sssb-wcd-jul23item01

Attachment 1

Page 1 of

# Bipartisan Safer Communities Act Stronger Connections Grant Program

**Request for Applications  
2023–26**

**Applications Due: August 14, 2023**



Administered by:  
School Health and Safety Office  
Whole Child Division Student Support Services Branch  
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## Table of Contents

[Timetable of Due Dates 4](#_Toc138929529)

[I. Overview 5](#_Toc138929530)

[A. Grant Background and Purpose 5](#_Toc138929531)

[B. Goals, Funded Activities, and Outcomes 6](#_Toc138929532)

[II. General Grant Information 9](#_Toc138929533)

[A. Eligibility Criteria 9](#_Toc138929534)

[B. Funding Priorities 10](#_Toc138929535)

[C. Consortium Applications 12](#_Toc138929536)

[III. Application Requirements 12](#_Toc138929537)

[A. Funding Levels 13](#_Toc138929538)

[B. Terms of the Grant 14](#_Toc138929539)

[C. Reporting Requirements 15](#_Toc138929540)

[D. Annual Report 15](#_Toc138929541)

[E. Annual Expenditure Report 16](#_Toc138929542)

[F. End of Project Report 16](#_Toc138929543)

[G. Allowable Grant Fund Expenditures 16](#_Toc138929544)

[H. Non-Allowable Grant Fund Expenditures 17](#_Toc138929545)

[IV. Fiscal Management Requirements 18](#_Toc138929546)

[A. Payments 18](#_Toc138929547)

[B. Budget Revisions 19](#_Toc138929548)

[V. Assurances 19](#_Toc138929549)

[A. General Assurances and Certifications 19](#_Toc138929550)

[VI. Application Information 19](#_Toc138929551)

[A. Application Webinar 19](#_Toc138929552)

[B. Personnel Requirements 20](#_Toc138929553)

[C. Application Technical Requirements 20](#_Toc138929554)

[D. Assembling the Application 21](#_Toc138929555)

[E. Project Budget 21](#_Toc138929556)

[F. Application Narrative 22](#_Toc138929557)

[G. Submitting the Application 26](#_Toc138929558)

[H. Application Review Process 26](#_Toc138929559)

[I. Appeals Process 27](#_Toc138929560)

[Appendix A: Application Submission Checklist 29](#_Toc138929561)

[Appendix B: Scoring Rubric 30](#_Toc138929562)

[Appendix C: Budget Categories 41](#_Toc138929563)

## Timetable of Due Dates

| Dates | Activities |
| --- | --- |
| July 24, 2023 | Request for Applications (RFA) released and posted on the California Department of Education (CDE) website |
| July 27, 2023 | Webinar for prospective applicants. |
| August 14, 2023 | Applications must be received at the CDE, by 11:59 p.m. Pacific Standard Time (PST) via email (see Application Submission Procedures). |
| August 15-22 2023 | Scoring of applications |
| September 5, 2023 | Preliminary list of grantees announced |
| September 12, 2023 | Appeals must be received at the CDE |
| September/October 2023 | Grant Award Notifications processed |
| October 1, 2023 | Project Start Date |
| September 30, 2026 | Date by which all funds must be expended |

## Overview

### Grant Background and Purpose

On June 25, 2022, President Biden signed the *Bipartisan Safer Communities Act* (BSCA), as part of an effort to address the epidemic of gun violence that has impacted so many schools and communities across the nation. As part of this legislation, Congress authorized $1 billion in formula funding under Title IV, Part A of the *Elementary and Secondary Education Act of 1965* (ESEA) to State educational agencies (SEAs) to provide students with safer and healthier learning environments. The BSCA directs SEAs to award these funds competitively to high-need local educational agencies (LEAs) to fund activities allowable under section 4108 of the ESEA.

The U.S. Department of Education has announced that California’s share of these funds under the BSCA **Stronger Connections Grant Program (BSCA-SCG)** is $119,000,000. Accordingly, the California Department of Education (CDE) will award $113,000,000 on a competitive basis to LEAs who demonstrate high need as defined in this RFA, and in accordance with the intended purpose of the BSCA Stronger Connections Grant Program.

The fundamental requirements of Title IV, Part A apply to these funds, including the supplement, not supplant requirement (ESEA section 4110); the maintenance of effort requirement (ESEA section 8521); and the requirement to provide equitable services to private school students and personnel (ESEA section 8501 *et seq*.).

The BSCA-SCG Program is based on the premise that locally designed school safety and climate plans that have authentic community support can, in concert with evidence-based strategies for creating safe, healthy, and supportive learning environments, accelerate meaningful partnerships between school staff and students, families, and community members. These partnerships ensure that school safety and climate plans address local conditions, elevate communal assets and strengthen communal infrastructure in neighborhoods.

LEA plans that support safe, healthy, and supportive schools should include a comprehensive set of evidence-based components. The LEA Plan and its key focus areas should reflect an understanding of familial and communal strengths as well as gaps in systemic supports. At minimum, most LEA plans will include safety assessments and corresponding safety strategies (e.g., emergency operation plans), positive school culture and climate (e.g., Positive Behavioral Interventions and Supports (PBIS)), and student wellness (e.g., integrated student supports). Research consistently shows that safe, inclusive, and supportive learning environments lead to improved academic achievement.

As schools become supportive, students feel more connected and research indicates strong correlations to improvement in emotional well-being of students, as well as with reductions in disciplinary actions. Accordingly, students who experience a sense of belonging in school are also more likely to exhibit positive behaviors. This includes learning environments that provide culturally and linguistically responsive practices where students are surrounded by adults they can trust and who are committed to building strong relationships. Environments like these also help build connections that make students less likely to bring weapons to school and more likely to report the presence of weapons in school. Beyond the benefit to the individual student, safe, inclusive, and supportive learning environments benefit their fellow students, educators, and the community at large.

### Goals, Funded Activities, and Outcomes

Participating LEAs/consortia applying for a BSCA-SCG grant should ensure their program goals, proposed activities, and targeted outcomes support the goals identified below.

