

California Community Schools Partnership Program



Request for Applications

Funded by the Budget Act of 2020

Application Due Date:
Friday, December 4, 2020

Administered by the:

California Department of Education
Career and College Transition Division
1430 N Street, Suite 4202
Sacramento, CA 95814
Phone: 916-445-2652
Fax: 916-327-3879

Table of Contents

Overview	3
Program Description.....	5
Accountability	12
Application Procedures and Processes.....	15
Grant Awards	20
Application Questionnaire: Section for Submission	22
Appendix A: Application Submission Checklist	37
Appendix B: Scoring Rubric	38
Appendix C: Definitions	58
Appendix D: Budget Categories	59

Overview

A community school is a “whole-child” school improvement strategy where the district and school work closely with teachers, students, and families. 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 operate year-round, morning to evening, and serve children and adults. Many community schools serve neighborhoods where economic and social barriers to learning are prevalent.²

Disruptions to education and access to services due to the novel coronavirus disease 2019 (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 the COVID-19 crisis, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning.³ Community schools often include four evidence-informed programmatic features, 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 practices for educators and administrators; and
- Extended learning time and opportunities.

While the above bullet points are the minimum statutory requirements to be addressed in the grant application, it is recommended that a more complete application should also include strategies to address learning loss and support student-centered learning based on the research findings outlined as ‘the science of learning and development.’ These include, but are not limited to, the following: student engagement, social-emotional

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. Policy Analysis for California Education Policy Brief: Community Schools: A COVID-19 Recovery Strategy. July 2020. <https://edpolicyinca.org/publications/community-schools>.

California Community Schools Partnership Program

learning, trauma-informed approaches, peer-to-peer support, positive school climate, and 'just-in-time' academic and social-emotional supports.

Purpose

The California Department of Education (CDE) is accepting applications from local educational agencies (LEAs [school districts, county offices of education, and charter schools, excluding nonclassroom-based charter schools operating pursuant to Section 47612.5 of the California *Education Code*]), for the California Community Schools Partnership Program (CCSPP). Funds in the amount of \$45 million have been appropriated from the Federal Trust Fund (Elementary and Secondary School Emergency Relief Fund). Funds are appropriated as part of California Senate Bill (SB) 820, Chapter 110, and the Budget Act of 2020.⁴

Grant funding may be used for any of the following purposes:

- Expanding and sustaining existing single, or a network of, community schools, which may include direct grants to LEAs.
- Coordinating and providing health, mental health, and pupil support services to pupils and families at community schools.
- Providing training and support to LEA personnel to help develop best practices for integrating pupil supports.

Assumptions

The CCSPP is built on the following assumptions:

- (A) The COVID-19 emergency has exacerbated conditions associated with poverty, including food insecurity, housing and employment instability, and inadequate health care, which has led to additional barriers to learning.
- (B) Community schools offer unique models to more efficiently provide integrated educational, health, and mental health services to pupils with a wide range of needs that have been affected by the COVID-19 crisis.
- (C) Community schools that provide integrated pupil supports, community partnerships, and expanded learning opportunities will help address the trauma and loss of learning that have resulted from the COVID-19 crisis.

4. SB 820, Chapter 110:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB820

Program Description

Grant Information

The CCSPP provides one-time funding for a grant period beginning March 13, 2020,⁵ through September 30, 2022. Funds available to each applicant are based on the content and quality of the submitted application and proposed budget. The total grant budget for this Request for Applications (RFA) is up to \$45 million.

Competitive Priorities

Pursuant to the California Budget Act of 2020 (SB-74, Ch. 6, Stats. 2020), the application scoring process will include consideration of the following six competitive priorities, not listed in any specific order of importance:

1. Applicants serving pupils in high-poverty schools in which at least 80 percent of the pupil population are eligible for free and reduced-price meals.
2. Applicants with a demonstrated need for expanded access to integrated services.
3. Applicants who commit to partner in a consortium with other schools or county agencies.
4. Applicants with committed matching funds for pupil services.
5. Applicants with a plan for sustaining community school services after grant expiration.
6. Applications with cosignatories from partner government agencies, including, but not limited to, county public health, county health, and county mental health agencies.

These competitive priorities are subject to an application meeting all requirements outlined in the CCSPP RFA, and competitively responding to all questions in the Application Narrative and completing all required forms. See Appendix B: Scoring Rubric, to identify how competitive priorities are defined and weighted.

5. The U.S. Department of Education has stated that LEAs may use the funds for expenses incurred beginning March 13, 2020, the date on which the President declared a national emergency. For more information visit the U.S. Department of Education's Elementary and Secondary School Emergency Relief Fund's Frequently Asked Questions web page at <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>.

Funding Levels

There are two categories for LEAs to apply for CCSPF funding:

- Up to \$1 million for a single community school.
- Up to \$500,000 for each community school in a consortium of community schools, not to exceed \$3 million.

The CDE will fund successful grant applications at the level requested if the program application is well-justified, the budget is realistic and well-supported, and 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 it is determined that the application can be implemented with less funding, or if state funding is not sufficient to fully fund all applications that merit an award. The CDE also reserves the right to award different numbers of grants in each funding level depending on the quality of the grant applications submitted.

Fund Distribution

The CCSPF funds will be distributed at one time, April 2021. The CDE reserves the right to withhold up to 10 percent of grant funds to ensure program compliance, and funds will be released when grantees comply with CCSPF Program Deliverables and requirements. The grant period will cover the 2020–21 and 2021–22 school years, and part of the 2022–23 school year. All funds must be obligated for encumbrance or expenditure by September 30, 2022.

Eligibility Requirements

For the purposes of this grant, an applicant must be an LEA, defined as a school district, a county office of education, or a charter school, excluding nonclassroom-based charter schools operating pursuant to Section 47612.5 of the *California Education Code*.

SB 820, Chapter 110, Statutes of 2020, details the eligibility requirements as follows:

- (1) “Community school” means a public school serving preschool, kindergarten, or any of grades 1 to 12, inclusive, and includes the following:
 - (A) Integrated support services, including the coordination of health, mental health, and social services that ensure coordination and support with county and local educational agency resources, and early screening and intervention for learning and other needs.
 - (B) Family and community engagement, which may include home visits, home-school collaboration, community partnerships, and school climate surveys.

California Community Schools Partnership Program

- (C) Collaborative leadership and practices for educators and administrators, including professional development to support mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas.
 - (D) Extended learning time and opportunities, including before and after school care.
- (2) “Local educational agency” means a school district, county office of education, or charter school, excluding nonclassroom-based charter schools operating pursuant to Section 47612.5 of the *Education Code*.

Letter of Intent to Apply

Applicants intending to apply for a CCSPP grant are asked to submit a Letter of Intent to Apply (Form A) to be **received** by the CDE by **Friday, November 20, 2020**, by 11:59 p.m. PST, via email to CCSPP@cde.ca.gov.

