**Learning Communities for School Success Program**

**Cohort 5**

# Request for Applications2021–24

Applications Due Friday, March 26, 2021



**Administered by the
High School Innovations and Initiatives Office
Career and College Transition Division
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814-5901
Telephone: 916-319-0893
Fax: 916-319-0168**

Please direct questions to: lcssp@cde.ca.gov

 **Table of Contents**

[Request for Applications 2021–24 1](#_Toc62806607)

[Applications Due Friday, March 26, 2021 1](#_Toc62806608)

[I. OVERVIEW 1](#_Toc62806609)

[A. Grant Background and Purpose 1](#_Toc62806610)

[B. Goals, Funded Activities, and Outcomes 2](#_Toc62806611)

[II. GENERAL GRANT INFORMATION 5](#_Toc62806612)

[A. Eligibility Criteria 5](#_Toc62806613)

[B. Funding Priorities 6](#_Toc62806614)

[C. Consortium Applications 6](#_Toc62806615)

[III. APPLICATION REQUIREMENTS 7](#_Toc62806616)

[A. Funding Levels 7](#_Toc62806617)

[B. Terms of Grant 9](#_Toc62806618)

[C. Reporting Requirements 9](#_Toc62806619)

[D. Annual Reports 10](#_Toc62806620)

[E. End of Project Report 10](#_Toc62806621)

[F. Use of Funds 11](#_Toc62806622)

[G. Allowable Grant Fund Expenditures 11](#_Toc62806623)

[H. Non-Allowable Grant Fund Expenditures 12](#_Toc62806624)

[IV. FISCAL MANAGEMENT REQUIREMENTS 13](#_Toc62806625)

[A. Payments 13](#_Toc62806626)

[B. Budget Revisions 13](#_Toc62806627)

[C. Match Requirement 13](#_Toc62806628)

[V. ASSURANCES 14](#_Toc62806629)

[A. General Assurances 14](#_Toc62806630)

[VI. APPLICATION INFORMATION 14](#_Toc62806631)

[A. Intent to Submit (Optional) 14](#_Toc62806632)

[B. Application Webinar 14](#_Toc62806633)

[C. Personnel Requirements 14](#_Toc62806634)

[D. Application Technical Requirements 15](#_Toc62806635)

[E. Assembling the Application 17](#_Toc62806636)

[F. Application Narrative 18](#_Toc62806637)

[G. Project Budget 23](#_Toc62806638)

[H. Submitting the Application 27](#_Toc62806639)

[I. Application Review Process 27](#_Toc62806640)

[J. Appeals Process 28](#_Toc62806641)

[Appendix 1 (Sample): Scoring Form and Rubric 30](#_Toc62806642)

**Timetable of Due Dates**

| **Dates** | **Activities** |
| --- | --- |
| 2/10/21 | RFA released and posted on the CDE website. |
| 3/12/21 | Intent to Submit form must be emailed to LCSSP@cde.ca.gov.  |
| 3/4/21 | Webinar for prospective applicants. |
| 3/26/21 | A signed original application packet must be mailed and postmarked to HSIIO no later than **March 26, 2021**, and an emailed scanned copy to LCSSP@cde.ca.gov. |
| 4/30/21 | Grantees Announced |
| 5/14/21 | Grant appeals are due by email and hard copy due to CDE **must be received by May 14, 2021.** |

### OVERVIEW

### Grant Background and Purpose

California voters approved Proposition 47, the Safe Neighborhoods and Schools Act, in November of 2014. The intent of this law is to reduce the penalties for certain non-serious and non-violent property and drug offenses with the resulting state savings to be invested in prevention and support services. The proposition requires 25 percent of the state savings be allocated to the California Department of Education (CDE) for grants aimed at reducing truancy and drop-out rates among kindergarten through grade twelve (K–12) students in public schools. The proposition provides the following for use of the CDE funds:

… to administer a grant program to public agencies aimed at improving outcomes for public school pupils in kindergarten and grades 1 to 12, inclusive, by reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime. (Government Code Section 7599.2[a][1])

