

California Secondary School Redesign: Eligibility and Application



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Welcome

- Recording & slides will be posted on [CCEE's website](#)
- Slides will be linked in the chat
- **Questions/Comments:** Please use the Q&A features

Agenda

- Welcome and Introductions
- Pilot Overview
- The Proposal/Rubric
- Q & A
- Feedback



Background

There's growing agreement: we need to transform schools from the standardized, one-size-fits-all systems into places where every student can learn and thrive.

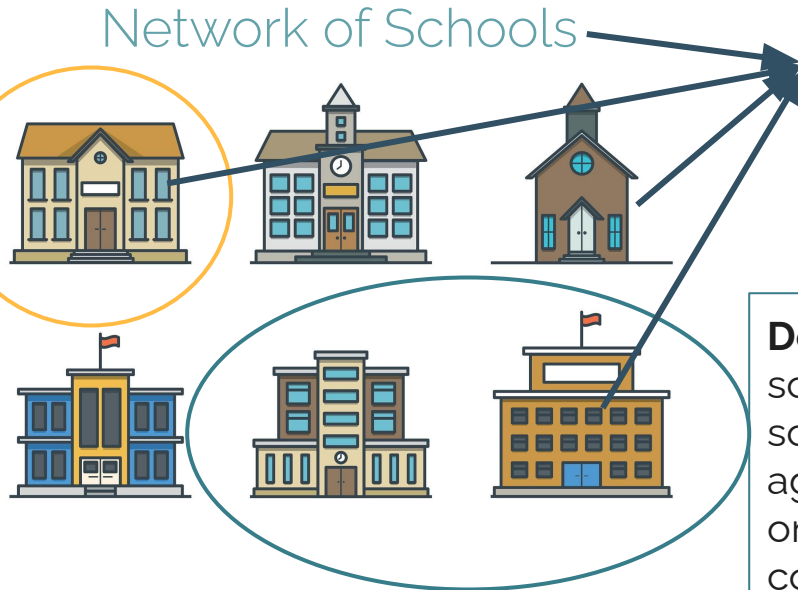


Funding and Eligibility

- Up to **\$8 million** will be awarded to networks of schools through this RFP.
- Individual network awards will range from **\$500,000–\$1,000,000**.
- **Applicants must be networks of schools that have directly led and implemented secondary school (middle school and/or high school) redesign.** A “network” is defined as a group of schools that operate with a shared mission, vision, and governance structure that distinguishes them as more than a loose affiliation.
 - **Institutional Identity**
 - **Active Redesign Work**
 - **Designated Demonstration Sites**
 - **Two-Year Minimum Commitment**
 - **Required Representation in Advisory Meetings**
 - **Capacity for Documentation and Data Sharing**

California Secondary School Redesign Pilot

Active redesign work: This school is implementing small learning communities, student portfolio defense exhibitions, and an advisory system



Network Representation: A collection of representatives attends advisory meetings and convenings to connect and share expertise with policymakers and practitioners

Demonstration Sites: These two schools went through a similar school redesign process 5 years ago, and this year are both working on industry aligned PBL with community partners

Pilot focus: 5 core elements of redesign

5. Design sustainable structures to maintain impact over time

Bryce's teachers are able to plan deeply integrated capstone PBL because they have weekly coordinated planning time to meet about student needs and content

4. Promote Measurable Growth in Student Engagement and Learning

Bryce is getting ready for his 10th grade portfolio defense where he will be sharing his learning with his teachers, family and peers

1. Ensure Every Student is Known and Supported

Bryce's humanities, and math teachers looped with him for 2 years

2. Redesign Learning for Deeper Knowledge and Skills

Bryce is in the engineering career pathway at his school that connect content to purpose

3. Advance Pupil Success and Equitable Outcomes through Student-Centered Learning and Personalized Supports

Bryce's block schedule allows for resource room tutoring which is run in part by older students at the school



Common Question

Can this grant be used to support existing work within the network?

- ☐ Yes, these funds can be used to support the exemplary work already underway and help build capacity to host educators during site visits and partner in statewide research and learning

California Secondary School Redesign Pilot

Active redesign work:

This school is implementing small learning communities, student portfolio defense exhibitions, and an advisory system

Network of Schools



Network Representation: A collection of representatives attends advisory meetings and convenings to connect and share expertise with policymakers and practitioners

Demonstration Sites: These two schools went through a similar school redesign process 5 years ago, and this year are both working on industry aligned PBL with community partners

Timeline

Activity	Date
Release of Request for Proposals	September 15, 2025
Deadline for Submission of Questions	October 1, 2025
RFP Webinar	September 18, 2025 Webinar Link October 9, 2025 Webinar Link
Responses to Questions	October 10, 2025
Proposals Due	October 17, 2025
Posting of Intent to Award	October 24, 2025
Deadline for Receipt of Request for Reconsideration	October 31, 2025
Project Start Date	On or before November 1, 2025
<i>Note: All dates are preliminary and subject to change.</i>	