Allowable Activities and Costs

Budgets for the use of grant funds will be reviewed and scored as part of the application process. Items deemed non-allowable, excessive, or inappropriate will be eliminated and the budget adjusted accordingly. Budgets that include non-allowable, excessive, or inappropriate items will receive a lower score. Generally, all expenditures must contribute to supporting and expanding existing community schools to improve student outcomes. Allowable expenditures may include, but are not limited to, the following:

Responding to COVID-19

- Coordination of preparedness and response efforts of LEAs with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- Providing mental health services and supports.
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and

their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

Integrated Support Services

- Professional development, planning time, and staffing to address student needs and learning loss related to the COVID-19 crisis.
- Professional development, planning time, and staffing to address the re-opening of schools in a limited- or full-capacity environment related to the COVID-19 crisis.
- 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, assess students' progress and determine how to meet their areas of need, and work with families and community partners to address learning loss related to COVID-19.
- Purchase or develop supplemental evidence-based and/or standards-based curriculum or instructional materials that are aligned with student-centered teaching and learning principles based on the science of learning and development.
- Development of programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches.
- Development of leadership coaching and support to strengthen collaborative leadership amongst site administrators, teachers, families, students, and community partners.
- Local or regional learning communities that offer training and bring together personnel, including counselors, teachers, parents, health professionals, college faculty, community service organizations, and businesses, to support program sustainability through stakeholder input, partnership development, and capacity building.
- Professional development and support for school and district 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.

- Service contracts between members of the consortium to broker supports such as early screening and intervention, healthcare (medical, dental, mental health), nutrition services, social services, mentoring, crime and homelessness prevention, legal services, attendance support/dropout prevention, transportation services, etc.
- Planning time and support for staff to convene, connect, measure, establish, and/or enhance locally defined programs, services, and partnerships to support efforts that coordinate the community school's initiatives within and across the school and district, including developing memorandums of understanding and data-sharing agreements across partner agencies.

Family and Community Engagement

- Professional development for teachers and staff on evidence-based strategies to develop trusting, inclusive, and collaborative relationships with families and community members.
- Programming to build and strengthen connections between teachers, students, and families, such as distance learning supports and virtual or in-person home visitation programs by school staff.
- Family events to support students and families with reading and math, digital literacy, job search and preparation services, and access to legal services.

Collaborative Leadership and Practices for Educators and Administrators

- Funding for a comprehensive and collaborative re-assessment of school and community assets and needs due to the effects of the COVID-19 crisis.
- Training and planning meetings between personnel, including counselors, teachers, parents, 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.
- Planning time and support to refine the community school's strategy (including the identification and tracking of shared goals, desired and anticipated results, and indicators of progress) for reopening schools and moving past the COVID-19 crisis.

California Community Schools Partnership Program

- Funding for dedicated staff (including community school coordinators) to support and facilitate partnerships, and organize/provide professional development to build capacity for collaborative education and community leadership structures and practices.
- Development of programs and strategies that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches.
- Professional development that builds the capacity of educators and administrators to effectively engage input and leadership from students, families, and community members in community school decision-making processes.

Expanded Learning Time and Opportunities

- Professional development to expand and enrich curriculum through deeper learning strategies such as project-based learning that connects to community organizations.
- Stipends, planning time, and support for educators (including teachers, expanded learning program staff, and other community partners working at school sites) to plan, coordinate, and execute expanded learning time activities, including enhanced coordination between school-day and expanded learning time programs and activities.
- Expand learning opportunities through enrichment and development activities (mentoring, arts integration, job training, job shadowing, internships, apprenticeships, service learning opportunities, etc.).

Non-allowable Activities and Costs

Funds provided under this grant may not be used to:

- 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;

California Community Schools Partnership Program

- Purchase food services, refreshments, banquets, and meals;⁶
- Purchase promotional favors, such as bumper stickers, pencils, pens, or t-shirts;
- 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.

Administrative Indirect Cost Rate

An LEA must limit administrative indirect costs (overhead) to the rate approved by the CDE for the applicable fiscal year in which the funds are expended. The approved rates can be found on the CDE's Indirect Cost Rates web page at www.cde.ca.gov/fg/ac/ic/index.asp.

6. According to the Education Department General Administrative Regulations (EDGAR), there is a very high burden of proof to show that paying for food and beverages with federal funds is necessary to meet the goals and objectives of a federal grant. There may be some circumstances where the cost would be permissible, but those circumstances are rare. Grantees will have to make a compelling case that the unique circumstances they have would justify these costs as reasonable and necessary. If the LEA has questions, they should consult with the CDE. For more information, visit the EDGAR web page at <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>. Food costs may be provided by partners and should be considered as a match for the CCSP.

Accountability

Performance Period

To ensure the successful implementation of the CCSPP, grantees are required to submit a yearly expenditure report, a yearly progress report, and one end-of-project report to show that (1) school-level outcome measures, (2) program outcome measures, and (3) program deliverables are being met. These must include any and all elements required by the CDE, as well as any locally-determined measures. The applicant is responsible for submitting all data required by the CDE in a format to be determined by the CDE.

Failure to submit required reports or evidence that deliverables have been met, or failure to show student progression, could 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 track and report.

- 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 and practices, systems and related capacity building, as well as strong partnerships to better serve the needs of students and families, resulting in improved student outcome measures.

An assessment of programmatic impact should also reflect the community school's or schools' strategic implementation priorities as determined by the community school leadership team(s) (a collaborative body of educators, administrators, families, students, community and civic partners) and designed to measure progress from baseline assessment data of student outcomes and school quality.

California Community Schools Partnership Program

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

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

As the CDE is required to prepare a comprehensive report to the Governor and Legislature by December 31, 2025, the items listed above will be addressed and collected by an external evaluator to help inform the report.

Program Deliverables

Grantees must meet program deliverables on an annual basis to maintain funding. Listed below are deliverables by program year (PY):

PY 1 (2020–21):

- Year End Progress Report
 - Student and school data
 - School response to student and family needs
 - Student and school outcome data
- Year End Expenditure Report

California Community Schools Partnership Program

PY 2 (2021–22):

- Year End Progress Report
 - Student and school data
 - School response to student and family needs
 - Student and school outcome data
- Year End Expenditure Report

PY 3 (2022–23):

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

Reporting Requirements

Date	Activity
March 2021	Grant Award Notification Letter Signed by Grantee and Received by the CDE
September 30, 2021	2020–21 PY Year End Progress Report and Expenditure Report Due
September 30, 2022	2021–22 PY Year End Progress Report and Expenditure Report Due
September 30, 2023	End-of-Project Report and Expenditure Report Due

Application Procedures and Processes

Program Timeline

Date	Activity
March 13, 2020	Project Term Began ⁷
October 30, 2020	RFA Release Date
November 20, 2020	Letter of Intent must be received at the CDE, by 11:59 p.m. PST
December 4, 2020	Applications must be received at the CDE, by 11:59 p.m. PST
December 2020– January 2021	Scoring of Applications
February 2021	Grantees Announced
Two weeks after grantee announcement	Appeals must be received at the CDE
March 2021	Grant Award Notification Letters Released
April 2021	Disbursement of Funds
September 30, 2022	All Funds Must be Obligated (encumbered or expended)

Application Due Date

The CCSPP application, required forms, and all supporting documents must be received by the CDE on or before **Friday, December 4, 2020**, by 11:59 p.m. PST.