The funding established pursuant to this act shall be used to expand programs for public school pupils in kindergarten and grades 1 to 12, inclusive. These funds shall not be used to supplant existing state or local funds utilized for these purposes. (Government Code Section 7599.2[e])

Subsequent legislation provided the statutory language to implement the Proposition 47 grant program and established the Learning Communities for School Success Program (LCSSP) setting forth the following:

… the funding provided to K–12 education should be used to help build the capacity of local educational agencies to identify and implement evidence-based, non-punitive programs and practices to keep our most vulnerable pupils in school, consistent with each local educational agency’s local control and accountability plan, including but not limited to, its goals for pupil engagement and school climate.

California needs to increase the knowledge base concerning which strategies are most effective for improving pupil success and eliminating the school-to-prison pipeline, including, but not necessarily limited to, providing resources to local educational agencies to establish community schools and address pupil attendance problems in kindergarten and grades 1 to 3, inclusive. One manner in which this can be accomplished is for the local educational agencies participating in the K–12 education grant program pursuant to the act to report and evaluate outcomes using multiple measures, while engaging in a broader community of practice that disseminates promising and proven strategies to local educational agencies statewide. (Section 1, Assembly Bill 1014 and Senate Bill 527).

The LCSSP is further governed by California *Education Code (EC)* sections 33430–33436 codifying that the CDE shall administer the grant program and coordinate assistance to local educational agencies (LEAs) to support the identification and implementation of programs and practices aligned with the goals for pupils contained in each LEA’s Local Control and Accountability Plan (LCAP)[[1]](#footnote-1). The CDE, in consultation with key stakeholders, determines grant eligibility requirements, develops the grant application, and coordinates technical assistance to the field to support development of the LEA’s grant application and program implementation.[[2]](#footnote-2)

### Goals, Funded Activities, and Outcomes

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

**Goals:** The goals of the LCSSP are to support evidence-based, non-punitive programs and practices aimed at keeping the state’s most vulnerable pupils in school. These programs and practices must complement and enhance the actions and services identified to meet the LEA’s goals as provided in their LCAP.

The proposed grant is not expected to address the needs of all students, nor is it expected to address the needs of all students in each of the numerically significant pupil subgroups at the school.[[3]](#footnote-3) The proposed grant should clearly identify actions and services specified in the LEA’s LCAP and describe how the LCSSP grant will complement and enhance the LEA’s efforts to address its identified needs and challenges.

LCSSP grantees can work toward numerous goals under the LCSSP initiative. Goals most commonly addressed through the LCSSP grant include, but are not limited to:

* Increasing attendance rates and reducing chronic absenteeism
* Increasing graduation rates and decreasing dropout rates
* Reducing suspensions, expulsions, and other school removals
* Reducing referrals of students to law enforcement agencies
* Reducing the number of criminal offenses committed by district students
* Improving academic performance
* Integrating school and community services with district efforts
* Improving school climate
* Improving outcomes for vulnerable populations

**Funded Activities:** The LCSSP allows for a wide variety of programs and strategies to address the needs of vulnerable students. Statutory language identifies several allowable programs, including, but not limited to:

* Implement/maintain attendance improvement or chronic absenteeism plans.
* Implement restorative practices or restorative justice models.
* Implement activities that advance social-emotional learning, Positive Behavior Interventions and Supports (PBIS), culturally responsive practices, or trauma-informed strategies.
* Establish/implement partnerships with community-based organizations to support the implementation of evidence-based, non-punitive practices.
* Increase or reallocate staffing to address district LCAP objectives.
* Implement academic interventions, tutoring, or mentoring programs.
* Establish or expand Multi-Tiered System of Supports (MTSS), access to health services, drug and alcohol interventions, or mental health services.
* Establish school climate interventions, case management practices, family/parent engagement strategies, or gang prevention programs.
* Establish or expand family and community engagement activities that increase home to school partnerships for student success.
* Establish/support community schools that participate in community-based efforts to coordinate and integrate educational, developmental, family, health, and other comprehensive services at a school site to pupils, families, and community members (*EC* sections 33432[a][1] and 33435[a]).