**Goals:** The goals of the BSCA-SCG are to support evidence-based programs, structures, approaches, and practices that will increase school safety, better meet the increasingly urgent mental health needs of identified youth and to increase the safety and emotional well-being of all students. These programs and practices must complement and enhance the actions and services identified to meet the LEA’s goals as provided in their LCAP, and be consistent with the use of Title IV Part A funds Safe and Healthy Students in ESEA *section 4108*.

**Funded Activities:** Grant applicants should demonstrate how they intend to use grant funds for planning, implementation, professional development, and evaluation of activities in support of evidence-based programs and practices to improve school culture/climate, increase student engagement and inclusion, decrease risk behaviors, increase protective factors, and increase the physical and emotional well-being of all its students. The following list of examples includes the types of activities that would be considered in alignment with the prioritized initiatives in following section of the RFA and may potentially be eligible for funding. These are provided as examples and do not guarantee a successful application. Further, this is not an exhaustive list and program designs should address identified needs for the LEA/Consortium and the communities it serves.

* Promoting community and family involvement in schools.
* Providing school-based mental health services and counseling.
* Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
* Establishing or improving dropout prevention programs and/or programs that use culturally fluent engagement strategies to promote positive connection to the school community.
* Supporting re-entry programs and transition services for justice-involved youth or youth whose immediate family members have been incarcerated.
* Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
* Implementing systems, programs, and practices to prevent bullying, cyber bullying and harassment.
* Developing relationship building skills to help improve safety and through the recognition and prevention of coercion, violence, or abuse.
* Establishing community partnerships.
  + Contracted services and direct service providers.
  + Purchasing equipment such as surveillance cameras, 2-way communications systems, metal detectors, and other physical or infrastructure-related security equipment, so long as the equipment complies with applicable federal regulations.
  + Direct costs associated with programmatic interventions, such as training and release time, project materials and supplies, and services required by project staff, service providers, parents, and students.
  + Reasonable and necessary travel costs for staff training and on-site technical assistance. Travel costs related to the project shall be reimbursed at rates not greater than those established in bargaining unit agreements to which the LEA is subject.

**Examples of programs linking BSCA-SCG focused goals and activities:** Effective use of the BSCA-SCG grant funds can be achieved through a wide range of programs and strategies directed at pre-K–12 students. Students of any age may be at risk of developing serious mental health issues or exhibiting behaviors that have been documented to lead to negative emotional and academic outcomes. The list below includes a non-exhaustive list of examples of the types of programs that link BSCA-SCG focused goals and activities; including these examples in an application does not guarantee funding.

Students in elementary school, and especially kindergarten through third grade, who are chronically absent, are documented to have a much higher rate of dropping out of school by age eighteen. Programs raising awareness of the effects of chronic absenteeism on young children would be an appropriate use of BSCA-SCG grant funds.

Early intervention with students in middle school who are demonstrating disruptive behavior, trauma, or mental health challenges can be critical in reducing their risk of future negative life outcomes such as chronic health problems, increased chance of poverty and increased marginalization. Funds can address factors that are contributing to chronic absenteeism and habitual truancy, including suspension, expulsion and other challenges resulting from community crime. The students also may benefit from referrals to school-based health centers, school and home supplemental food programs, school nurses, school counselors, school psychologists, expanded school cleanliness and facility maintenance programs, school social workers, coordinating community support, and other pupil support personnel for case management and counseling.

Community supports that help the high school student learn how to avoid behavior that results in dropping out and entering the school-to-prison pipeline can help that student lead a successful and productive life. Ensuring that these students are identified as early as possible to provide applicable support services and interventions may be the key to their graduation from high school. Engaging in co-curricular and extracurricular activities, such as mentoring, tutoring, the arts, service learning, career education, and others, are known to increase pupil connectedness to school.

School and district staff training can be a significant factor impacting school climate, student engagement, and exclusionary discipline practices. Evidence-based, non-punitive programs and practices like restorative justice, social-emotional learning, Positive Behavioral Interventions and Support, culturally responsive practices, and trauma-informed strategies can be effective in improving student engagement and belonging and supporting students who are more likely to engage in risky behaviors.

School-based, community-based, or public and private partnerships providing direct or Multi-Tiered System of Support such as those described above, which provide prevention, early intervention, and intensive intervention, may be funded through the BSCA-SCG grant. Programs and strategies supported by the grant must address the needs and challenges experienced by students of any age who are experiencing or have experienced trauma (adverse childhood experience), mental health challenges, disruptive behavior, academic difficulties, and difficulties in the school system.

**Outcomes:** At the end of the three-year grant period, LEAs/consortiums will be expected to demonstrate measurable improvement in areas specifically identified in the LEA/consortium’s BSCA-SCG grant application. These identified areas and the state and local metrics/indicators selected to measure improvement must be consistent with those identified in the LEA’s LCAP, whether applying as a single LEA or as a member of a consortium.

Program outcomes identified in the BSCA-SCG application can include, but are not limited to:

* State measures
  + School attendance rate
  + Chronic absenteeism rate
  + Middle school dropout rate
  + High school dropout rate
  + Pupil suspension rate
  + Math proficiency rate (meets or exceeds)
  + English language arts proficiency rate (meets or exceeds)
* Local Measures
  + Improvement in pupil engagement
  + Improvement in school climate
  + Improvement in equity
  + Reductions in community crime by enrolled students~~.~~
  + Community engagement
  + Measurement and improvement of youth risk and protective factors using a valid and reliable survey such as the California Healthy Kids Survey, or another reliable and valid survey used by the district to align with their Local Control Accountability Plans.

## General Grant Information

### Eligibility Criteria

**Eligible Agencies:** Applicant agencies are limited to LEAs within the State of California that serve students in pre-K–12, inclusive. An LEA is defined as a school district, charter school, or a county office of education (COEs) in its role as a provider of direct student services in COE-operated schools.

Multiple LEAs may choose to form a consortium submitting a single application. LEAs are encouraged to form a program consortium when the resulting program efficiencies facilitate program success for each consortium member. If multiple LEAs choose to apply as a consortium, each consortium member must be identified as a priority LEA according to the criteria stated below for the consortium to be considered eligible.