Application Submission Procedures

ExFiles Upload Procedures

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

7. The U.S. Department of Education has stated that LEAs may use the funds for expenses incurred beginning March 13, 2020, the date on which the President declared a national emergency. For more information visit the U.S. Department of Education’s Elementary and Secondary School Emergency Relief Fund’s Frequently Asked Questions web page at <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>.

California Community Schools Partnership Program

1. Create a single folder which includes the four separate required files: (1) the Application Packet, (2) Attachment I, (3) Attachment II, and (4) Attachment III (see Appendix A: Application Submission Checklist).
2. Once the folder is created, applicants will need to save the folder, and its contents, as a single .zip file.
3. Once the .zip file has been created, upload the .zip file into the CDE's exFiles File Transfer System.

Creating a .zip File

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

[.zip Files for Windows](#)

[.zip Files for MacOS](#)

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

LEA Name County-District-School (CDS) Code⁸

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

Example: Shadow Unified School District 12123456000000

Uploading the .zip File Into the ExFiles File Transfer System

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

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

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

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

Project Code: **CCSPP**

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

California Community Schools Partnership Program

After entering the Project Code, a prompt will ask for the Upload Password, provided below:

Upload Password: **1UpCCSPP!**

Next, select a file to upload. Click the “choose file” button.

Navigate to the .zip file to be uploaded.

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

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

Note: The name of the .zip file selected and the description must be the same.

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

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

5. After clicking “upload file”, the name of the .zip file and the description of the .zip file (these should be the same), will be displayed in the File Listings table.
6. Within the File Listings table, a date and time stamp will be displayed next to the .zip file name and description of the application.

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

The Career and College Transition Division (CCTD) will not verify if the .zip file submitted contains all of the necessary documents required in the RFA until after the submission deadline on Friday, December 4, 2020, by 11:59 p.m. PST. It is the responsibility of each applicant to ensure their application is completed in full.

If all required documents were not included, contact the CCTD Division Office at CCSPP@cde.ca.gov and request that the previous submission be deleted. Once the previous submission has been deleted, a new .zip file can be uploaded prior to the submission deadline on Friday, December 4, 2020, by 11:59 p.m. PST.

If an applicant submits multiple .zip files with only partial information, regardless of whether they comprise all the requirements in the RFA, they will be considered two separate incomplete applications, and both applications will automatically be disqualified from consideration.

California Community Schools Partnership Program

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

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 Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.

Application Review

Each application will be read and scored by a minimum of two reviewers. The application review process will occur during the months of December 2020 and January 2021.

Evaluation Criteria

Each application will be evaluated using the CCSPP Scoring Rubric (see Appendix B).

Appeals Process

Applicants who wish to appeal a grant award decision must submit a letter of appeal to:

Dr. Pradeep Kotamraju, 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 an original 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 Profile web page at <http://www.cde.ca.gov/fg/fo/profile.asp?id=5577&recID=5577> and communication, via email, will be sent to all applicants. Letters of appeal can be submitted via email to CCSPP@cde.ca.gov.

Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the application as specified in this RFA. 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

California Community Schools Partnership Program

consider incomplete or late appeals. The appellant may not supply any new information that was not originally contained in the original application.

The Deputy Superintendent of the Access for All Branch 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 application.
- Participate in all monitoring and evaluation activities provided by the 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 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

California Community Schools Partnership Program

after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by September 30, 2022. 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 two years of implementation showing 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 Questionnaire: Section for Submission

Application Instructions

Application Format Requirements:

Applications must adhere to the following formatting requirements:

- Application and included forms may not be altered.
- 8 ½" x 11"
- 12-point Arial (normal) font
- Double (2.0) line spacing
- One-inch margins on sides, top, and bottom (except pre-formatted forms)
- Handwritten entries will not be accepted.
- The grant application is restricted to 25 single-sided pages. All pages, including forms, application narrative, and appendix count toward the 25-page limit. Pages exceeding the limit will not be considered for scoring and will be omitted from scoring based upon the communicated submission requirements (not the order documents are submitted). Do not submit any unused material (guidance and instructions) included in the RFA with the application, as all submitted pages count toward the page limit.
- An appendix (optional), consisting of letters of commitment from partners, is included in the page limit.
- Any originally developed tables inserted into the narrative sections of the application must conform to the narrative formatting requirements (font size, character, and spacing).
- This is not a research grant. No research is required or considered in scoring. Therefore, footnotes or resource pages are not needed.
- Do not include hyperlinks or web page references in the application as embedded links cannot be followed or considered for scoring.

Attachment I and II - Budget Worksheets

Use the Budget Worksheets (Attachments I and II) provided on the CDE's CCSP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.

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

California Community Schools Partnership Program

- If applicable, clearly identify the source of matching funds (district, community, and/or government agency) in the proposed budget.
- 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).
- Provide adequate detail and justification when significant funds are budgeted for an outside party or consultant (rather than LEA personnel) to provide CCSPP services.

Attachment III - Budget Summary

Use the Budget Summary (Attachment III) provided on the CDE's CCSPP Request for Applications web page at <https://www.cde.ca.gov/fq/fo/r17/ccspp20rfa.asp>.

- Complete the Budget Summary by copying and pasting the totals from the 2020–21 and 2021–22 Budget Worksheets (Attachments I and II). Provide projections for program year 2022–23.
- If applicable, clearly identify the type of matching funds (district, community, and/or government agency) in the proposed budget.
- Include the superintendent's (or designee's) and the site principal's e-signatures of the applying LEA(s).

A complete application consists of the following components:

1. Form A: Letter of Intent to Apply (received by **Friday, November 20, 2020**, by 11:59 p.m. PST)
2. Form B-1 or B-2: Cover Sheet, including the superintendent's (or designee's) and the site principal's e-signatures of the applying LEA(s).

Note: Form B-1 is for a single community school application, and Form B-2 is for a consortium of applying community schools.

3. Table of Contents
4. Form C: Project Abstract
5. Application Questionnaire
6. Form D: Partner Roles and Responsibilities Chart
7. Forms E and F (Budget Narratives)

California Community Schools Partnership Program

8. Attachment I: California Community Schools Partnership Program 2020–21 Budget Worksheet (.xlsx), which can be located on the CCSPP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.
9. Attachment II: California Community Schools Partnership Program 2021–22 Budget Worksheet (.xlsx), which can be located on the CCSPP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.

Note: Attachments I and II contain multiple worksheets; all worksheets need to be completed.

10. Attachment III: California Community Schools Partnership Program Budget Summary, including the superintendent's (or designee's) signature of the applying LEA, which can be located on the CCSPP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.
11. Appendix (optional): Letters of commitment from major partners may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.