**Examples of programs linking LCSSP focused Goal and Activities:** Effective use of the LCSSP grant funds can be achieved through a wide range of programs and strategies directed at K–12 students. Students of any age may be at risk of dropping out of school or exhibiting behavior that has been documented to lead to a significantly higher risk of habitual truancy and dropping out of school.

Students in elementary school, and especially kindergarten to 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 LCSSP 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 dropping out. Addressing the factors that are contributing to chronic absenteeism and habitual truancy, including suspension and expulsion, may benefit these students. The students also may benefit from referrals to school-based health centers, school nurses, school counselors, school psychologists, school social workers, 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, PBIS, culturally responsive practices, and trauma-informed strategies can be effective in reducing truancy and supporting students who are at risk of dropping out of school.

School-based, community-based, or public and private partnerships providing direct or MTSS such as those described above, which provide prevention, early intervention, and intensive intervention, may be funded through the LCSSP grant. Programs and strategies supported by the LCSSP grant must address the needs and challenges experienced by students of any age who are at risk of chronic absenteeism, habitual truancy, dropping out of school, or who are victims of crime.

**Outcomes:** At the end of the three-year grant period, LEAs will be expected to demonstrate measurable improvement in areas specifically identified in the LEA’s LCSSP grant application. These identified areas and the state metrics/indicators selected to measure improvement must be consistent with those identified in the LEA’s LCAP.

Program outcomes identified in the LCSSP application can target and 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

### GENERAL GRANT INFORMATION

The CDE’s Career and College Transition Division staff will answer questions regarding this Request for Applications (RFA) by email at LCSSP@cde.ca.gov.

### Eligibility Criteria

**Eligible Agencies:** Applicant agencies are limited to LEAs within the State of California that serve students in K–12, inclusive. This includes school districts, charter schools, and county offices of education (COEs) in their role as providers of direct student services in COE-operated schools.

All applicants and 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 may apply on behalf of a school or schools within the LEA’s jurisdiction.

Community agencies, private schools, individual public schools, and state special schools are **not eligible** to apply for a LCSSP grant. They may, however, participate as a grant partner.

LEAs may submit only one application per funding cycle.[[4]](#footnote-4) An LEA that has been awarded a grant may apply in a subsequent grant cycle under the following conditions: (1) the term of the LEA’s previous grant award will be exhausted so as not to overlap with the new funding cycle; and (2) the LEA must have submitted all required reports and have expended grant funds in accordance with their previous grant award.

### Funding Priorities

All eligible LEAs may apply for a LCSSP grant. In selecting grant recipients**,** statute requires that priority be given to an LEA that meets any of the following criteria:

* + - Has a high rate[[5]](#footnote-5) of chronic absenteeism, out-of-school suspension, or school dropout for (1) the general pupil population, or (2) for a numerically significant pupil subgroup as identified in the LEA’s LCAP.
		- Is in a community with a crime rate that exceeds the state average.
		- Has a “significant representation of foster youth among its pupil enrollment.”[[6]](#footnote-6)

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 above.

### Consortium Applications

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 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 consortium member.

LCSSP grant eligibility and priority criteria apply to each member of the consortium. The consortium application must address the required application items for each consortium member. The application must demonstrate that grant funding or services are distributed to each consortium member in general proportion to the proportion of student enrollment in the consortium. The application cannot propose to provide services and activities for one LEA while excluding other consortium members. The consortium application must identify actions, services, and outcome measures that align with the LCAP of each of the consortium members.

