



**CSLX**  
COMMUNITY SCHOOLS  
LEARNING EXCHANGE

*All schools, community schools*



**TURNAROUND  
FOR CHILDREN**

# California Community Schools Partnership Program RFA

Funding for your whole-child initiatives



# Introductions

- Name
- District/Organization
- What do you hope to learn?



# Today's Agenda

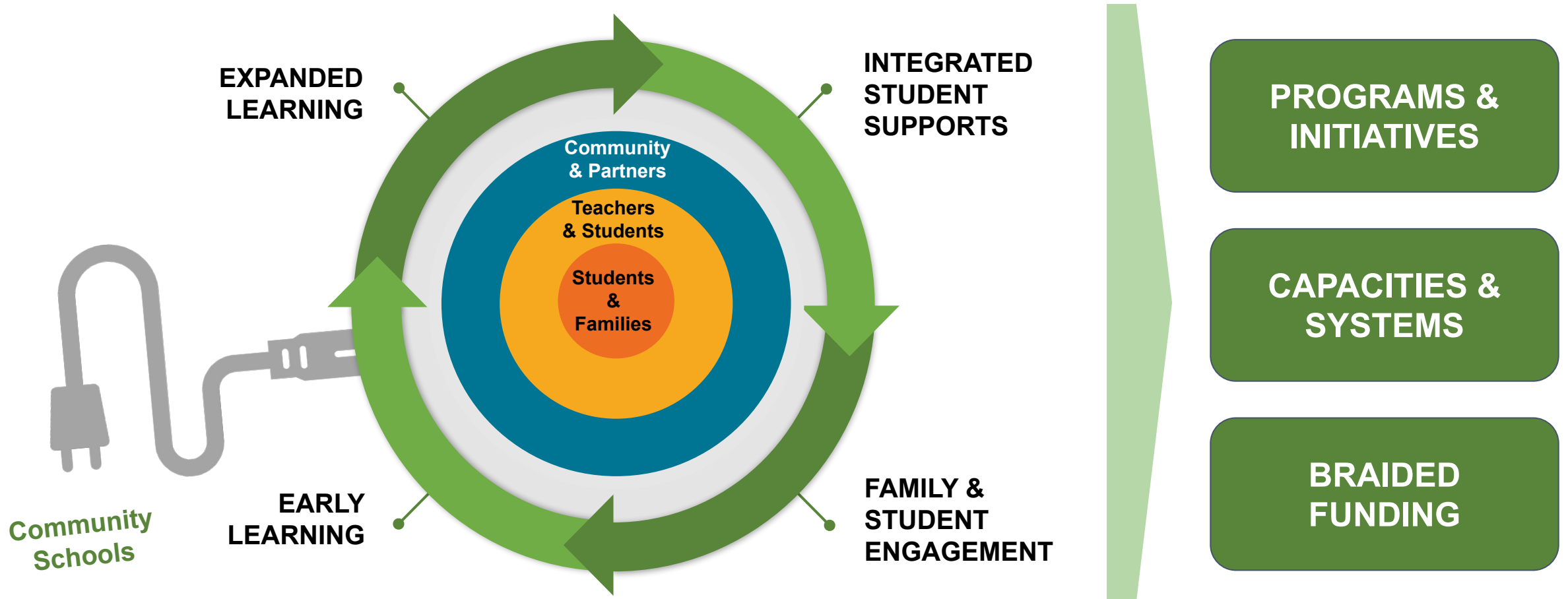
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- What is a Community School?
- The California Community Schools Partnership Program (CCSPP)
- Defining a “whole-child approach”
- The CCSPP Planning Grant RFA
- Discussion
- Q & A
- Resources & Closing

*“A community school is a “**whole-child**” school improvement strategy where the local educational agency (LEA) and school(s) work closely with teachers, students, and families.”*

1st sentence, CCSPP RFA

# Community School Opportunities: A Helpful Framework



# CA Community Schools Partnership Program Framework

*“A community school is any school serving pre-Kindergarten through high school students using a “whole-child” approach, with “an integrated focus on academics, health and social services, youth and community development, and community engagement.”* California Community Schools Framework, Appendix C