Application Narrative

NOTE: If applying as a consortium, please include information on all participating community schools when responding to the Application Narrative prompts.

Section I: Background Information (12 points)

I.1. Describe the vision and mission of the community school. Include a description on how the community school addresses a comprehensive, whole child approach to school improvement and student success involving four evidence-informed programmatic features: integrated support services, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities.

I.2. Describe the community school's demographics, include how long the community school has been established, the number of students the community school serves, the community school's current partnerships, and what services the community school currently offers to students and families.

I.3. Describe the local school, community, and neighborhood context, including an assessment of the academic, health, and social service needs and assets (or a plan to assess needs and assets). Describe how the needs and assets have been impacted by the COVID-19 crisis.

Section II: Statement of Need (8 points)

II.1. Show evidence that the community school is high-poverty (funding priority one). Provide the community school's most recent available free and reduced price meal eligibility data.⁹

II.2. Describe the community school's needs for expanded access to integrated services (funding priority two), especially needs exacerbated by the COVID-19 emergency. This information includes (but is not limited to) student, family, and school level needs (e.g., learning loss, digital divide, social-emotional, health, mental health and social services) and public health and other socioeconomic indicators (e.g., COVID-19 illness/death rates in the school/community, housing insecurity, job loss, food insecurity).

Section III: Partnerships (32 points, 16 points multiplied by two)

III.1 Describe the proposed community school's 'consortium' (funding priority three) including the overarching administrative entity or cross-cutting partnership process/plan (e.g., a network of schools with a school district lead, a network of schools from multiple school districts with a county office of education lead, a partnership between a county agency and either a school district or county office of education representing multiple community schools, etc.).

III.2. Community schools often have a collaborative governance structure or advisory board which can include educators, families, students, other local government agencies, community leaders, community-based organizations, businesses, and other community members. Describe the governance structure and/or advisory board, members, and frequency of meetings. Include how the membership is representative of the different student subgroups the school serves.

III.3. The community school must establish community partnerships (funding priority six). Complete Form C: Partner Roles and Responsibilities Chart to indicate the type of partner. Partners can include:

- Schools, including early childhood, secondary, postsecondary, and adult education providers
- Government agencies including, but not limited to, county public health, county health, and county mental health agencies
- County agencies

9. Visit the CDE's Student Poverty FRPM Data web page at <https://www.cde.ca.gov/ds/sd/sd/filesfp.asp>, to find the most recent available free and reduced price meal eligibility data.

California Community Schools Partnership Program

- Community based organizations
- Local Workforce Development Boards and businesses
- Other related community partners

III.4. Community schools can formalize partnerships through Memorandums of Understanding and building consortiums. Describe the community school's efforts to formalize partnerships listed in prompt III.3.

Section IV: Program Implementation and Outcome Measures (24 points)

IV.1. Community schools often have coordinators who develop and oversee the implementation of services, in alignment with the school's vision and mission, and engage students, families, community members, and school staff in collaborative planning and decision-making processes. Explain the coordinator's job expectations and duties, or a plan to establish a coordinator for the community school.

IV.2. Describe the process used to determine the needs of students and families (academic, health, social service, etc.) and how corresponding supports and service assets are identified, especially in response to the COVID-19 pandemic. Provide a description of how these processes will be enhanced or improved with grant funds.

IV.3. Describe the community school's approach to identifying students who are experiencing barriers to learning and ensuring integration and delivery of learning supports. Include how supports and services are determined for a student and who is required to provide input to select which services should be leveraged for a student and their family (e.g., via a community school coordinator and/or a coordination of services team). Include how services are re-evaluated for effectiveness and adjustment. Address the existing and/or planned staffing for outreach to students and families, case management, and coordination (e.g., community school coordinators and/or directors of the lead agency in a consortium). In doing so, describe how funds will be used to coordinate and provide services.

IV.4. Describe the overarching approach of the community school, including an implementation action plan that addresses the needs described in Section II. Include an explanation of the chosen approach, and in doing so address the four evidence-informed programmatic features: (1) integrated support services; (2) family and community engagement; (3) collaborative leadership and practices for educators and administrators; and (4) expanded learning time and opportunities.

IV.5. Goals and indicators should be developed by an inclusive community school leadership team. The leadership team should use a baseline assessment of student and school outcomes to identify at least three (and no more than six) measurable Specific, Measurable, Achievable, Realistic, and Timely (SMART) implementation goals for their community school strategy, along with respective indicators of progress. Describe the process the community school has in place (or plans to establish) to set goals and

California Community Schools Partnership Program

indicators for the community school, including input from students, families, and community members. If applicable, describe the existing goals and indicators for the community school.

Goals and indicators might reflect specific measures of the four evidence-informed programmatic features. Example goals and indicators are provided below and are not exclusive.

- Effectively and meaningfully engaging students, teachers, families, and community partners:
 - Goal: Create opportunities for families and teachers to build trusting relationships and partnerships to support student success.
 - Indicator: Increased number of formal and informal family and community opportunities to support student learning and enrichment.
 - Indicator: Increased number of family engagement opportunities and participation rates.
- Establishing and expanding partnerships, supports, and services that intentionally address locally defined needs:
 - Goal: Expanded support services (e.g., after-school extended hours, on-site childcare services, health services, counseling services, job and housing assistance, food assistance programs).
 - Indicator: Increased access to services.
 - Indicator: Increased number of students, teachers, and families served through universal and targeted programming and opportunities.
- Expanding student-centered teaching practices and enrichment opportunities during and out of school time:
 - Goal: Expand and improve student supports and enrichment during the school day (including distance learning).
 - Indicator: Increased number of community partnerships and programs to support deeper learning practices during and out of school time.
 - Indicator: Increased number of mentors and tutors to support distance learning.

California Community Schools Partnership Program

- Indicator: Improvement of school climate for students, teachers and families.
- Demonstrating collaborative leadership practices (inclusive of students, families, teachers, site administrators, and community partners);
 - Goal: Establish an interdisciplinary community school's leadership team that meets regularly to review data, refine strategy, and has governance and resource allocation authority within the school and includes families, teachers, students, and community partners.
 - Indicator: Description of the members, roles and responsibilities of the community school's leadership team.
 - Indicator: Increased engagement and leadership of students, teachers, families, and community partners in identifying and advancing school priorities.
- Developing the systems and practices necessary to maintain the positive outcomes of the CCSPP.
 - Goal: Create and staff improvement practices and systems to meet differentiated needs of students and families.
 - Indicator: Description of a COST, including participants, roles and responsibilities, and numbers served.
 - Goal: Expand and strengthen a network of community schools that involves the coordination and sharing of resources and learning opportunities across the initiative.
 - Indicator: Increased number of joint and targeted staff training.

IV.6. Describe a plan for collecting and analyzing qualitative and quantitative data to assess and evaluate the program's success, including the planned data collection methodology and frequency to track progress on goals and indicators established in IV.5.

