abstract, can be submitted as a Word or .pdf document

   c. Attachment I: 2021–22 California Community Schools Partnership Program LEA and Site Participation Sheet

   d. Attachment II: 2021–22 California Community Schools Partnership Program Budget Worksheet (.xlsx).

   Note: Attachments I and II can be located on the CCSPP Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707 (select Request for Applications) Attachments I and II contain multiple worksheets/tabs; all worksheets/tabs need to be completed. Attachments I and II must be submitted as Excel documents with the application; documents in other formats will not be accepted.

2021–22 CCSPP Application Questionnaire

The following items comprise the 2021–22 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.[25]

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25. View the January 2022 State Board of Education's Agenda, Agenda Item 02. https://www.cde.ca.gov/be/ag/ag/yr22/agenda202201.asp.

Responses to the following prompts indicate 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 for the purpose of confirming 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 of the following elements.

Applicants are to select one option for each prompt.

Partnerships and Engagement Activities

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

    *   Yes

    *   No

2. Facilitate 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 commits to initiating these activities as a CCSPP grantee.

    *   Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

    *   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 does not plan to include activities in this area in its community schools development process.

    *   Undecided/Unknown.

3. **Ensure 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 commits to initiating these activities as a CCSPP grantee.

- Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

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

- Undecided/Unknown.

4. **Establish and support 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 commits to initiating these activities as a CCSPP grantee.

   - Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

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

   - Undecided/Unknown.

Program Elements

5. Provide and enhance **integrated support services** to meet students' academic, physical, social-emotional, and mental health needs and include trauma-informed health, mental health, and social services within a multi-tiered system of support at or near the school site.

   - Applicant commits to initiating these activities as a CCSPP grantee.

   - Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

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

- Undecided/Unknown.

6. Support 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 commits to initiating these activities as a CCSPP grantee.

    - Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

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

    - Undecided/Unknown.

7. 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 commits to initiating these activities as a CCSPP grantee.

    - Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

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

- Undecided/Unknown.

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

    - Applicant commits to initiating these activities as a CCSPP grantee.

    - Applicant has initiated these activities at existing community school sites and commits to expanding these activities at any new community school sites.

    - 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.

    - 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

9. 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

10. 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)

11. Does the applicant plan to align and leverage multiple funding streams and programs (including but not limited 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

12. 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.

2021–22 CCSPP LEA and Site Participation Sheet (Attachment I)

Use the CCSPP LEA and Site Participation Sheet provided on the CDE's CCSPP Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707. 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.

2021–22 CCSPP Program Budget Worksheet (Attachment II)

Use the CCSPP Program Budget Worksheet provided on the CDE's CCSPP Funding Description web page at https://www.cde.ca.gov/fg/fo/profile.asp?id=5707.

- Create a proposed budget aligned to the purpose and goals of the CCSPP.

- Clearly identify the source of matching funds (LEA, community, and/or government agency) in the proposed budget. Match should equal a minimum of one-third 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(s). 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.

Form A: Applicant Info Sheet

**2021–22 California Community Schools Partnership Program:
Implementation Grant**

Please complete the following:

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

LEA's County-District-School Code: [Enter CDS Code]

LEA's Mailing Address:

[Enter Address]
[Enter City], CA [Enter Zip 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]

If applicable, as described in California *Education Code* (*EC*) 8901(g)(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(g)(3), list the additional LEA(s) and/or cooperating agency(ies) that form the consortium:
[Enter Applicable LEAs and/or cooperating agencies]

If applicable, list the 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(g)(4-6), with which the LEA will partner:
[Enter Applicable Partner]

I support this application for a California Community Schools Partnership Program (CCSPP) implementation grant. 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 *Education Code* Sections 8900–8902 along with 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, including approval of all CCSPP application items (The 2021–22 CCSPP Application Questionnaire, Project Abstract, LEA and Site Participation Sheet, and Budget Worksheet).

Add pages and/or signature lines as needed to ensure each LEA and school 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

2021–22 California Community Schools Partnership Program: Implementation Grant

Request for Applications

Describe the vision for the proposed continuation or expansion of the community schools initiative. Describe the 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 will be engaged in the process of school transformation through 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. Include other factors that demonstrate need that are not included in the Evaluation Criteria listed on page 19. (six-page limit: 12-point Arial font, single line spacing, with one-inch margins. Handwritten entries will not be accepted.)

Appendix A: Application Submission Checklist

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

- o 2021–22 CCSPP Application Questionnaire, via online

- o Supporting documents, via email (CCSPP@cde.ca.gov):

    - Form A: Applicant Info Sheet

    - Form B: Project Abstract

    - Attachment I: 2021–22 California Community Schools Partnership LEA and Site Participation Sheet (.xlsx) (optional)

    - Attachment II: 2021–22 California Community Schools Partnership Program Budget Worksheet (.xlsx)

Appendix B: Scoring Rubric

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

- 65 percent: Demonstrated Need
- 25 percent: CCSPP Application Questionnaire and Project Abstract
- 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 2018–19	Not Applicable, used to find the percentage of unduplicated student count
Unduplicated pupil count for school year 2018–19	Total unduplicated pupil count divided by total enrollment
LEA and proposed school site's dropout rate for the 2018–19 school year	Dropout rate for the 2018–19 school year
LEA and proposed school site's suspension rate for the 2018–19 school year	Suspension rate for the 2018–19 school year
LEA and proposed school site's expulsion rate for the 2018–19 school year	Expulsion rate for the 2018–19 school year