All applicants and all consortium members must have a CDE-assigned County/District/School (CDS) identification code and must be classified as an active LEA by the CDE.

**Individual schools are not eligible to apply.** Only the LEA/**consortium** may apply on behalf of an individual school or schools within the LEA’s/consortium’s jurisdiction.

Community Based Organizations/agencies, colleges or universities, municipalities, private schools, and state special schools are **not eligible** to apply for a BSCA-SCG grant. They may, however, participate as a grant partner.

To be eligible, an LEA/consortia will need to meet the definition of high-need adopted by the State Board of Education.

The California Department of Education proposes using the following state-wide data elements in determining the definition of high-need.

Local Educational Agencies (LEAs) with a concentration of 80% or above of students from low-income families, English learners, and students in foster care, plus one or more of the following characteristics:

* A chronic absenteeism rate higher than the state average – 30%
* An exclusionary discipline (in and out of school suspension) rate higher than the state average – 3.2%
* A school stability rate lower than the state average – 89.8
* A dropout rate higher than the state average – 7.8% [[1]](#footnote-1)

### Funding Priorities

CDE prioritizes applicants that use of grant funds for planning, implementation, professional development, and evaluation of activities in support of evidence-based programs and practices to improve school culture/climate, increase student engagement and inclusion, decrease risk behaviors, increase protective factors, and increase the physical and emotional well-being of all its students. These initiatives, programs and activities shall complement or enhance the actions and services identified to meet the LEA’s goals. The following list of programs and activities are included to guide LEAs/Consortia understanding of potential focus of a BSCA-SCG funded initiative. This is not an exhaustive list and program designs should address identified needs for the LEA/Consortium and the communities it serves.

1. Implementation of social emotional learning programs, including strategies or frameworks that support positive inter-personal relationships, empathy, managing emotions, self-awareness, self-advocacy, persistence, and other aspects of positive social and emotional well-being.
2. Professional development and training for all school staff in trauma identification and trauma-informed care, culturally and linguistically responsive practices, intervention, mentoring, recovery support services and, where appropriate, rehabilitation referral.
3. Implementation of restorative practices, restorative justice models, or other programs to improve retention rates, reduce suspensions and other school removals, and reduce the referral of pupils to law enforcement agencies.
4. Implementation of programs that positively transform school climate and provide consistent and fair expectations for all students, reduce disproportionality in punitive discipline practices, increase positive behavior interventions and supports, culturally responsive practices, and trauma-informed strategies.
5. Establishing partnerships with community-based organizations or other relevant entities to support the implementation of evidence-based approaches to further the goals of the program.
6. Adding or increasing staff within an LEA whose primary purpose is to address ongoing chronic attendance problems, including, but not necessarily limited to, conducting outreach to families and children currently, or at risk of experiencing chronic absence or disconnecting from their school community .
7. Adding or increasing staff within an LEA whose primary purpose is to address the mental health needs of students, and to refer students for intensive services as needed.
8. Forming behavioral threat assessment teams or multi-disciplinary teams to evaluate possible threats of harm to students, and to identify needs of students early in order to avert possible harm.
9. Enhancing the LEAs/schools ability to develop high quality comprehensive school safety plans

### Consortium Applications

LEAs (school districts, charter schools, and COEs) may collaborate to form a consortium for the purposes of this grant application. LEAs choosing to form a consortium are required to submit a single application for the consortium.

Consortium applicants must designate a single school district, charter school, or COE as the lead agency on the Application Cover Sheet. The lead agency must be a grant eligible LEA and a member of the applying consortium.

BSCA-SCG grant eligibility criteria (A., see above) and funding priorities (B., see above) apply to each member of the consortium and the consortium application must address these requirements for each consortium member. The application must demonstrate that grant funding or services are distributed to each consortium member in general proportion to their student enrollment in the consortium. The application cannot propose to provide services and activities for one LEA while excluding other LEA consortium members. The consortium application must identify actions, services, and outcome measures that align with the needs of each of the LEA consortium members.

The lead agency will be responsible for all grant program fiscal and program reporting for the consortium. The role of the consortium lead must be clearly described in the application narrative and delineated in a Letter of Agreement (LOA) or Memorandum of Understanding (MOU) between the consortium lead and each LEA consortium member. The consortium lead may contract with another LEA to provide lead agency functions and services.

Each member of the consortium must adhere to the General Assurances. Failure of an individual consortium member to meet the requirements of the grant application will constitute a failure of all members of the consortium to meet the application’s requirements and may result in the rejection of the application, a delay in notification of funding, or a cancellation of grant allocations.

Grant funding for a consortium will be calculated as a single LEA with a funded grant enrollment equal to the total fiscal year (FY) 2021–22 student enrollment in all the schools receiving BSCA-SCG funds and services as determined in the School Site Participant Form.

Indirect costs may be claimed by the consortium lead only and are limited to that lead agency’s CDE-approved Indirect Cost Rate (ICR) as found on the CDE ICR web page at <https://www.cde.ca.gov/fg/ac/ic/>.

## Application Requirements

All submitted applications must include the following:

* Application Cover Sheet (Attachment 1)
* School Site Participant Identification Form (Attachment 2), (if applicable)
* Project Abstract (Attachment 3)
* Application Narrative: 15-page (maximum for LEA) or 20-page (maximum for LEA consortium applications)
* LOA or MOU from the applicant’s partners (if applicable)
* Project Budget (Attachment 4) Excel document must be uploaded with the application, a .pdf document will not be accepted.

### Funding Levels

The available grant funds are based on the federal allotment awarded to California, which is $119,000,000 (119 million). Of this amount, 95 percent, or $113,000,000 will be awarded to LEAs who are selected for funding through this competitive process. This award is made contingent upon the availability of funds by the California budget process, and the approval of the California Department of Finance.