Section V: Capability and Sustainability (8 points)

V.1. Describe how the community school plans to continue the program after the grant concludes (funding priority five).

California Community Schools Partnership Program

V.2. Describe how the community school plans to support and align with the Learning Continuity and Attendance Plan¹⁰, and how added CCSPP activities and resources will be incorporated into the Local Control and Accountability Plan.

Section VI: Budget and Budget Narrative (12 points)

VI.1. Describe the financial management and accounting procedures that will be used to ensure proper financial management, including fiscal controls put in place to ensure accuracy in accountability.

VI.2. Complete Attachment I: California Community Schools Partnership Program 2020–21 Budget Worksheet and Form E: 2020–21 Budget Summary, include matching funds, if applicable (funding priority four).

VI.3. Complete Attachment II: California Community Schools Partnership Program 2021–22 Budget Worksheet and Form F: 2021–22 Budget Summary, include matching funds, if applicable (funding priority four).

VI.4. Complete Attachment III: California Community Schools Partnership Program Budget Summary, include matching funds, if applicable (funding priority four).

10. For more information regarding the Learning Continuity and Attendance Plan, please visit the CDE's Learning Continuity and Attendance Plan web page at <https://www.cde.ca.gov/re/lc/learningcontattendplan.asp>.

Form A: Letter of Intent to Apply

Applicants intending to apply for the California Community Schools Partnership Program are asked to complete the sections below and submit this Letter of Intent to Apply to the California Department of Education by **Friday, November 20, 2020**, by 11:59 p.m. PST.

Applicants can email the Letter of Intent to Apply to CCSPP@cde.ca.gov.

Please include the following information:

Local Educational Agency (LEA): [Add text here]

LEA's County-District-School Code: [Add text here]

Primary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

Secondary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

If applying as a consortium, please list partner LEAs: [Add text here]

In addition, please indicate which of the following funding categories the applicant intends to apply. (Please note that the following responses are not binding).

- Up to \$1 million for a single community school.
- Up to \$500,000 for each community school in a consortium of community schools, not to exceed \$3 million.

Form B-1: Cover Sheet

California Community Schools Partnership Program

Request for Applications

Please complete the following for an application consisting of one community school:

Local Educational Agency (LEA): [Add text here]

LEA's Mailing Address:

[Add address here]

[Add city here], CA [Add zip code here]

LEA's County-District-School Code: [Add text here]

Primary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

Secondary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

I support this application for a California Community Schools Partnership Program (CCSPP) grant. I assure that the LEA applying for the CCSPP grant will adhere to the intent and letter of California Senate Bill 820, Chapter 110, and the Budget Act of 2020 along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form. Sign and date below.

E-Signature of LEA Superintendent or Designee [Add text here] Date

E-Signature of Site Principal [Add text here] Date

Form B-2: Cover Sheet

California Community Schools Partnership Program

Request for Applications

Please complete the following for an application consisting of a consortium of community schools:

Lead Local Educational Agency (LEA): [Add text here]

Lead LEA's Mailing Address:

[Add address here]

[Add city here], CA [Add zip code here]

Lead LEA's County-District-School Code: [Add text here]

Program Primary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

Program Secondary Contact:

Name: [Add text here]

Title: [Add text here]

Phone: [Add text here]

Email: [Add text here]

List of member consortium LEA(s): [Add text here]

I support this application for a California Community Schools Partnership Program (CCSPP) grant. I assure that the LEAs applying for the CCSPP grant will adhere to the intent and letter of California Senate Bill 820, Chapter 110, and the Budget Act of 2020 along with the grant requirements and specifications identified in the Request for Applications. By signing/typing your name electronically, you are agreeing that your electronic signature is the legal equivalent of your manual signature on this Form. Sign and date below.

E-Signature of LEA Superintendent or Designee [Add text here] Date

E-Signature of Lead LEA Site Principal [Add text here] Date

Form C: Program Abstract

Complete the form below with an overall description of the proposed program in this application. Limit to one page.

Local Educational Agency: [Add text here]

Funding Amount: [Add text here]

Project Overview: [Add text here]

Major Partnerships: [Add text here]

Form D: Partner Roles and Responsibilities Chart

List each partner and describe the partner’s roles and responsibilities. Roles and responsibilities should be clearly defined in terms of specific tasks, services, and/or support that they will provide. Limit three pages.

Name	Title	Organization and Organization Type	Roles, Responsibilities, and Support
[Add text here]	[Add text here]	[Add text here]	[Add text here]
[Add text here]	[Add text here]	[Add text here]	[Add text here]
[Add text here]	[Add text here]	[Add text here]	[Add text here]
[Add text here]	[Add text here]	[Add text here]	[Add text here]
[Add text here]	[Add text here]	[Add text here]	[Add text here]
[Add text here]	[Add text here]	[Add text here]	[Add text here]

Form E: 2020–21 Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicants must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application. Limit two pages.

[Add text here]

Form F: 2021–22 Budget Narrative

Each applicant must submit a **Budget Narrative** for each program year that explains all expenditures under each category within the budget. Applicants must also include in the budget narrative any matching funds (cash or in-kind) for the proposed grant application. Limit two pages.

[Add text here]

Appendix A: Application Submission Checklist

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

- Form A: Letter of Intent to Apply (received by **Friday, November 20, 2020**, by 11:59 p.m. PST)
- ExFiles .zip folder contents:
 - File 1 – Application Packet (25-page limit):
 - Form B-1 **or** B-2: Cover Sheet, including the superintendent's (or designee's) and a site principal's signature of the applying local educational agency (LEA). Form B-1 is for a single community school application, and Form B-2 is for a consortium of applying community schools.
 - Table of Contents
 - Form C: Project Abstract
 - Application Questionnaire
 - Form D: Partner Roles and Responsibilities Chart
 - Forms E and F (Budget Narratives)
 - Appendix (Optional): Letters of commitment from major partners may be attached as an appendix. The letters of commitment must be originals, not form letters, and must specifically state the services, funds, and other support to be provided. Letters must contain signatures and be on official letterhead.
 - File 2 – Attachment I: California Community Schools Partnership Program 2020–21 Budget Worksheet (.xlsx).
 - File 3 – Attachment II: California Community Schools Partnership Program 2021–22 Budget Worksheet (.xlsx).
 - File 4 – Attachment III: California Community Schools Partnership Program Budget Summary, including the superintendent's (or designee's) signature of the applying LEA.

NOTE: Attachments I, II, and III can be located on the CCSPP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r17/ccspp20rfa.asp>.

Appendix B: Scoring Rubric

NOTE: If applying as a consortium, please include information on all participating community schools when responding to the Application Narrative prompts.

Form C: Program 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 including major partnerships. Reader has a clear “big picture” of proposed project.	Contains a strong description of the overall proposed project including major partnerships. Reader has a clear picture of proposed project.	Describes the overall proposed project including some of the major partnerships. Reader has a vague picture of proposed project.	Minimally describes the overall proposed project, does not list major partnerships. Reader does not have a clear picture of proposed project.