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) 2020–21 student enrollment in all the schools receiving LCSSP 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 for scoring purposes:

* Application Cover Sheet (Attachment 1)
* School Site Participant Identification Form (Attachment 2), (if applicable)
* Project Abstract (Attachment 3)
* Application Narrative: 15-page (maximum) or 20-page (maximum for consortium applications)
* LOA or MOU from the applicant’s partners (if applicable)
* Two-part Project Budget: Budget Summary (Attachment 4A) and Budget Justification (Attachment 4B)

### Funding Levels

The available grant funds are on the approved 2021–22 California Budget under line item Proposition 47 Safe Neighborhoods and Schools Fund. This award is made contingent upon the availability of funds.

The grant amounts will be based on four factors:

* + - 1. Student Enrollment:Funded applicants may receive up to $50 per year per student enrolled in the LEA[[7]](#footnote-7), with a minimum of $15,000 and a maximum of $2 million per LEA for the three-year grant period. (See table below.)

|  |  |
| --- | --- |
|  **LEA Enrollment** (Use year immediately preceding Year 1 of Cohort) | **Three Year Funding** |
| 100 or less | Minimum of $15,000 ($5,000 per year) |
| 101 or more | Maximum of $2 million ($666,666 per year) |

* + - 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 in schools receiving grant funds and services. The grant amount shall be determined by funding the total number of students enrolled in schools receiving direct funds and services at $50 per enrolled student per year. In no case will total LEA funding fall below $15,000 or over $2 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 Year 1 of the cohort. 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 at $50 per student per year. 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 $15,000 or over $2 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.

Funding after the first award year is contingent upon demonstrated progress in project implementation, grant administration, and compliance with grant reporting requirements.

The number of LEAs receiving funding and the amount of funding each LEA receives will be contingent upon available funding. The grant amounts may be adjusted by the CDE contingent upon available funding.

### Terms of Grant

An LEA that receives an LCSSP 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 awarded an LCSSP grant will be required to meet the following terms and conditions:

Provide a local contribution of matching expenditures or services equal to at least 20 percent of the total grant award. The local contribution can be from cash expenditures or in-kind contributions. The matching funds or services must be identified in the application and constitute at least a 20 percent match **in each year** of the grant. An LEA is encouraged to exceed the 20 percent match requirement to enable the LEA to sustain the activities or programs supported by the grant beyond the three-year grant period.

Use the grant funds for purposes identified in Section III.F (Use of Funds).

An LEA that receives grant funding shall 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.

An LEA that receives grant funding is required to provide the CDE with Annual Reports (ARs) and an Expenditure Report as specified in Section III.C (Reporting Requirements).

The CDE may cancel or alter the grant funding with a 30-day notice.

### Reporting Requirements

As a requirement of funding, all grantees must agree to submit Annual and End of Project Report(s). The Annual and Expenditure Report(s) are due no later than October 11 for single grantees, and October 25 for a consortium, to ensure that an LEA will be able to include information from its approved LCAP in the report.

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

LEAs that have not complied with all reporting requirements may be disqualified from eligibility for future LCSSP grant funding.

Annual and Expenditure Reports must be submitted by email to LCSSP@cde.ca.gov.

### Annual Reports

The ARs for Year 1 and Year 2 of the grant period must be submitted to the CDE per the schedule identified above and using the provided CDE-approved template as posted on the LCSSP My Digital Chalkboard web page at <https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=6896>.

Where the grant is awarded to a consortium, each consortium member LEA is required to prepare an AR addressing each of the items identified above. The consortium lead is responsible for submitting the AR for each consortium member in a single submission to the CDE.

### End of Project Report

An End of Project Report covering the entire three-year grant period must be submitted to the CDE. The Form will be posted on the LCSSP My Digital Chalkboard web page at <https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=6896>.The due date for these reports for single LEAs is **October 11 of each year**, and for consortia it is **October 25 of each year.**

The End of Project Report shall include Program Objective Goals, Program Activities, Program Measures, and Program Narrative.