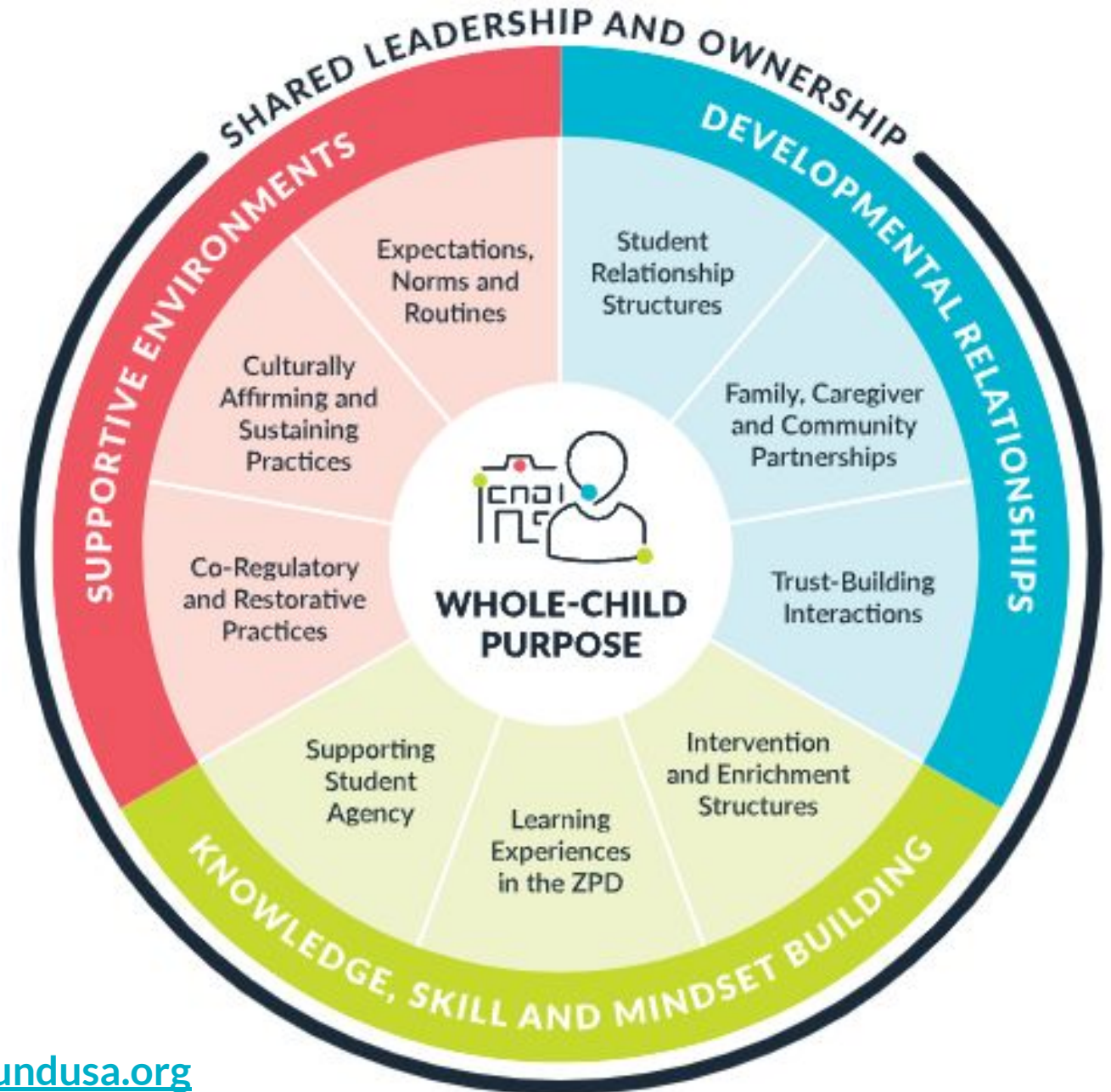
- \$2.8B in funding for community school development and expansion
- Based on the California Community Schools Framework, which focuses on four pillars –
  - Integrated support services
  - Family and community engagement
  - Collaborative leadership and shared decision-making
  - Extended/ expanded learning time and opportunities

# Whole-Child Design integrated with Community Schools

## CCSPP Framework

### Conditions for Learning

- **Supportive environmental** conditions that foster **strong relationships**
- **Productive instructional strategies** that support motivation, competence, and self-directed learning
- **SEL that fosters skills, habits and mindsets** that enable academic progress
- **Systems of support** that enable healthy development, respond to student needs and address learning barriers



## At the center...

A whole-child purpose is an explicit commitment to holistic and equitable outcomes that lives in the school vision, mission, values and all aspects of practice, which drives school goals and priorities.