The grant amounts will be based on the following enrollment bands:

* + - 1. **Student Enrollment:** Funded applicants will receive amounts according to the enrollment groupings in the table below. No LEA may receive more than 5% of the total amount ($113,000,000) given by the CDE for local Assistance.

| **Total Enrollment of Participating School(s)**  Based on 21-22 year enrollment | **Total Grant Award** |
| --- | --- |
| 0 to 150 Students | $150,000 |
| 151 to 500 Students | $200,000 |
| 501 to 1,000 Students | $250,000 |
| 1,001 to 1,500 Students | $300,000 |
| 1,501 to 2,000 | $350,000 |
| 2,001 or more Students | $400,000 |

* + - 1. **Schools Receiving Direct Funds and Services:** For applications focused on the needs of students in a limited number of schools within the LEA, the grant amount shall reflect the enrollment of the participating schools within the LEA. The grant amount shall be determined by funding the total number of students enrolled in schools receiving direct funds and services according to the table in Section A.1 Student Enrollment. In no case will total LEA/consortium funding fall below $150,000 or over $4 million for the full three-year grant period.

For grants funding programs targeted at a limited number of schools in the LEA, the application must identify each school by its name, unique CDS code, and its enrollment for the year immediately preceding this award (2021-2022 year enrollment. For programs providing funds and services to all schools in the LEA, the enrollment, name, and CDS code of individual schools are not required.

* + - 1. **Consortium Applications:** Consortium grant amounts will be determined by funding the total number of students enrolled in each of the LEAs in the consortium according to the enrollment bands Table in Section A Funding Levels. Where only selected schools in any of the LEAs participating in a consortium receive grant funds and services, the total enrollment in each participating school will be used to determine the total consortium funding. In no case will total funding for the entire consortium fall below $150,000 or over $4 million for the full three-year grant period.
      2. **CDE Funding Review:** The CDE reserves the right to review and adjust requested budget amounts prior to the final grant award.

### Terms of the Grant

An LEA/consortium that receives an BSCA-SCG grant is required to use the grant funds for planning, implementation, and evaluation of activities in support of evidence-based, non-punitive programs and practices to keep the state’s most vulnerable pupils in school. An LEA/consortium awarded an BSCA-SCG grant will be required to meet the following terms and conditions:

* Evaluate the activities undertaken pursuant to the funded grant and report the results to the governing board of the school district, the county board of education, or its chartering authority (as applicable), and the CDE.
* Provide the CDE with Annual Reports (ARs), Annual Expenditure Reports (AERs), and an End of Project (EOP) Report as specified in Section III.C: Reporting Requirements (see below).

If the CDE determines that the terms of the grant have not been met, the CDE may cancel or alter BSCA-SCG grant funding with a 30-day notice.

### Reporting Requirements

As a requirement of funding, all grantees must agree to submit ARs, AERs, and an EOP Report. The ARs and AERs are due no later than August 31 each year, starting in the year [2023], to ensure that an LEA/consortium will be able to include information from their approved LCAP(s) in the report.

Failure to submit the required reports by the due dates may jeopardize an LEA/consortium’s continued funding and may result in termination of the grant, with the CDE withholding any undistributed funds and billing the LEA/consortium for any funds already received.

Grantees may be asked to participate as a case study to be included in CDE’s efforts in sharing best practices to non-grantees.

### Annual Report

The AR provides the LEA/consortium with the opportunity to share with the CDE their progress towards meeting the goals and outcomes of the BSCA-SCG. The ARs for Years 1, 2 and 3 of the grant periods must be submitted to the CDE no later than August 31 each year, starting with [202X] year, using the provided CDE-approved template.

If the grantee is a consortium, each consortia LEA member is required to prepare an AR. The consortium lead is responsible for submitting the AR for each consortium member in a single submission to the CDE no later than August 31 each year, starting with [202X] year, using the provided CDE-approved template.

### Annual Expenditure Report

The AER is an accounting of actual expenditures for the FY that must be reported to the CDE. The AERs for Years 1 and 2 of the grant period must be submitted to the CDE no later than August 31 each year, starting with [202X] year, using the provided CDE-approved template.

If the grantee is a consortium, each consortia LEA member is required to prepare an AER. The consortium lead is responsible for submitting the AR for each consortium member in a single submission to the CDE no later than August 31 each year, starting with [202X] year, using the provided CDE-approved template.

### End of Project Report

An EOP Report covering the entire three-year grant period must be submitted to the CDE. The due date for the EOP Report will be determined by the CDE.

The EOP Report is a Program Narrative that summarizes how the grant program impacted the targeted student populations and will identify the alignment of the grant and the grantee’s LCAP.

If the grantee is a consortium, each consortia member LEA is required to prepare an EOP Report addressing each of the items identified above. The consortium lead is responsible for submitting the EOP Report of each consortium member in a single submission to the CDE.

The CDE reserves the right to request informal updates and/or progress reports, in addition to those mentioned above, throughout the course of the three-year grant period.

### Allowable Grant Fund Expenditures

Funds may be used for personnel, programs, activities, and professional development related to:

* Promoting community and family involvement in schools.
* Providing school-based mental health services and counseling.
* Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
* Establishing or improving dropout prevention programs and/or programs that use culturally fluent engagement strategies to promote positive connection to the school community.
* Supporting re-entry programs and transition services for justice-involved youth or youth whose immediate family members have been incarcerated.
* Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
* Implementing systems, programs and practices to prevent bullying, cyber bullying and harassment.
* Developing relationship building skills to help improve safety and through the recognition and prevention of coercion, violence, or abuse.
* Establishing community partnerships to address issues of school safety and climate.
  + Contracted services and direct service providers.
  + Purchasing equipment such as surveillance cameras, 2-way communications systems, metal detectors, and other physical or infrastructure-related security equipment, so long as the equipment complies with applicable federal regulations.
  + Direct costs associated with programmatic interventions, such as training and release time, project materials and supplies, and services required by project staff, service providers, parents, and students.
  + Reasonable and necessary travel costs for staff training and on-site technical assistance. Travel costs related to the project shall be reimbursed at rates not greater than those established in bargaining unit agreements to which the LEA is subject.

The percentage used to determine indirect costs is not to exceed the CDE-approved ICR. The approved rates can be found on the CDE’s ICR web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp).