1. Program Objective Goals - Complete the Program Objective Goals table. (Refer to your approved LCSSP application in identifying the original program goals. Also, indicate any changes in program goals since the application. Indicate any changes in program goals that have been approved by the CDE.)
2. Program Activities - Complete the Program Activities table. Refer to your approved LCSSP application in identifying the original program activities and indicate any changes in program activities since the application. Report on the types of activities that have occurred and the alignment of activities to identified goals.
3. Program Measures - Complete the Program Measures table. (Refer to your approved LCSSP application in identifying the original program measures and indicate any changes in program measures since the application. Report current data related to each program measure, as well as the alignment of measures to identified goals. Also, indicate any changes in measures that have been approved by the CDE.)
4. Program Narrative - Provide a narrative describing how grant funds have been utilized for the reporting year (Year 1 or Year 2) and the impact on the target student populations.

Where the grant is awarded to a consortium, each consortium member LEA is required to prepare an End of Project Report addressing each of the items identified above. The consortium lead is responsible for submitting the End of Project 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.

### Use of Funds

LCSSP grant funds shall be used for the 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. These activities must be consistent with goals and strategies identified in the LEA’s LCAP. The grant funds must be used to support programs, activities, and strategies that help meet the goals and outcomes identified in Section I.B (Goals, Funded Activities, and Outcomes).

### Allowable Grant Fund Expenditures

* + LEA employees working on LCSSP grant activities.
	+ Contracted services and direct service providers.
	+ 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. For assistance in determining the correct cost rates, please email LCSSP@cde.ca.gov.

### 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. Funds cannot be transferred to any other program account.

Funds may not be used for:

* Law enforcement activities, including personnel or equipment.
* 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. Applicants are encouraged to review Procedure 770, Distinguishing between Supplies and Equipment, in the California School Accounting Manual (CSAM) for further discussion regarding capitalized equipment, noncapitalized equipment, and supplies. CSAM 2019 is available to be viewed, printed, or downloaded from the CDE’s Accounting Definitions, Instructions, & Procedures web page at <https://www.cde.ca.gov/fg/ac/sa/>.
* Telephone systems, fax machines, and telephones, including cell phones and landlines.
* Purchase of vehicles.
* Out-of-state travel to Alabama, Kansas, Kentucky, Mississippi, North Carolina, South Dakota, Tennessee, Texas, Oklahoma, and Idaho. Before planning out-of-state travel, please email LCSSP@cde.ca.gov to ensure the proposed state conference is allowable.
* 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.
* Other more specific prohibitions included in the grant terms found in the General Assurances of Section V (Assurances).

### FISCAL MANAGEMENT REQUIREMENTS

### Payments

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

* The grant funds will be distributed to LEAs in equal portions at the beginning of each FY of the grant program.
* Grantees will receive the initial year funding after satisfactorily addressing all program and budget stipulations, and submitting them with the signed Grant Award Notification (AO-400) documents.
* The CDE may withhold current and subsequent payments, or seek the return of some or all grant funds, if it determines that required reports or documents (including the Final Progress Report), have not been submitted to the CDE, or if the CDE determines that adequate program progress has not been made.
* The Annual Expenditure Report (AER) must be signed and submitted with each of the Progress Reports. A copy of the LEA’s LCAP for each participating school should be attached.
* All required AERs must be submitted by email to LCSSP@cde.ca.gov. Once the High School Innovations and Initiatives Office (HSIIO) receives and reviews the report, an email receipt will be forthcoming. The CDE may request more data.
* All funding must be expended no later than June 30, 2024. The carryover of unexpended grant funds after June 30, 2024, is not permitted.

### 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 LCSSP@cde.ca.gov.

### Match Requirement

An LEA that receives a grant is required to provide cash expenditures or in-kind matching funds or services equal to at least 20 percent of the total grant award. LEAs are encouraged, to the extent possible, to exceed the 20 percent match requirement enabling it to sustain the activities or programs supported by the grant beyond the three-year grant period. The 20 percent match shall be included separately in the Project Budget and shall not be calculated as part of the proposed grant total.

### ASSURANCES

### General Assurances

General assurances 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. 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

### Intent to Submit (Optional)

Submitting the Intent to Submit does not obligate the LEA to submit a grant application.