## And how leaders need to lead ...



### Shared Leadership and Ownership

- Inclusive Leadership
- Capacity Building
- Staff Relationships & Collaboration

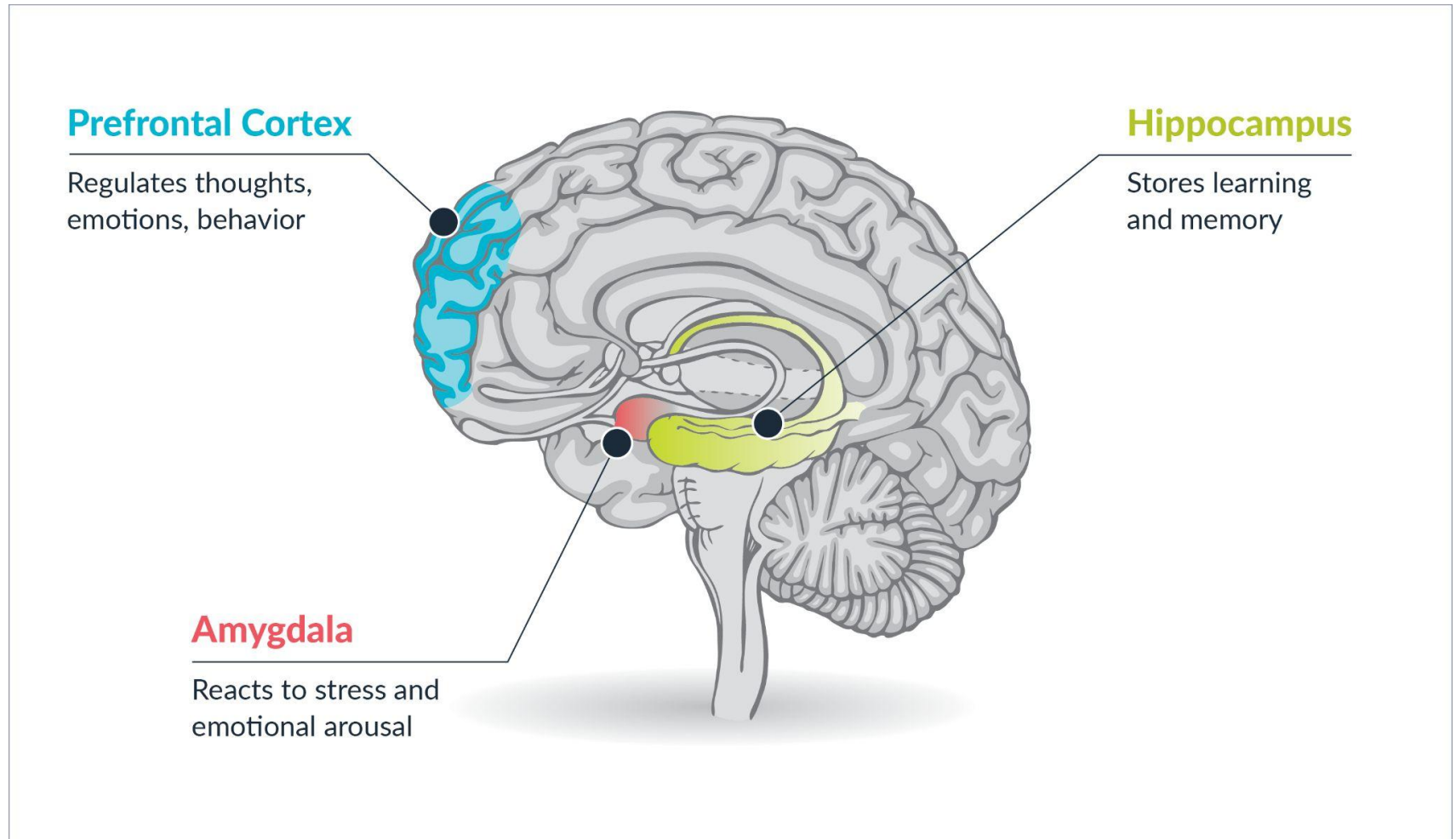


# Grounded in the Science of Learning & Development

## 5 Science Principles

- Development is bi-directional
- Context Matters
- Learning is Integrated
- Pathways are Unique
- Student Voice is Critical

[www.turnaroundusa.org](http://www.turnaroundusa.org)