Request for Proposals

Due October 17th

Part 1: Capacity **(20 points)**

Part 2: Content **(60 points)**

1. Ensure Every Student is Known and Supported **(15 points)**
2. Redesign Learning for Deeper Knowledge and Skills **(15 points)**
3. Advance Pupil Success and Equitable Outcomes through Student-Centered Learning and Personalized Supports **(15 points)**
4. Promote Measurable Growth in Student Engagement and Learning **(10 points)**
5. Design sustainable structures to maintain impact over time **(5 points)**

Part 3: Access and Method of Delivery **(10 points)**

Part 4: Expected Outcomes **(5 points)**

Part 5: Budget **(5 points)**



California Secondary School Redesign Pilot Program Request for Proposals

Funded through the 2025-2026 California Budget Act

ISSUED BY:

The California Collaborative for Educational Excellence (CCEE) and
the Marin County Office of Education (MCOE),
Administrative Agent for the CCEE

ISSUED ON:

September 15, 2025

PROPOSALS DUE:

October 17, 2025

[Proposal](#)

Selection Criteria

Proposals will be reviewed and scored by a CCEE/MCOE/SBE panel using the criteria outlined in the scoring rubric

Total Possible Points: 100

Part 1: Capacity (20 points)

Part 2: Content (60 points)

1. Ensure Every Student is Known and Supported **(15 points)**
2. Redesign Learning for Deeper Knowledge and Skills **(15 points)**
3. Advance Pupil Success and Equitable Outcomes through Student-Centered Learning and Personalized Supports **(15 points)**
4. Promote Measurable Growth in Student Engagement and Learning **(10 points)**
5. Design sustainable structures to maintain impact over time **(5 points)**

Part 3: Access and Method of Delivery (10 points)

Part 4: Expected Outcomes (5 points)

Part 5: Budget (5 points)

Rubric

Appendix B
Secondary School Redesign Pilot Program Scoring Rubric
Maximum Total Points: 100

Category	Points	Exemplary	Proficient	Developing	Insufficient
Part 1: Capacity	20	Clear institutional identity and governance; multiple schools implementing redesign; strong evidence of successful redesign inline with RFP Features; strong demonstration site(s) backed by evidence identified.	Institutional identity clear; at least one school implementing all of the RFP features; leadership solid; demonstration site identified with some evidence of effectiveness.	General description of network; some redesign evidence; leadership described; demonstration site named, but limited evidence	No clear evidence of institutional identity, governance, redesign efforts, or leadership capacity.
Part 2: Content	60 Points total				
1. Ensuring Every Student is Known and Supported	15	Strong implementation of personalized structures (advisories, looping, small learning communities) with evidence of impact on belonging, relationships, and climate.	Personalized structures in place or well-developed plan; evidence of positive impact but not yet systemic across all sites.	General strategies for support described; limited detail or partial implementation of personalized structures.	No personalizing structures such as advisories, looping, teaching teams, or small communities evident. <i>Disqualifying if absent or no plan.</i>
2. Redesigning Learning for Deeper Knowledge and Skills	15	Authentic, student-centered learning is demonstrated with multiple examples (e.g., PBL, internships, portfolio/capstones). Innovative technology and experiential learning deeply integrated (student-created media, service learning). Evidence of multiple ways students may demonstrate competency and durable skills.	Solid examples of student-centered and deeper learning; some integration of experiential learning and technology, though uneven across sites.	General references to student-centered and deeper learning; few or superficial uses of technology or experiential opportunities.	No clear evidence of student-centered and deeper learning or innovative practices.

The Proposal

Part 1: Capacity (20 points)

Describe the network's identity, governance, and experience with secondary redesign.

- Mission, vision, and governance structure.
- Evidence of redesign efforts across member schools.
- Partnerships with LEAs, COEs, nonprofits, higher education, or other entities.
- Leadership and staffing plan, including key personnel and roles.
- Plan for sustainability of redesign efforts beyond the grant period.

Rubric Exemplary:

- Clear institutional identity and governance
- Multiple schools implementing redesign
- Strong evidence of successful redesign inline with RFP Features
- Strong demonstration site(s) backed by evidence.