A consortium should submit a single Intent to Submit form.

It is the prospective applicant’s responsibility to ensure that the Intent to Submit form is completed and received by the HSIIO no later than **Friday, March 12, 2021**.

### Application Webinar

A webinar for prospective applicants is scheduled to be held on **Thursday, March 4, 2021.** Any LEA interested in applying may participate. The webinar will provide information regarding the application and the application process. It will point out items that have disqualified applicants in previous cohorts and will address as many questions as possible submitted during the webinar.

To sign up for the webinar and receive the required login information, email LCSSP@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 on the budget sections of the application. Project staff may be LEA personnel or contract staff.

**Project Coordinator:** A single LCSSP Project Coordinator **must be identified for each grant.** The duties of the LCSSP Project Coordinator may include, but are not limited to:

1. Provide overall coordination of project staff and activities, as well as provide direct services to youth.
2. Ensure that all project funds expended or obligated are allowable costs and in compliance with the approved budget.
3. Maintain required documentation of project services, activities, accomplishments, and program records.
4. 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.
5. Coordinate data collection for reporting and evaluation purposes.
6. Facilitate ongoing training and collaborative meetings.

The exact title of the LCSSP Project Coordinator position is determined by the LEA. However, the position must be evident in the application. If a Project Coordinator is also providing direct services, the application must clearly identify the Project Coordinator duties separate from the duties of a direct service provider. The total percentage of time for any individual person funded by this grant cannot exceed 100 percent.

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

**Supervisor of Attendance:** Pursuant to *EC* Section 48240, local boards of education are required to appoint a supervisor of attendance to supervise the attendance of pupils in the district or county. This LEA position is **not funded with LCSSP funds**. The LEA shall clearly identify the Supervisor(s) of Attendance and discuss how this position will support the LCSSP grant purpose and activities.

Cohort 5 grant period begins July 1, 2021, and ends June 30, 2024.

**Note:** All dates after the application deadline are approximate and may be adjusted as program conditions indicate without an addendum to this RFA.

### Application Technical Requirements

1. A signed original application packet must be mailed and postmarked to HSIIO no later than **March 26, 2021**, and a scanned copy emailed to LCSSP@cde.ca.gov. All application documents must be emailed in one scan. Late submissions of the grant application will result in disqualification from the reading process. Mail applications to:

LCSSP Grant

Career and College Transition Division

High School Innovations and Initiatives Office

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814-5901

1. Applications must be stapled or clipped together for submission. Do not use binders, covers, flat folders, or sleeves. Do not include section separators.
2. Applications must be submitted on single-sided standard white, 8½- by 11-inch paper. The narrative section shall not exceed 15 pages (20-page maximum for consortium applications). If the narrative section exceeds the 15 or 20 page limit, the CDE will not allow application reviewers to score those pages.

It is recommended that the LEA clearly identify and separately number the narrative section of the application.

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. The HSIIO will screen applications to ensure compliance with these requirements. If smaller font sizes or margins are used in the application, the LEA submitting 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 LOA or MOU between the LEA and any community organization(s) or agency 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. An LOA is considered current if dated January 1, 2021, or later. The LOA or MOU should be signed by the individual or designee most responsible for ensuring that the community organization and/or agency fulfills the LCSSP roles and responsibilities assigned to them.
3. Submission of an application constitutes consent to Section V (Assurances) and to the release of information and waiver of the applicant’s right to privacy with regard to information provided in response to the RFA.

### 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. Each of the following items must be submitted in the order listed for the application to be considered complete.