### Non-Allowable Grant Fund Expenditures

Grant funds are intended to complement and enhance existing programs and must not be used to supplant other local or state funds now being used for existing staff or activities. In addition, an LEA/consortium that receives a BSCA-SCG award may not transfer funds out of that award to another authorized program. While certain provisions of ESEA allow LEAs to transfer funds allotted under certain ESEA formula grant programs, BSCA-SCG was enacted solely for the purpose of supporting the safety and health of students. Accordingly, the law requires LEAs to use funds to support those activities allowed under Section 4108 of SEA. In short, funds cannot be transferred to any other program account.

Funds may not be used:

* To purchase a firearm or to train LEA staff in the use of a firearm.
* For construction, renovation, or repair of any school facilities.
* Expenditures for land, buildings, or other intangible capital assets, including items acquired through leases with option to purchase and capitalized equipment costs in excess of $5,000.
* Telephone systems, fax machines, and telephones, including cell phones and landlines.
* Purchase of vehicles.
* Travel outside 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.
* Childcare—possible exceptions are allowed, with evidence that the provision of childcare is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, or parents.
* Clothing.
* Food—possible exceptions are allowed, with evidence that the provision of food is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, or parents.
* Preparation, delivery, and travel costs associated with the application.

## Fiscal Management Requirements

### Payments

All payments are subject to approval and availability of federal funds.

* The grant funds will be distributed to grantees as follows:
  + The first payment of 60 percent of the grant funds will be released upon completion and return of the AO-400.
* A second payment of 30 percent of the funds will be released upon completion of the AR and AER for Year 1.
* The final 10 percent (or portion thereof) of the entire grant budget will be withheld pending receipt and approval by the School Health and Safety Office of the required EOP Report.

### Budget Revisions

All grantees agree to utilize funds in support of their grant application and as described in their approved budget. Budget changes for any FY must be submitted prior to the end of that FY.

Budget revisions must be completed if expenditures within an object code change more than 20 percent. Budget Revisions must be submitted by email to [SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov).

## Assurances

### General Assurances and Certifications

General assurances and certifications are required of grantees as a condition of receiving funds. Applicants do not need to sign and return the General Assurances and Certification with their application. Instead, they must download the current General Assurances and Certifications and keep the document on file and available for compliance reviews, complaint investigations, examination of records, audits, etc. The “Assurances and Certifications” are located on the CDE Funding Forms web page at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

## Application Information

### Application Webinar

A webinar for prospective applicants is scheduled to be held on **TBD.** Any LEA/consortium interested in applying may participate. The webinar will provide information regarding the application and application process.

To sign up for the webinar and receive the required login information, email [SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov) with “Webinar” in the subject line.

### Personnel Requirements

Personnel funded through this grant must be clearly identified and justified in the narrative and budget sections of the application. Project staff may be LEA personnel.

**Project Lead:** A single BSCA-SCG Project Lead from the LEA **must be identified.** The duties of the Project Lead should include, but are not limited to:

* Provide overall coordination of project staff and activities, as well as provide direct services to youth.
* Ensure that all project funds expended or obligated are allowable costs and in compliance with the approved budget.
* Maintain required documentation of project services, activities, accomplishments, and program records.
* Develop and provide mandatory grant implementation and annual evaluation reports, maintain and/or monitor any budget and project modifications, and project claim invoices and fiscal reports.
* Coordinate data collection for reporting and evaluation purposes.
* Facilitate ongoing training and collaborative meetings.

**Contracted Direct Service Providers:** The duties of each paid, contracted, direct service provider must be clearly described in the budget narrative.

### Application Technical Requirements

The following technical requirements exist to insure fairness and consistency among applicants in the reading and evaluation of the grants.

1. Applications must be submitted via email. The narrative section shall not exceed 15 pages for single LEA applications (20-page maximum for LEA consortium applications). If the narrative section exceeds the 15 or 20 page limit, the excess pages will not be scored.

Applications should clearly identify and number the prompts in the narrative section.

1. The application narrative must be in 12-point Arial font, single-spaced, normal character spacing, with one-inch margins. Tables or boxes used to present narrative information in text form must be in 12-point Arial font. Applicants may only use a smaller Arial font when inserting pie charts or graphs to present technical information not of a narrative nature. CDE staff will screen applications to ensure compliance with these requirements. If smaller font sizes or margins are used in the application, the application will be disqualified. Once an application is deemed disqualified, it will not be considered for scoring or further review.
2. The application must contain a current or proposed LOA or MOU between the LEA/consortium and any community organization(s) or agency(ies) that will take an active part in carrying out or administering the proposed project. The LOA or MOU must describe how the partner agency and/or organization(s) will participate in the project.

### Assembling the Application

The various application elements must be assembled in the order listed below. Grant readers are not obligated to search for application content if it is out of order.

1. Application Cover Sheet
2. School Site Participant Identification Form
3. Project Abstract
4. Application Narrative
5. LOA or MOU
6. Project Budget

### Project Budget

Applicants must provide a detailed explanation of all proposed BSCA-SCG project expenditures. The CDE staff will review the proposed budget items for clarity and purpose. Each item must delineate the intended expense and directly correlate the expense with the proposed project. Successful applicants will not automatically receive the amount of funding requested in the application. Prior to funding, unreasonable expenditures may be reduced, and disallowed items will be withheld from the grant award.

The Project Budget does not count toward the 15-page LEA project narrative (20-page project narrative for LEA consortia).

The Project Budget must be clearly aligned with the program as described in the application and shall:

1. Specify each position funded by the project on a separate line item. The time base and annual cost must be included, per the example in the table below.
2. Provide clear unit cost computations for each budget item and include all personnel and non-personnel costs that are part of a contract or in the proposed project. A subtotal for each object code shall be provided.
3. Ensure the association of budget items with activities is clearly identified in the project plan.