# Planning Grant Cohort 1 Request for Applications



# Highlights from the RFA

- RFA is centered around the CA Community Schools Framework
- Planning grant RFA released last week – *applications due April 1*
- \$134m available for *planning grants*
- Focused on LEAs with no existing community schools
- Two-year grants of up to \$200,000 per application – applicants are required to put up a one-third match
  - At this point, Prop 98 dollars can count towards the match
- Grant funding may be used for:
  - Hiring a Community School Coordinator
  - Conducting a comprehensive needs assessment and asset map
  - Application support and administrative costs related to community school development
  - Partnership development and coordination support among partners
  - Training for key LEA and partner personnel
  - Preparing a community school implementation plan

## Highlights from the RFA (cont...)

In addition to eligibility requirements, competitive priorities include:

- A cross-stakeholder planning team
- Cooperative agency collaboration process, mechanisms for sharing governance and integrating or redirecting existing resources
- Demonstrated connections to early care and education (0-5)
- Commitment to trauma-informed health, mental health, and services within a multi-tiered system of support.
- Applicants with a demonstrated need for expanded access to integrated services.
- Applicants serving small and rural schools

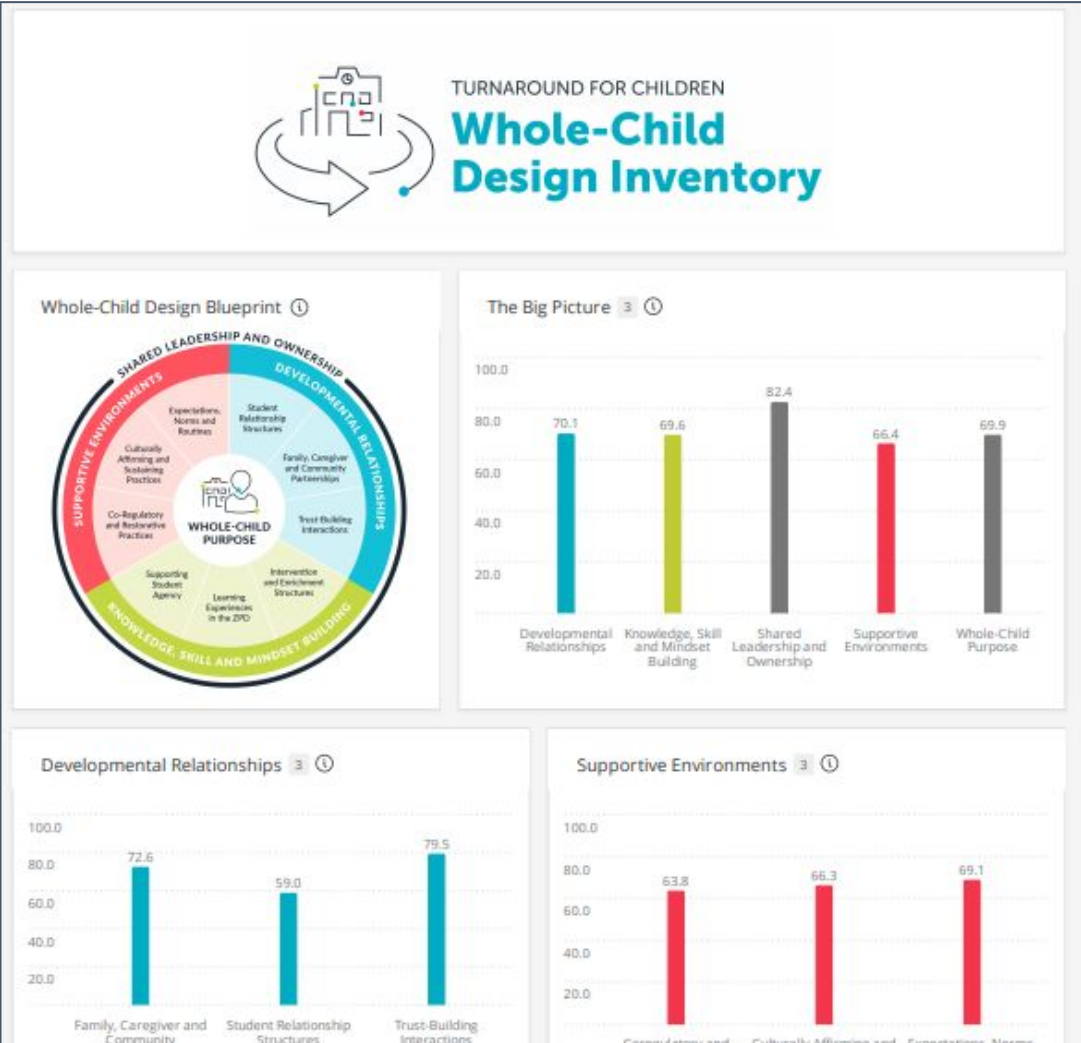
Among others....