1. **Application Cover Sheet:** The cover sheet must include all of the information requested and the Superintendent’s or Designee’s original signature.
2. **School Site Participant Identification Form:** Applicants must provide an accurate list of participating school sites and the number of enrolled students (2020–21 CBEDS enrollment) at each school site if the grant is not designed to provide direct funds and services to all students enrolled in the LEA. The amount of funding awarded is determined by the information provided in the School Site Participant Identification Form and the number of students projected to receive program services. Award amounts may be adjusted if, in the estimation of the CDE, the number of students to be served by the application is significantly less than the listed enrollment. **Exception:** The School Site Participant Identification Form is **not required** for single LEA applicants serving all schools in the LEA.
3. **Project Abstract:** Applicants must provide a summary of the proposed project. The abstract must (1) include the applicant’s agency name, Project Coordinator’s name and contact information; (2) identify the proposed programs, activities, and priority populations to be served; and (3) briefly describe how the proposed program will address the applicant’s goal of reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime. Applicants may use up to one page to summarize the information.
4. **Application Narrative:** The Application Narrative must be organized in the sequence identified in Section VI.F (Application Narrative). The narrative must demonstrate the LEA’s ability to meet all qualifications, requirements, and standards set forth in this RFA. LEA grant application narratives shall not exceed 15 pages (20 pages for consortium application).
5. **LOA or MOU:** A signed LOA or MOU must be provided documenting the agreements between the LEA and any collaborative partner, individual, or community organization and/or agency that will take an active part in carrying out or administering the proposed project. The LOA or MOU must describe how the partner agency will participate in the project.
6. **Project Budget:** The budgetconsists of two parts: (1) Budget Summary; and (2) Budget Justification. The Budget Summary and Budget Justification must be submitted on the provided CDE approved forms and shall be prepared in the format described in Section VI.G (Project Budget).

### Application Narrative

Applications must address the items listed below:

1. **LEA Needs Assessment — Information about the pupil and school needs within the LEA.**

The grant funds are to support programs and practices to reduce truancy and to support pupils who are at risk of dropping out of school or who are victims of crime. It is also essential that the proposed grant program is consistent with programs and practices identified in the LEA’s LCAP. This section provides the applicant LEA an opportunity to fully describe and document their challenges and needs.

1. Overview of the LEA. 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 is located in an urban, rural, or suburban setting.[[8]](#footnote-8) Describe the neighborhoods within the LEA (or from which the LEA draws its students), including area crime rate data. Discuss any significant changes in the LEA 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’s needs.

**Note:** Data reported in this section should match that reported in the LEA’s LCAP, as applicable.

1. For applicants serving a limited number of schools in the LEA, an overview of the schools within the LEA that will be direct recipients of services funded through the LCSSP. Include data on student enrollment, chronic absenteeism, out-of-school suspension rates, student dropout rates, student ethnic composition, socioeconomic status, school climate, and area crime rates. Indicate whether the school(s) is/are located in an urban, rural, or suburban setting. Describe how the recipient school(s) differ from the LEA as a whole. Discuss any significant changes at the recipient school(s) over the past several years, such as changing student composition, staffing changes, and neighborhood changes that may help provide an accurate description of the recipient schools’ needs.

**Note:** Data reported in this section should match that reported in the LEA’s LCAP, as applicable.

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 will undertake with the grant funding.**

The grant funds are to be used for the 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. Section I.B (Goals, Funded Activities, and Outcomes) provides program examples reflecting the goals and intent of the LCSSP.

1. 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 to which it pertains. Both research-based and locally observed and documented evidence may be used to provide justification for the identified strategies to be supported by this grant.
2. Describe how the program and practices to be supported with the grant funds address the needs of 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.
3. Provide a work plan that identifies the major tasks, benchmarks, projected dates, and staffing requirements for the proposed grant activities. The work plan must cover the three years of the LCSSP grant.
4. **Alignment with LCAP — Information on how the proposed grant activities complement and enhance the goals, actions, and services contained in the LEA’s LCAP.**

The activities supported by the grant funds are to complement or enhance the actions and services identified in the LEA’s LCAP. The activities supported by the grant funds should also complement or enhance actions and services identified in individual school plans addressing the needs of at-risk students.