The key factor in the Project Budget is that every dollar amount must be explained. Every dollar amount shall be accompanied by a computation that includes a unit cost for each expense (e.g., One set of curriculum materials for Project Alert for each of 30 classrooms at $240 each, 1 x 30 x 240 = $7,200). An exception is for LEA staff and contract staff in which only the time base and annual cost may be stated, as shown in the sample below. The Budget Justification must provide detail for each of the proposed grant activities that apply to the proposed project:

### Application Narrative

Applications must address the items listed below:

1. **Assets, Strengths, and Needs Assessment/Gap Analysis—Information about the pupil and school needs within the LEA/consortium.**
2. **Overview of the LEA/consortium:** Include data on student enrollment, chronic absenteeism, out-of-school suspension rates, student dropout rates, ethnic composition, socioeconomic status, and school climate. Indicate whether the LEA/consortium is located in an urban, rural, or suburban setting.[[2]](#footnote-2) Describe the neighborhoods within the LEA/consortium (or from which the LEA/consortium draws its students), including area crime rate data and its impact on students.[[3]](#footnote-3) Discuss any significant changes in the LEA/consortium over the past several years, such as changing student composition, staffing changes, and neighborhood changes that may help provide an accurate description of the LEA/consortium’s needs. Consortiums should describe how the partner school(s) differ from the LEA as a whole.

**Note:** Data reported in this section should align with the LEA’s LCAP.

1. **Priority Goals:** Identify the LEA’s LCAP priority goals and strategies addressing the challenges of student truancy and supporting pupils who are at risk of dropping out of school or who are victims of crime that align with the grant application.
2. **Proposed Grant Activities—Information about the activities the LEA/consortium will undertake with the grant funding.**
3. Describe how the grant funds will be used to address the needs of the pupils targeted to receive services. Identify the evidence-based, non-punitive programs and practices that will be employed and the LCAP priority goal(s) to which it pertains. Both research-based evidence and locally observed and documented evidence may be used to provide justification for the identified strategies to be supported by this grant.
4. Describe how the program and practices to be supported with grant funds address the needs of the targeted students attending schools that will receive grant funds and services. Describe how the program addresses the needs of targeted students in the neighborhoods surrounding the recipient schools. Identify the number of targeted students to be served with grant funds and the number, size, and type (i.e., elementary school, high school, alternative school) of schools receiving grant funds or supported services.
5. **Alignment with the LCAP—Information on how proposed grant activities complement and enhance the goals, actions, and services contained in the LEA/consortium’s LCAP.**

To demonstrate alignment with LCAP goals, applicants must:

1. Provide descriptions from the LEA’s approved LCAP that identify the goals, actions, and services to be supported by grant funds. Include applicable goals, actions, and services for all pupils in the LEA, as well as those for school sites and/or specific subgroups. For consortiums applicants should aggregate partner LEAs LCAP goals.
2. Provide detail as to how the proposed BSCA-SCG grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. For consortiums applicants should aggregate partner LEAs LCAP programs.
3. **Measurement of Outcomes—Measuring how the proposed grant activities support the LEA/consortium’s goals for targeted pupils.**
4. Identify the Expected Annual Measurable Outcomes in the LEA/consortium’s LCAP that the LEA will use to determine BSCA-SCG impact. Provide the LEA/consortium’s FY 2021–22 base year data to be used to assess the impact of the grant program. Identify target levels that will demonstrate program success and describe how these target levels were determined.
5. Identify any additional local measures the LEA will use to determine BSCA-SCG impact. Provide the LEA’s FY 2021–22 base year data for the local measures. Identify target levels that will demonstrate program success and describe how the target levels were determined.
6. Describe the methods that will be used to collect the outcome data. Describe the validity and reliability of the selected metrics in measuring the impact of the grant program.
7. Describe the LEA/consortium’s capacity to collect the identified outcome measures. Describe how the LEA will identify the subgroup populations for which outcome data will be collected and reported. Include how baseline and annual data will be collected and reported for subgroup populations that become significant during the period of the grant.
8. Describe how both interim and final grant program outcome data will be used to identify and implement changes in programs and practices directed toward reducing student dropout rates and addressing the needs of at-promise students and students who have been victims of crime.

The data reported should include **expected and actual outcome data from the LCAP, as well as any additional metrics** aligned with BSCA-SCG grant activities. Metrics may include:

* School attendance rates;
* Chronic absenteeism rates;
* School dropout rates;
* High school graduation rates;
* Suspension, expulsion, and rates of other school removals;
* Referrals to law enforcement agencies;
* Academic performance;
* Outcomes for vulnerable populations;
* Student connectedness—measured by additional school climate survey data;[[4]](#footnote-4)
* California Healthy Kids Survey (CHKS)
* California School Climate Survey
* California School Parent Survey
* Parent and Family Engagement
* Local and state measures determined by the LEA/consortium to be valid and reliable including surveys, data collections, assessments, etc.

1. **Capacity and Commitment**
2. Describe the LEA/consortium’s capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and sustain these enhancements beyond the three-year grant period, to include LEA policies, resources, and supports and how the existing policies, resources, or support programs may be reviewed or changed as a result of the program.
3. Describe the LEA/consortium’s commitment to support evidence-based, non-punitive programs and practices designed to keep the LEA/consortium’s most vulnerable pupils in school. Include at least one example demonstrating the LEA’s commitment to support the BSCA-SCG.
4. Describe how the LEA/consortium assesses student safety and connectedness. If an LEA administers the CHKS, how were the survey results used in the LEA’s efforts to keep students in school? If the CHKS was not administered in an LEA, describe what local survey was used to assess safety and connectedness, as required by the Local Control Funding Formula. Identify and describe the evidence-based data used by the LEA/consortium to reflect school and district climate.
5. As a component of the grant, the CDE, or a CDE-identified designee, will provide training and technical assistance to grantees using regional workshops and technical assistance focused on pupil engagement, school climate, truancy reduction, and supporting pupils who are at risk of dropping out of school, who are victims of crime, or are impacted by high community crime rates. Describe the LEA/consortium’s commitment to sending staff to regional workshops and taking full advantage of the technical assistance provided by the CDE.

### Submitting the Application

The LEA/consortium shall refer to the Application Checklist (Appendix A) prior to submitting their application packet to ensure that all application submission requirements are met and shall include the Application Checklist as part of the required grant application packet. Incomplete or missing information from the Application Checklist shall result in the application’s disqualification.

A signed application packet must be submitted via email no later than **DATE TBD**, to [SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov) by the deadline as indicated in the Timetable of Due Dates found on page 3.