Measure	Measure Descriptor
Locale Code (RE: small/rural)	Classified as one of the following: • 23–Suburban, Small • 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 2018–19 school year	Non-stability rate for the 2018–19 school year
LEA's Non-Stability Rate for foster youth for the 2018–19 school year	Non-stability rate for foster youth for the 2018–19 school year
LEA's Non-Stability Rate for homeless pupils for the 2018–19 school year	Non-stability rate for homeless youth for the 2018–19 school year
LEA's Child Find rate	Child Find rate for the 2018–19 school year
LEA's compliance status for overall disproportionality RE: Special Education	Out of compliance (i.e., Disproportionate) for the 2018–19 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 2018–19 school year
County's cumulative COVID death rate per 100,000 as of February 2022	County cumulative death rate per 100,000 as of February 2022
County's October 2021 unemployment rate	October 2021 county unemployment rate
County's October 2020 food insecurity rate	October 2020 county food insecurity rate

2021–22 CCSPP Application Questionnaire (4 points)

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Commits to including at least ten questionnaire items (relationship building and community involvement items must be among the ten) in the overall implementation process and included in the community schools implementation plan(s).	Commits to including at least eight questionnaire items (relationship building and community involvement items must be among the eight) in the overall implementation process and included in the community schools implementation plan(s).	Commits to including at least six questionnaire items (relationship building and community involvement items must be among the six) in the overall implementation process and included in the community schools implementation plan(s).	Commits to including less than six 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 (4 points)

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly, convincingly, and clearly describes the overall proposed project and vision. 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. 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 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 I: CCSPP Program Budget Worksheet

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 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 is 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.

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."[26] As a school improvement strategy, community school initiatives enable the local education 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 (CBO) 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.[27]

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

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26. Coalition for Community Schools. http://www.communityschools.org/aboutschools/what_is_a_community_school.aspx.

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

student and family needs, and to organize school and community resources to address barriers to learning.[28]

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. 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.

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

- **Collaborative leadership and practices for educators and administrators** that 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 supports. 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[29] 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,

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29. 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.

and transferable learning into a developmental systems framework.[30] 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 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;

- System of supports that enable healthy development, respond to student needs, and address learning barriers. These include a multi-tiered system of academic, health, and social supports 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

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30. 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.

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 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.[31] 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:

- **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 of 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 is 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

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

students and families, expanded learning time, universal TK, 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 supports 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 community-based organizations 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 (COE) 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:

  o Conducting comprehensive school and community needs and asset assessments;

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

  o Developing designs and strategies for relationship-centered schools that can sustain a positive climate and inclusive, restorative practices;

  o Strengthening instruction so that it provides inclusive, engaging, and effective learning experiences designed to meet students' needs;

  o Developing expanded learning models that use school and community resources to enrich students' learning opportunities and remove obstacles to learning;

  o 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;

  o Developing models of service provision that integrate MTSS systems with health, mental health, social service, and expanded learning resources to efficiently and effectively serve the needs of children and youth;

  o Collecting data about student experiences and outcomes that inform a process of continuous improvement;

  o Creating community partnerships;

  o Developing sustainable funding sources by accessing and combining funding for services from multiple revenue sources; and

  o 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:

  o Gathering program evaluation data and reporting annually.

  o Building a robust community input and feedback process and infrastructure.

  o 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 RFA development) and provide a foundation for the technical assistance content and infrastructure.

  o 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.

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

  o 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.

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

(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, 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—Two or more local educational agencies.

Cooperating Agency—A federal, state, or local agency or public or private nonprofit entity that agrees to offer support services at a school site, an adjacent location, or virtually through a program implemented under the California Community Schools Partnership Act. Cooperating agencies include, and are not limited to:

(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 an LEA that coordinates services and resources for their students, families, and staff.

Partner—A private business, nonprofit, or foundation that provides financial assistance or otherwise assists a program operating under the California Community Schools Partnership Act.

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

(A) A local educational agency that meets any of the following:

(1) Fifty percent or more of the enrolled pupils at the local educational agency are unduplicated pupils.

(2) The local educational agency has higher than state average dropout rates.

(3) The local educational agency has higher than state average rates of suspension and expulsion.

(4) The local educational agency has higher than state average rates of child homelessness, foster youth, or justice-involved youth.

(B) A school that is not within a local educational agency that satisfies any of the criteria listed above, but the school demonstrates two or more of the criteria listed above, and the school demonstrates other factors that warrant the school's consideration, including, but not limited to, fulfilling an exceptional need or providing service to a particular target population.

(C) A local educational agency or consortium, on behalf of one or more schools that are qualifying entities within the local educational agency or consortium.

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

(E) 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.

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

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

(A)   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.

(B)   Mental health services, including all of the following:

   (1)   Primary prevention.

   (2)   Crisis intervention.

   (3)   Assessments and referrals.

(C)   Trauma-informed mental health care, including substance abuse prevention, early intervention, and treatment services, including all of 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.

(D)   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.

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

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

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

(H)   Nutrition services to reduce food insecurity.

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

(J)   Case management services.

(K)   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. Note: California state law restricts the use of state general funds to pay for travel costs to states that have laws that discriminate based on sexual orientation, gender identity, and gender expression.
6000	**Capital Outlay** Record expenditures for sites, buildings, and equipment. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA's threshold for capitalization. Refer to the LEA's threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings.
7000	**Indirect Rate** If applicable (not to exceed CDE approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at www.cde.ca.gov/fg/ac/ic/index.asp.