Section I: Background Information (12 points)

I.1. Describe the vision and mission of the community school. Include a description on how the community school addresses a comprehensive, whole child approach to school improvement and student success involving four evidence-informed programmatic features: integrated support services, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Thoroughly, convincingly, and clearly describes the vision, mission, and context of the community school, and how the school addresses school improvement and student success. Provides clear and convincing evidence that the approach(es) is comprehensive and addresses aspects of the whole child. Includes aspects of the four evidence-informed programmatic features: (1) Integrated support services; (2) Family and community engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Expanded learning time and opportunities.</p>	<p>Describes the vision, mission, and context of the community school, and how the school addresses school improvement and student success. Provides evidence that the approach(es) is comprehensive and addresses aspects of the whole child. Includes some aspects of the four evidence-informed programmatic features: (1) Integrated support services; (2) Family and community engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Expanded learning time and opportunities.</p>	<p>Describes the vision, mission, and context of the community school, and how the school addresses school improvement and student success. Provides some evidence that the approach(es) is comprehensive and addresses aspects of the whole child.</p>	<p>Minimally describes the vision, mission, and context of the community school, and how the school addresses school improvement and student success.</p>

California Community Schools Partnership Program

I.2. Describe the community school’s demographics, include how long the community school has been established, the number of students the community school serves, the community school’s current partnerships, and what services the community school currently offer to students and families.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Clearly describes the community school’s demographics, and how long the community school has been established. The number of students the community school serve is explained. A clear and extensive description of the community school’s current partnerships, and what services the community school currently offer to students and families is provided.</p>	<p>Describes the community school’s demographics, and how long the community school has been established. The number of students the community school serve is mentioned. A description of the community school’s current partnerships, and what services the community school currently offer to students and families is provided, but partnerships seem to be either limited, or does not cover current (pre-COVID-19) needs.</p>	<p>A description of the community school’s demographics, and how long the community school has been established is provided. The number of students the community school serve is mentioned and does not go into detail. A vague description of the community school’s current partnerships, and what services the community school currently offer to students and families is provided.</p>	<p>Minimally describes the community school’s demographics, and how long the community school has been established is provided. The number of students the community school serve may be mentioned. There is no description of the community school’s current partnerships, and what services the community school currently offer to students and families is provided.</p>

I.3. Describe the local school, community, and neighborhood context, including an assessment of the academic, health, and social service needs and assets (or a plan to assess needs and assets). Describe how the needs and assets have been impacted by the COVID-19 crisis.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly, convincingly, and clearly describes the local school, community, and neighborhood context, and provides a clear assessment of the academic, health, and social service needs and assets. Evidence is provided that supports the assessment and impact of the COVID-19 crisis.	Describes the local school, community, and neighborhood context, and provides an assessment and some evidence of the academic, health, and social service needs and assets. Describes the impact of the COVID-19 crisis.	Describes the local school, community, and neighborhood context, provides an assessment (or planned assessment) of the academic, health, and social service needs and assets. Describes the impact of the COVID-19 crisis.	Minimally describes the local school, community, and neighborhood context, provides a minimal assessment (or planned assessment) of the academic, health, and social service needs and assets. Minimally describes the impact of the COVID-19 crisis.

Section II: Statement of Need (8 points)

II.1. Show evidence that the community school is high-poverty (funding priority one). Provide the community school’s most recent available free and reduced price meal eligibility data.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Describes and provides evidence that more than 80 percent of students qualify for free and/or reduced priced meals.	Describes and provides some evidence that at least 80 percent of students qualify for free and/or reduced priced meals.	Describes that 60 to 79 percent of students qualify for free and/or reduced priced meals.	Describes that some students qualify for free and/or reduced priced meals.

II.2. Describe the proposed community school’s needs for expanded access to integrated services (funding priority two), especially needs exacerbated by the COVID-19 emergency. This information includes (but is not limited to) student, family, and school level needs (e.g., learning loss, digital divide, social-emotional, health, mental health and social services) and public health and other socioeconomic indicators (e.g., COVID-19 illness/death rates in the school/community, housing insecurity, job loss, food insecurity).

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly and clearly describes the community school’s need for expanded access to integrated services. Includes public health data and other socioeconomic indicators that indicate a need for multiple services.	Describes the community school’s need for expanded access to integrated services. Public health data and other socioeconomic indicators that indicate a need for services is mentioned.	Describes the community school’s need for expanded access to integrated services. Minimal public health data and other socioeconomic indicators is provided.	Minimally describes the community school’s need for expanded access to integrated services.

Section III: Partnerships (32 points, 16 points multiplied by two)

III.1. Describe the proposed community school’s ‘consortium’ (funding priority three) including the overarching administrative entity or cross-cutting partnership process/plan (e.g., a network of schools with a school district lead, a network of schools from multiple school districts with a county office of education lead, a partnership between a county agency and either a school district or county office of education representing multiple community schools, etc.).

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Describes the community school’s consortium including a clear description of the overarching administrative entity or cross-cutting partnership process.	Describes a proposed community school’s consortium including a developed overarching administrative entity or cross-cutting partnership plan.	Minimally describes a proposed community school’s consortium.	No description of a proposed community school’s consortium.

III.2. Community schools often have a collaborative governance structure or advisory board which can include educators, families, students, other local government agencies, community leaders, community-based organizations, businesses, and other community members. Describe the governance structure and/or advisory board, members, and frequency of meetings. Include how the membership is representative of the different student subgroups the school serves.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly demonstrates that the school has a collaborative governance structure/advisory board that includes a diverse membership the represents partnerships and student subgroups. More than one partner is considered a government agency. Evidence is shown that the group meets regularly and discusses community resources and student outcomes.	Demonstrates that the school has a collaborative governance structure/advisory board that includes members who represent some partnerships and student subgroups. One partner is considered a government agency. Describes the frequency of meetings.	Discusses a collaborative governance structure/advisory board. Describes the frequency of meetings.	Minimally discusses a collaborative governance structure/advisory board, or plan.