### Application Review Process

Reviewers will independently read and evaluate each application according to the BSCA-SCG Scoring Rubric (Appendix B). Each section of the narrative and budget is assigned a point value with a maximum possible point total of 100 for the entire application.

The final phase of the application review process shall consist of the following:

1. Distribution and analysis of LEA/consortium BSCA-SCG applications. The distribution shall be made in alignment with the California County Superintendents Educational Services Association service regions.
2. Applicant LEAs/consortiums whose priority area data exceed the statewide average in fewer areas than that of other LEAs/consortiums, shall be prioritized accordingly.

Applicants are highly encouraged to familiarize themselves with the BSCA-SCG Scoring Rubric (Appendix B) to ensure that their application includes all required information.

### Appeals Process

Appeals to the grant awards must be filed within 10 working days of email notification of the Intent to Award Funds. The same person authorized to sign the application must sign the appeal letter.

Appeals are limited to the grounds that the application process described in this RFA was not followed. Dissatisfaction with the score received by the application is not grounds for appeal. Late appeals will not be considered. The appellants must file a full and complete written appeal, including the reason(s) for appeal, issue(s) in dispute, legal authority or other basis for the protester’s position, and the remedy sought. The appellant may not supply or rely on any new information that was not originally included in the original application.

Applicants who wish to appeal a grant award decision must submit a letter of appeal by email and mail to the attention of:

Lisa Borrego, Director

Whole Child Division

[SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov)

Appeals shall be addressed as follows:

BSCA-SCG Grant Appeal

Whole Child Division

School Health and Safety Office

California Department of Education

1430 N Street, Suite XXXX

Sacramento, CA 95814

A final decision will be made by the SHSO within five working days of the last day to file an appeal, and before the issuance of the Grant Award Notification Letters. The decision shall be the final administrative action afforded the appellant.

## Appendix A: Application Submission Checklist

A complete BSCA-SCG application consists of the following components:

* Intent to Submit form (received by **DATE TBD,** by 11:59 p.m. Pacific Standard Time)
* Complete application contents:
  + File 1 – Application Packet
    - Application Cover Sheet
    - School Site Participant Identification Form
    - Project Abstract
    - Application Narrative
    - LOA or MOU
  + File 2 – Attachment I: BSCA-SCG Project Budget (.xlsx).

**Note:** Forms and Attachment I can be located on the BSCA-SCG Request for Applications web page at https:XXXXXXXXXXXXX

## Appendix B: Scoring Rubric

1. **Needs Assessment — Information about the pupil and school needs within the local educational agency (LEA)/consortium. (20 points)**
2. **Overview of the LEA/consortium:** Include data on student enrollment, chronic absenteeism, in and out-of-school suspension rates, student dropout rates, ethnic composition, socioeconomic status, and school climate as measured by a valid and reliable survey. Indicate whether the LEA/consortium is located in an urban, rural, or suburban setting. Describe the neighborhoods within the LEA/consortium (or from which the LEA/consortium draws its students), including area crime rate data and its impact on students. Discuss any significant changes in the LEA/consortium over the past several years, such as changing student composition, staffing changes, and neighborhood changes that may help provide an accurate description of the LEA/consortium’s needs. Consortiums should describe how the partner school(s) differ from the LEA as a whole.

**Note:** Data reported in this section should align with the LEA’s Local Control and Accountability Plan (LCAP).

| Outstanding (16–20 points) | Good (11–15 points) | Adequate (6–10 points) | Limited (1–5 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, convincing and thorough when describing the extent to which grant funds will provide:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the un-met needs of students, staff and parents. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response may be clear and convincing but may be less thorough when providing:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the un-met needs of students, staff and parents. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response adequately provides:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the un-met needs of students, staff and parents. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response partially provides:   * An overview of the LEA./consortium. * Data and a description of the LEA/consortium and the un-met needs of students, staff and parents. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response does not provide:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the un-met needs of students, staff and parents. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). |

1. **Proposed Grant Activities — Information about the activities the LEA/consortium will undertake with the grant funding. (25 points)**
2. Describe how the grant funds will be used to address the needs of the students receiving services. Identify the evidence-based, programs and practices that will be employed and the LCAP priority goal(s) to which it pertains. Both research-based evidence and locally observed and documented evidence may be used to provide justification for the identified strategies to be supported by this grant.
3. Describe how the program and practices to be supported with grant funds address the needs of students attending schools that will receive grant funds and services. Describe how the proposed program will address the identified needs of students at all the recipient schools. Identify the number of students to be served with grant funds and the number, size, and type (i.e., elementary school, high school, alternative school) of schools receiving grant funds or supported services.

| Outstanding (21–25 points) | Good (11–20 points) | Adequate (6–10 points) | Limited (1–5 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, convincing and thorough when describing the extent to which grant funds will be used to:   * Implement evidence-based programs and practices. * How grant funds address the needs of students and how many students are to be served. * Programs, practices and services are aligned with wholistic efforts to address students’ needs | The response is clear in describing the extent to which grant funds will be used to:   * Implement evidence-based programs and practices. * How grant funds address the needs of students and how many students are to be served. * Programs, practices, and services are aligned with wholistic efforts to address students’ needs | The response adequately describes the extent to which funds will be used to:   * Implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of students and how many students are to be served. * Programs, activities, practices, and services are aligned with wholistic efforts to address students’ needs. | The response partially describes the extent to which funds will be used to:   * Implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of students and how many students are to be served. * Programs, activities, practices, and services are aligned with wholistic efforts to address students’ needs. | The response does not describe the extent to which funds will be used to:   * Implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * Programs, activities, practices, and services are aligned with wholistic efforts to address students’ needs. |

**Note:**

1. **Alignment with the LCAP — Information on how proposed grant activities complement and enhance the goals, actions, and services contained in the LEA/consortium’s LCAP. (10 points)**

To demonstrate alignment with LCAP goals, applicants must:

1. Provide descriptions from the LEA’s approved LCAP that identify the goals, actions, and services to be supported by grant funds. Include applicable goals, actions, and services for all pupils in the LEA, as well as those for school sites and/or specific subgroups. For consortiums, applicants should aggregate partner LEAs LCAP goals.
2. Provide detail as to how the proposed BSCA-SCG grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. For consortiums, applicants should aggregate partner LEAs LCAP programs.

| Outstanding (13–15 points) | Good (10–12 points) | Adequate (7–9 points) | Limited (1–6 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed, and relevant when providing descriptions:   * From the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the grant. * On how the grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. | The response is clear and detailed when providing descriptions:   * From the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the grant. * On how the grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. | The response adequately provides descriptions:   * From the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the grant. * On how the grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. | The response partially provides descriptions:   * From the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the grant. * On how the grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. | The response does not provide descriptions:   * From the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the grant. * On how the grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP. |

1. **Measurement of Outcomes — Measuring how the proposed grant activities support the LEA/consortium’s goals for targeted pupils. (15 points)**
2. Identify the Expected Annual Measurable Outcomes in the LEA/consortium’s LCAP that the LEA will use to determine BSCA-SGC impact. Provide the LEA/consortium’s fiscal year (FY) 2021-22 base year data to be used to assess the impact of the grant program. Identify target levels that will demonstrate program success and describe how these target levels were determined.
3. Identify any additional local measures the LEA will use to determine BSCA-SCG impact. Provide the LEA’s FY 2021–22 base year data for the local measures. Identify target levels that will demonstrate program success and describe how the target levels were determined.
4. Describe the methods that will be used to collect the outcome data. Describe the validity and reliability of the selected metrics in measuring the impact of the grant program.
5. Describe the LEA/consortium’s capacity to collect the identified outcome measures. Describe how the LEA will identify the subgroup populations for which outcome data will be collected and reported. Include how baseline and annual data will be collected and reported for subgroup populations that become significant during the period of the grant.
6. Describe how both interim and final grant program outcome data will be used to identify and implement changes in programs and practices directed toward reducing student dropout rates and addressing the needs of at-promise students and students who have been victims of crime.

| Outstanding (16–20 points) | Good (11–15 points) | Adequate (6–10 points) | Limited (1–5 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed, and relevant when identifying the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response is clear and detailed when identifying the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response adequately identifies the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response partially identifies the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response does not identify the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. |

1. **Capacity and Commitment (15 points)**
2. Describe the LEA/consortium’s capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and sustain these enhancements beyond the three-year grant period, to include LEA policies, resources, and supports and how the existing policies, resources, or support programs may be reviewed or changed as a result of the program.
3. Describe the LEA/consortium’s commitment to support evidence-based programs and practices designed to keep the LEA/consortium’s most vulnerable pupils in school. Include at least one example demonstrating the LEA’s commitment to support the BSCA-SCG.
4. Describe how the LEA/consortium assesses student safety and connectedness. If an LEA administers the California Healthy Kids Survey (CHKS), how were the survey results used in the LEA’s efforts to keep students in school? If the CHKS was not administered in an LEA, describe what local survey was used to assess safety and connectedness, as required by the Local Control Funding Formula. Identify and describe the evidence-based data used by the LEA/consortium to reflect school and district climate.
5. As a component of the grant, the CDE, or a CDE-identified designee, will provide training and technical assistance to grantees using regional workshops and technical assistance focused on pupil engagement, school climate, truancy reduction, and supporting pupils who are at risk of dropping out of school, who are victims of crime, or are impacted by high community crime rates. Describe the LEA/consortium’s commitment to sending staff to regional workshops and taking full advantage of the technical assistance provided by the CDE.

| Outstanding (5 points) | Good (4 points) | Adequate (3 points) | Limited (1–2 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed and relevant when addressing:   * The capacity and commitment to implement the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. * The commitment to have staff participate in regional workshops and trainings. | The response is clear and detailed when addressing:   * The capacity and commitment to implement the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. * The commitment to have staff participate in regional workshops and trainings. | The response adequately addresses:   * The capacity and commitment to implement the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. * The commitment to have staff participate in regional workshops and trainings. | The response partially addresses:   * The capacity and commitment to implement the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. * The commitment to have staff participate in regional workshops and trainings. | The response does not address:   * The capacity and commitment to implement the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. * The commitment to have staff participate in regional workshops and trainings. |

1. **Budget (15 points)**

| Outstanding (13–15 points) | Good (10–12 points) | Adequate (7–9 points) | Limited (1–6 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The budget and narrative are clear and includes a comprehensive estimate of the grant’s budget through  September 30, 2026, and costs are clearly identified and relate to the proposal. | The budget and narrative include a detailed estimate of the grant’s budget through September 30, 2026, and costs are clear and relate to the proposal. | The budget and narrative include an adequate estimate of the grant’s budget through September 30, 2026, and costs are clear. | The budget and narrative include a limited estimate of the grant’s budget through September 30, 2026, and costs are vague. | The budget and narrative do not include an estimate of the grant’s budget through September 30, 2026. |

## Appendix C: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency [LEA] capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, 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. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.  **Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities. |
| **5200** | **Travel and Conferences**  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 California Department of Education [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/>. |

1. Available at DataQuest (CA Dept of Education) (<https://dq.cde.ca.gov/dataquest/>) [↑](#footnote-ref-1)
2. . Rural LEAs should identify their classification as specified by the National Center for Education Statistics Locale. Codes 31–33 and 41–43 designate a school and LEA’s rural status. <https://nces.ed.gov/ccd/districtsearch/>. [↑](#footnote-ref-2)
3. . The State of California Department of Justice’s OpenJustice web page provides crime data for communities across California. <https://openjustice.doj.ca.gov/exploration/crime-statistics>. [↑](#footnote-ref-3)
4. . To assess school climate, many schools in California administer the California School Climate, Health, and Learning Surveys (CalSCHLS) system to collect survey data among students, staff, and parents. CalSCHLS is composed of three interrelated surveys developed for and supported by the CDE. For more information, visit the CDE’s Safe and Supportive Schools web page at <https://www.cde.ca.gov/ls/ss/se/safesupportive.asp>. [↑](#footnote-ref-4)