Common Proposal Questions

Network Size and Structure

- ❑ The purpose of this RFP is to identify bright spots in the state to learn how they have already started to redesign the secondary student experience including any barriers you may be experiencing. We will use this information to create a report for the legislature with recommendations for scaling statewide.
- ❑ A “network” is defined as a group of schools that operate with a shared mission, vision, and governance structure that distinguishes them as more than a loose affiliation. To be eligible, applicants must demonstrate: A clearly defined mission, vision, and organizational structure.
- ❑ Applicants must be networks of schools that are directly leading and implementing secondary school (middle school and/or high school) redesign related to the 5 feature in the RFP.
- ❑ You will need to designate a demonstration site who is actively implementing 4-5 of the features and then you may include any schools who are at any stage of implementation of the 5 features, from willing and able to start to those you want to continue to scale.
- ❑ You do not need to allocate funds to all of the schools in your network; you may select a few you want to focus on for the next 2 years. Use the prompts in pages 11-13 to describe what you have been doing in those 5 areas and any plans for implementation in the other sites you identify beyond the demonstration site.

The Proposal

Part 2: Content (60 points)

Describe how the network is actively implementing and supporting one or more schools to develop the features identified in this RFP:

- Ensure Every Student is Known and Supported **(15 points)**
- Redesign Learning for Deeper Knowledge and Skills **(15 points)**
- Advance Pupil Success and Equitable Outcomes through Student-Centered Learning and Personalized Supports **(15 points)**
- Promote Measurable Growth in Student Engagement and Learning **(10 points)**
- Design sustainable structures to maintain impact over time **(5 points)**

1. Ensure Every Student is Known and Supported (15 points)

Build structures that support strong developmental relationships and safe, inclusive school climates that promote belonging, trust, and well-being.

Rubric Exemplary:

- ☐ Strong implementation of personalized structures (advisories, looping, small learning communities) with evidence of impact on belonging, relationships, and climate.

2. Redesign Learning for Deeper Knowledge and Skills (15 points)

Develop curriculum, instruction, and assessment strategies that foster authentic, applied learning that supports deep mastery of content and develops critical thinking, collaboration, creativity, and problem-solving—the durable skills students need to thrive in college, career, and civic life – in ways that support greater student engagement and learning.

Rubric Exemplary:

- ❑ Authentic, student-centered learning is demonstrated with multiple examples (e.g., PBL, internships, portfolio/capstones).
- ❑ Innovative technology and experiential learning deeply integrated (student-created media, service learning).
- ❑ Evidence of multiple ways students may demonstrate competency and durable skills.

3. Advance Pupil Success and Equitable Outcomes through Student-Centered Learning and Personalized Supports (15 points)

Provide differentiated, culturally responsive teaching, universal designs for learning, and integrated student supports that close opportunity gaps and ensure success for all students. Identify and implement innovative uses of technology and experiential learning opportunities to support student centered learning.

Rubric Exemplary:

- Robust, culturally responsive teaching and integrated supports (UDL, tiered systems of support, co-teaching, embedded wellness) with strong technology-enabled access tools.
- Clear evidence of closing opportunity gaps.

4. Promote Measurable Growth in Student Engagement and Learning (10 points)

Foster reciprocal partnerships with families and community organizations to enrich student learning and engagement, and connect schools to real-world opportunities. Create structures where students actively shape their learning, contribute to decision-making, and demonstrate mastery through authentic assessments that matter for their futures. Track engagement indicators including belonging, agency, and attendance; student academic engagement and course progress; college, career, and civic readiness indicators; and graduation to drive continuous improvement.

Rubric Exemplary:

- Clear evidence of alignment to student learning, well-being, and engagement.
- Authentic, reciprocal partnerships with families and communities (home visits, conferences, community wraparound, internships).
- Strong, authentic opportunities for students to lead, shape learning, and demonstrate mastery (student-led conferences, exhibitions, decision-making roles).
- Clear, evidence based plan to track engagement and learning indicators including belonging; agency; attendance; course progress; college, career, and civic readiness; and graduation to drive continuous improvement.

5. Design sustainable structures to maintain impact over time (5 points)

Support educators' ongoing professional learning, intentional collaboration time, and leadership opportunities, expanding site level capacity by building these into school structures. Make strategic and sustainable budget decisions to support these structural changes and redesigned student learning.

Rubric Exemplary:

- ❑ Robust professional learning, collaboration, coaching, and teacher leadership opportunities clearly tied to redesign and deeper learning for long term capacity building (student-centered scheduling, peer observation cycles).
- ❑ Clearly articulates how the network supports LEAs in budget decisions that support redesigned student learning and long-term sustainability (smaller pupil loads, allocation of staff, block schedules).

The Proposal

Part 3: Access and Method of Delivery (10 points)

Describe how the network will share its redesign practices and ensure broad access to learning:

- Identification of focused sites for this pilot and plans for hosting visits—with at least one site implementing a majority of the features identified in this RFP. **Identified schools must be in California.**
- Use of convenings, cross-site exchanges, and statewide learning opportunities.
- Strategies to include diverse schools (urban, suburban, rural).
- Approaches to elevating student and family voices in the redesign process.