III.3. The community school must establish community partnerships (funding priority six). Complete Form C: Partner Roles and Responsibilities Chart to indicate the type of partner. Partners can include:

- Schools, including early childhood, secondary, postsecondary, and adult education providers
- Government agencies including, but not limited to, county public health, county health, and county mental health agencies
- County agencies

California Community Schools Partnership Program

- Community based organizations
- Local Workforce Development Boards and businesses
- Other related community partners

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Extensive partnerships and awareness for existing structures and resources. Provides a clear description of the roles and responsibilities of partners listed on Form C: Partner Roles and Responsibilities Chart. Has evidence of partnerships that meet four or more of the following categories: (1) Schools; (2) Government agencies; (3) County agencies; (4) Community agencies; (5) Local Workforce Development Boards and businesses; and (6) Other related community partners.</p>	<p>Strong evidence of partnerships and awareness for existing structures and resources. Provides a description of the roles and responsibilities of partners listed on Form C: Partner Roles and Responsibilities Chart. Has evidence of partnerships that meet at least three of the following categories: (1) Schools; (2) Government agencies; (3) County agencies; (4) Community agencies; (5) Local Workforce Development Boards and businesses; and (6) Other related community partners.</p>	<p>Limited evidence of partnerships. Some awareness for existing structures and resources is evident. Provides a minimal description of the roles and responsibilities of partners listed on Form C: Partner Roles and Responsibilities Chart.</p>	<p>Minimal or no evidence of partnerships. Insufficient awareness for existing structures and resources. Provides minimal or no description of the roles and responsibilities of partners listed on Form C: Partner Roles and Responsibilities Chart.</p>

III.4. Community schools can formalize partnerships through Memorandums of Understanding and building consortiums. Describe the community school’s efforts to formalize partnerships listed in prompt III.3.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Clear description of formalized partnerships with agencies outlined in prompt III.3.	Strong evidence of partnerships and a clear plan to make partnerships formal within the first year of funding.	Limited evidence of working towards formalizing partnerships.	Minimal or no evidence of formalizing partnerships.

Section IV: Program Implementation and Outcome Measures (24 points)

IV.1. Community schools often have coordinators who develop and oversee the implementation of services, in alignment with the school’s vision and mission, and engage students, families, community members, and school staff in collaborative planning and decision-making processes. Explain the coordinator’s job expectations and duties, or a plan to establish a coordinator for the community school.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Thoroughly demonstrates how the coordinator will develop and oversee the implementation of services, and engage students, families, community members, and school staff in collaborative planning and decision-making processes. Provides evidence that a coordinator is on staff.</p>	<p>Provides a strong description how the coordinator will develop and oversee the implementation of services, and engage students, families, community members, and school staff in collaborative planning and decision-making processes. Provides evidence that a coordinator is on staff, or is planning on hiring a coordinator.</p>	<p>Describes how a coordinator can develop and oversee the implementation of services, and engage students, families, community members, and school staff in collaborative planning and decision-making processes.</p>	<p>Minimally describes how a coordinator can develop and oversee the implementation of services, and engage students, families, community members, and school staff in collaborative planning and decision-making processes.</p>

IV.2. Describe the process used to determine the needs of students and families (academic, health, social service, etc.) and how corresponding supports and service assets are identified, especially in response to the COVID-19 pandemic. Provide a description of how these processes will be enhanced or improved with grant funds.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly describes the approach used to determine the needs of students and families with a clear description on how services are identified. The description outlines how funding will enhance these processes.	Clearly describes an approach to determine the needs of students and families with a description on how services are identified. The description mentions how funding will enhance these processes.	Describes an approach to determine the needs of students and families with a description on how services are identified. The description vaguely addresses how funding will enhance these processes.	Minimally describes an approach to determine the needs of students and families with a vague description on how services are identified. The description does not address how funding will enhance these processes.

IV.3. Describe the community school’s approach to identifying students who are experiencing barriers to learning and ensuring integration and delivery of learning supports. Include how supports and services are determined for a student and who is required to provide input to select which services should be leveraged for a student and their family (e.g., via a community school coordinator and/or a coordination of services team), Include how services are re-evaluated for effectiveness and adjustment. Address the existing and/or planned staffing for outreach to students and families, case management, and coordination (e.g., community school coordinators and/or directors of the lead agency in a consortium). In doing so, describe how funds will be used to coordinate and provide services.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Thoroughly describes the community school’s approach and process to identifying student supports, including who is involved in the decision-making process. Clearly describes how and how frequent services are re-evaluated and outlines the staffing needed for outreach to students and families. Clearly describes how funds will be used to coordinate and provide services.</p>	<p>Clearly describes the community school’s approach and process to identifying student supports, including who is involved in the decision-making process. Clearly describes how services are re-evaluated and addresses the existing and/or planned staffing for outreach to students and families. Describes how funds will be used to coordinate and provide services.</p>	<p>Vaguely describes the community school’s approach and process to identifying student supports, including who is involved in the decision-making process. Vaguely describes how services are re-evaluated and may mention the existing and/or planned staffing for outreach to students and families. Mentions how funds will be used to coordinate and provide services.</p>	<p>Minimally describes the community school’s approach and process to identifying student supports, and may mention who is involved in the decision-making process. May, or may not mention how services are re-evaluated and does not addresses the existing and/or planned staffing for outreach to students and families. Does not mention how funds will be used to coordinate and provide services.</p>

California Community Schools Partnership Program

IV.4. Describe the overarching approach of the community school, including an implementation action plan that addresses the needs described in Section II. Include an explanation of the chosen approach, and in doing so address the four evidence-informed programmatic features: (1) integrated support services; (2) family and community engagement; (3) collaborative leadership and practices for educators and administrators; and (4) expanded learning time and opportunities.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Clearly describes the community school’s approach, including an implementation action plan that addresses the needs mentioned in Section II. Includes a clear explanation of how the chosen approach meets the four evidence-informed programmatic features.	Describes the community school’s approach, including an implementation action plan that addresses the needs mentioned in Section II. Includes an explanation of how the chosen approach meets some of the four evidence-informed programmatic features.	Describes the community school’s approach, including an implementation action plan that addresses the needs mentioned in Section II. Includes an explanation of how the chosen approach meets one of the four evidence-informed programmatic features.	Minimally describes the community school’s approach, mentions an implementation action plan that addresses the needs mentioned in Section II. Does not include an explanation of how the chosen approach meets the four evidence-informed programmatic features.

IV.5. Goals and indicators should be developed by an inclusive community school leadership team. The leadership team should use a baseline assessment of student and school outcomes to identify at least three (and no more than six) measurable Specific, Measurable, Achievable, Realistic, and Timely (SMART) implementation goals for their community school strategy, along with respective indicators of progress. Describe the process the community school has in place (or plan to establish) to set goals and indicators for the community school, including input from students, families, and community members. If applicable, describe the existing goals and indicators for the community school.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Thoroughly describes four or more goals and indicators and provides evidence that a baseline assessment of student and school outcomes was used. A detailed description was provided on the process the community school has in place to set goals and indicators for the community school. The description includes active participation from students, families, and community members when setting goals. Description talks about current goals and how they are being modified.</p>	<p>Clearly describes at least three goals and indicators and provides evidence that a baseline assessment of student and school outcomes was used. A clear description on the process the community school has in place (or plan to establish) to set goals and indicators for the community school. Description includes input from students, families, and community members.</p>	<p>Describes less than three goals and indicators and provides some evidence that a baseline assessment of student and school outcomes was used. A description on the process the community school has in place (or plans to establish) to set goals and indicators for the community school. Description may include input from students, families, and community members.</p>	<p>Minimally describes some goals and indicators and may provide evidence that a baseline assessment of student and school outcomes was used. May provide a vague description on the process the community school has in place (or plans to establish) to set goals and indicators for the community school.</p>