# Planning Considerations

- Check eligibility & potential collaboration  
*Any other LEAs you could be in consortium with?*
- Assemble the planning team  
*Can you use/build on an existing team?*
- Identify areas of existing strength  
*What do you already have in place?*
- Identify areas to grow  
*What can we expand? Who else can we engage?*
- Link to learning goals  
*How will this help us meet student/school/district goals?*

# Resources for Assessment

## Assess alignment with Whole-Child Design



## Assess student well-being

**TURNAROUND FOR CHILDREN**

**Student Well-Being Index: Elementary (3<sup>rd</sup>-5<sup>th</sup>)**

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:**  
 How have you been doing this week? For each question, please choose the number that matches your feelings or actions in the last week. Your response can range from "None of the Time" to "All of the Time".  
 - Choosing "None of the Time" means you have NOT been feeling that way at all this week.  
 - Choosing "All of the time" means you have felt that way for the whole week.  
 Your answers will help your teacher understand how you are feeling. There are no right or wrong answers - this is not a test, and you will not be graded!

In the past week...	None of the Time	Rarely	Some of the Time	Often	All of the Time
1. I've been eating healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I've been active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I've been interested in my daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I've been getting enough sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I've been in a good mood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I've been feeling cared about by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Form B: Project Abstract

### 2021–22 California Community Schools Partnership Program: Planning Grant Request for Applications

*Instructions: Describe the vision for the proposed community schools planning project. If applicable, describe the consortium and/or participating school sites. (Note: planning grant applicants are not required to have identified participating school sites unless they are qualifying entities.) Include information about the potential programs and services to be provided (via the school site, a site near or adjacent to the school, or virtually). Explain how the community (including students, families, community partners, educators and other school staff) and potential cooperating agencies will be engaged in the planning for and ongoing assessment and continuous improvement activities of the proposed community schools initiative. Include other factors that demonstrate need that are not included in the Evaluation Criteria listed on page 16. (three-page limit: 12-point Arial font, single line spacing, with one-inch margins. Handwritten entries will not be accepted.)*

#### **SAMPLE OUTLINE**

##### **1. Vision**

- What is your vision for the community school?
- How will a community school strengthen your whole-child approach? How will a community school improve conditions for learning?
- What will be better for students, staff and families?

##### **2. Eligible Schools** (only required if the schools are needed to qualify your district as an applicant—(e.g. to meet the eligibility criteria.))

- What is the data for these schools?
- Why these schools? How will they benefit from a community school?

##### **3. Consortium** (only if applying in a consortium)

- Who is in the consortium?
- Why these entities?
- What roles will different entities in the consortium play?

##### **4. Planning process**

- Who will be involved in the planning process? Who is already invested; who do you hope to engage?
- What are the steps you envision taking in the planning process? Who will be involved in these steps? What new entities will you be reaching out to?
- Who will be involved in an ongoing assessment and continuous improvement? How will

## Sample Outline

# Breakouts

- What do you already have in place?
- What feels confusing or hard?
- What questions do you have?





**Questions?**



# Additional Resources

- Overview of the CCSPP, and planning tools (crowdsourced) [here](#).
- [Sample outline](#) for the application abstract narrative
- [FAQ](#) - Whole-Child Design in Community Schools
- CSLX Open Office Hours: <https://forms.gle/6be6KTRUXpfJ84Qv9>
- CCSPP CDE Info & Webinars: <https://www.cde.ca.gov/fg/fo/r17/ccspprfa.asp>
- Turnaround Toolbox - <https://turnaroundusa.org/toolbox/>
- Sign up for CSLX newsletter for CS resources, news and updates: <https://forms.gle/MhzrZr8jFGS8xR2p8>

A decorative graphic featuring a light gray rectangular area with a teal L-shaped corner on the left and an orange L-shaped corner on the top right. In the bottom right corner, there are several overlapping, semi-transparent geometric shapes in shades of orange and yellow, resembling stylized buildings or abstract architectural elements.

**Thank you for joining us!**

# Resources: Tiered Supports