Rubric Exemplary:

- Identification of at least one site implementing a majority of the features identified in this RFP.
- Clear, feasible plans for sharing redesign practices statewide through site visits, convenings, exchanges, and diverse access points.
- Strong inclusion of diverse schools and family/student voices.

Common Proposal Questions

Advisory and Convenings

- ❑ We haven't determined the cadence of the advisory meetings or convenings yet as we will want to do that with the awardees. At the start we will most likely have monthly meetings, then move to quarterly. We will have different advisories and convenings based on role type as well as some altogether. Some will be virtual and some will be in person.
- ❑ While there is money set aside for CCEE to host the convenings, please account for costs related to attending convenings hosting site visits and attending site visits in your budget.

The Proposal

Part 4: Expected Outcomes (5 points)

Explain the outcomes the network expects to achieve and how progress will be measured for sites specifically tied to this pilot project.

- Student outcomes: engagement, belonging, [durable skills](#), and achievement.
- School outcomes: improved climate, family engagement.
- System outcomes: LEA partnerships, sustainability, policy lessons.
- Data collection and continuous improvement processes.

Rubric Exemplary:

- Outcomes are clear, measurable, and tied to student belonging, engagement, durable skills, and achievement
- Strong data collection plan for continuous improvement.
- Well articulated plans for sharing lessons learned and policy implications.

The Proposal

Part 5: Budget (5 points)

Provide a two-year budget with a narrative justification. The performance period for the pilot is from November 2025 to November 2027.

- Clearly describe how proposed costs are necessary, reasonable, and aligned to project activities.
- Demonstrate how resources will support network schools to develop the features identified in this RFP, development of demonstration and pilot sites, and documentation of lessons learned.
- Identify sources of matching funds or sustainability plans beyond the grant.

Rubric Exemplary:

- Clear, reasonable, aligned budget; strong narrative linking funds to activities
- Sustainability plan described.

Common Proposal Questions

Budget Template

- ❑ The RFP does not provide a standardized budget template for Respondents. Since the budget narrative counts toward the overall page limit, respondents may use their discretion in formatting and submitting their budget. Once a contract is awarded, we will incorporate the submitted budget and associated narrative into our standard professional services contract template.

Common Proposal Questions

Page Limit, Links, Appendices, Letters of support

- ❑ Not to exceed 20 pages. Use standard business writing single-spaced within paragraphs with a blank line between them. Font should be a professional and readable style like Times New Roman, Arial, or Calibri, and the font size must be at least 10 pt.
- ❑ Letters of support may be included in the appendix—we do not provide a template for a letter of support. **You may do a one page letter of commitment/support that all involved in the pilot sign.**
- ❑ Grant readers will not open links or review additional pages in appendices as part of the scoring beyond the budget spreadsheet and letters of support. All content that is relevant to the scoring provided in the rubric must be included within the 20 page limit.

The Proposal

Submission of Proposal

The complete [Proposal](#), including all required components, must be submitted electronically to rfp@ccee-ca.org by 4:00 PM (Pacific Standard Time) on **October 17, 2025**.



[Proposal](#)

Networks are encouraged to submit an [intent to apply](#) via the CCEE website no later than **September 30, 2025**. Submitting an intent to apply is not a requirement to submit an application.



[Intent to Apply](#)

Grant Awards and Reporting Requirements

Advisory and Convenings

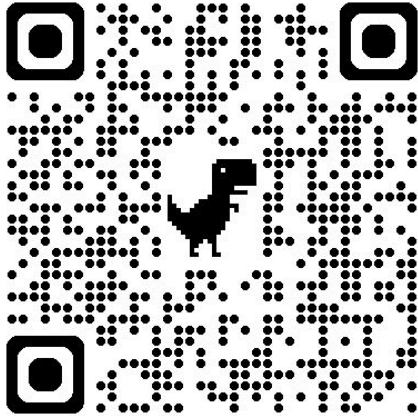
Grantees must commit to active participation in statewide learning activities, including:

- **Advisory Meetings:** Each network, upon being awarded, must designate required representatives (network leader, LEA leader, site administrator, teacher leader, counselor, student).
- **Cross-Network Convenings:** Participation in monthly/quarterly convenings to share lessons and elevate student and educator voices.
- **Annual Summer Institutes:** Present redesign practices, host panels, and contribute to statewide learning.
- **Demonstration Site Visits:** Open schools for structured learning visits by peers, policymakers, and community stakeholders.
- **Progress Reporting:** Successful grantees will be required to submit both progress and final reports to CCEE/MCOE.

Questions



Thank You



[Secondary School Redesign Website and RFP](#)

RFP related questions should be addressed to the following email address: rfp@ccee-ca.org

Submit an RFP electronically to
rfp@ccee-ca.org

Feedback Survey

Please take a few minutes to fill out our
Zoom feedback survey.