California Community Schools Partnership Program

IV.6. Describe a plan for collecting and analyzing qualitative and quantitative data to assess and evaluate the program’s success, including the planned data collection methodology and frequency to track progress on goals and indicators established in IV.5.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
<p>Thoroughly and clearly describes the plan for collecting and analyzing qualitative and quantitative data to assess and evaluate the program’s success, including the planned data collection methodology and frequency, clearly links to the goals of the California Community Schools Partnership Program (CCSPP) and goals identified in prompt IV.5.</p>	<p>Clearly describes a plan for collecting and analyzing qualitative and quantitative data to assess and evaluate the program’s success, describes the planned data collection methodology and frequency, mentions links to the goals of the CCSPP and goals identified in prompt IV.5.</p>	<p>Describes a plan for collecting and analyzing qualitative and quantitative data to assess and evaluate the program’s success, mentions the planned data collection methodology and frequency to track progress.</p>	<p>Minimally describes a plan for collecting and analyzing qualitative and quantitative data.</p>

Section V: Capability and Sustainability (8 points)

V.1. Describe how the community school plans to continue the program after the grant concludes (funding priority five).

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly describes how the program will be sustained and includes multiple partners and resources that will help in sustaining the program.	Clearly describes how the program will be sustained and includes multiple partners and resources that will help in sustaining the program.	Adequately describes how the program will be sustained and includes partners and resources that will help in sustaining the program.	Minimally describes how the program will be sustained and includes limited partners and resources that will help in sustaining the program.

V.2. Describe how the community school plans to support and align with the Learning Continuity and Attendance Plan, and how added CCSPP activities and resources will be incorporated into the Local Control and Accountability Plan.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly describes how the program will be incorporated into the Local Control and Accountability Plan. Provides clear evidence of a timeline and action steps.	Clearly describes how the program will be incorporated into the Local Control and Accountability Plan, and provides evidence of a plan.	Adequately describes how the program will be incorporated into the Local Control Accountability and Plan.	Minimally describes how the program will be incorporated into the Local Control Accountability and Plan.

Section VI: Budget and Budget Narrative (12 points)

VI.1. Describe the financial management and accounting procedures that will be used to ensure proper financial management, including fiscal controls put in place to ensure accuracy in accountability.

OUTSTANDING (4 points)	STRONG (3 points)	GOOD (2 points)	MINIMAL (1–0 points)
Thoroughly and clearly demonstrates the agency’s capabilities and knowledge to ensure proper financial management including fiscal controls to ensure accuracy Provides multiple examples of state and federal projects where reporting was required.	Strong description of the agency’s capabilities and knowledge to ensure proper financial management including fiscal controls to ensure accuracy. Provides some examples of projects where reporting was required.	Adequately describes the agency’s capabilities and knowledge to ensure proper financial management including fiscal controls to ensure accuracy.	Minimally describes the agency’s capabilities and knowledge to ensure proper financial management including fiscal controls to ensure accuracy.

California Community Schools Partnership Program

VI.2. Complete Attachment I: California Community Schools Partnership Program 2020–21 Budget Worksheet and Form E: 2020–21 Budget Summary, include matching funds, if applicable (funding priority four).

OUTSTANDING (3 points)	STRONG (2 points)	GOOD (1 point)	MINIMAL (0 points)
<p>Program expenses for the program are indicated and complete for the fiscal year and includes convincing evidence of matching funds or in-kind contributions. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also implies need for such expense and clearly shows benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and includes solid evidence of matching funds or in-kind contributions. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also implies need for such expense. Indicates benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and may include evidence of matching funds or in-kind contributions. The budget narrative identifies program expenses for each fiscal year. Mentions benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and contains no evidence of matching funds or in-kind contributions. The budget narrative minimally identifies program expenses for each fiscal year. Does not discuss benefits to students.</p>

California Community Schools Partnership Program

VI.3. Complete Attachment II: California Community Schools Partnership Program 2021–22 Budget Worksheet and Form F: 2021–22 Budget Summary, include matching funds, if applicable (funding priority four).

OUTSTANDING (3 points)	STRONG (2 points)	GOOD (1 point)	MINIMAL (0 points)
<p>Program expenses for the program are indicated and complete for the fiscal year and includes convincing evidence of matching funds or in-kind contributions. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also implies need for such expense and clearly shows benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and includes solid evidence of matching funds or in-kind contributions. The budget narrative clearly identifies program expenses for each fiscal year. Budget narrative also implies need for such expense. Indicates benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and may include evidence of matching funds or in-kind contributions. The budget narrative identifies program expenses for each fiscal year. Mentions benefits to students.</p>	<p>Program expenses for the program are indicated and complete for the fiscal year and contains no evidence of matching funds or in-kind contributions. The budget narrative minimally identifies program expenses for each fiscal year. Does not discuss benefits to students.</p>

VI.4. Complete Attachment III: California Community Schools Partnership Program Budget Summary, include matching funds, if applicable (funding priority four).

OUTSTANDING (2 points)	STRONG (1 point)	GOOD (1 point)	MINIMAL (0 points)
Budget Summary is complete and match totals from Attachment I and II. There is an indication of matching funds. The form is signed by the superintendent, or their designee.	Budget Summary is complete and match totals from Attachment I and II. There is an indication of matching funds. The form is signed by the superintendent, or their designee.	Budget Summary is complete and match totals from Attachment I and II. There is no indication of matching funds. The form is not signed by the superintendent, or their designee.	Budget Summary is incomplete and does not match totals from Attachment I and II. There is no indication of matching funds. The form is not signed by the superintendent, or their designee.

Appendix C: Definitions

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

Community School—A public school serving preschool, kindergarten, or any of grades one through twelve, inclusive, and includes the following:

- (A) Integrated support services, including the coordination of health, mental health, and social services that ensure coordination and support with county and local educational agency resources, and early screening and intervention for learning and other needs.
- (B) Family and community engagement, which may include home visits, home-school collaboration, community partnerships, and school climate surveys.
- (C) Collaborative leadership practices for educators and administrators, including professional development to support mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas.
- (D) Extended learning time and opportunities, including before and after school care.

Local Educational Agency—A school district, county office of education, or charter school, excluding nonclassroom-based charter schools operating pursuant to Section 47612.5 of the California *Education Code*.

Appendix D: Budget Categories

Each budget category is described below.

Object Code	Description
1000	<p>Certificated Salaries</p> <p>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.</p>
2000	<p>Classified Salaries</p> <p>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.</p>
3000	<p>Employee Benefits</p> <p>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.</p>
4000	<p>Books and Supplies</p> <p>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 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, publications, and subscriptions 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.</p>
5000	<p>Services and Other Operating Expenditures</p> <p>Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.</p> <p>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.</p>

Object Code	Description
5200	Travel and Conference: Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here.
6000	Capital Outlay Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA's threshold for capitalization. (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 district'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 http://www.cde.ca.gov/fg/ac/ic/ .