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 the grant funds and services. Include applicable goals, actions, and services for all pupils in the LEA, as well as those for school sites and/or specific subgroups.
2. For grants targeting specific schools in the LEA (per the School Site Participation Form), provide text from individual school plans that address the needs of at-risk students and identify programs and services to be complemented or enhanced by the grant.
3. Provide detail as to how the proposed LCSSP grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP.
4. For grants targeting specific schools in the LEA (per the School Site Participation Form), provide detail as to how the proposed LCSSP grant will complement and enhance existing actions and services identified in the LEA’s LCAP and in any individual school plans that may address the needs of at-risk students.
5. **Measurement of Outcomes — Measuring how the proposed grant activities support the LEA’s goals for targeted pupils.**

LEAs receiving grant funds are required to measure and report student and program outcomes associated with the goals of the grant. The data to be reported includes **expected and actual outcome data from the LCAP, as well as any additional metrics** aligned with LCSSP grant activities the LEA may choose to report.

The LEA is required to report LCAP metrics associated with the goals of their LCSSP grant. Depending on the LEA’s LCSSP goals, these 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; and
* Outcomes for vulnerable populations.

Additional metrics for assessing LCSSP impact include, but are not limited to:

* Student connectedness measured by additional school climate survey data;[[9]](#footnote-9)
* California Healthy Kids Survey (CHKS)
* California School Climate Survey
* California School Parent Survey
* Parent and Family Engagement

The LCSSP grant requires only the reporting of statewide and local measures already collected by the LEA for LCAP reporting purposes. There is no additional requirement for collection of program outcome data that is not already gathered for purposes of LCAP reporting.

The LEA will be required to report the identified metrics for all pupils, as well as each significant student subgroup for the base year of FY 2020–21, as well as each of the three years funded by the grant.

1. Identify the Expected Annual Measurable Outcomes in the LEA’s LCAP that the LEA will use to determine LCSSP impact.
2. Provide the LEA’s FY 2020–21 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 LCSSP impact.
4. Provide the LEA’s FY 2020–21 base year data for these local measures. Identify target levels that will demonstrate program success and describe how these target levels were determined.[[10]](#footnote-10)
5. Describe the methods that will be used to collect this outcome data. Describe the validity and reliability of the selected metrics in measuring the impact of the grant program.
6. Describe the LEA’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.
7. Describe how baseline and annual data will be collected and reported for subgroup populations that become significant during the period of the grant.[[11]](#footnote-11)
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-risk students and students who have been victims of crime.
9. **LEA Capacity and Commitment**

LEAs experience many challenges in addressing the needs of pupils in their jurisdiction. These challenges might include a high percentage of economically disadvantaged, limited English language proficient or immigrant students, high rates of student mobility, expulsions and suspensions, high crime rates, gang activity, or location in a rural or economically distressed region of the state. For small LEAs, the challenges might include economies of scale and access to services in rural locations.

1. Describe the LEA’s capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and beyond, 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.
2. Describe the LEA’s commitment to support the proposed grant activities. Identify and discuss LEA staff assigned to grant supported activities and their time base. Describe how an LEA-level person will be involved in monitoring or supporting the program efforts.
3. Describe and identify the value of the funds and resources to serve as the required 20 percent program match. LEAs are encouraged to exceed the 20 percent match requirement that will enable them to sustain the activities or programs supported by the grant beyond the three-year grant period. Identify funds and resources that exceed the required 20 percent program match.
4. If unable to provide matching funds in excess of 20 percent, describe the budgetary or other reasons additional funds are not available, as well as the LEA’s ability or limitations to sustain LCSSP activities beyond the grant period.
5. Describe the LEA’s commitment to support evidence-based, non-punitive programs and practices designed to keep the LEA’s most vulnerable pupils in school. Include at least one example demonstrating the LEA’s commitment to support the LCSSP.
6. Describe how the LEA assesses student safety and connectedness. If the 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 the 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 to reflect school and district climate.
7. 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 or who are victims of crime. Describe the LEA’s commitment to sending staff to regional workshops and taking full advantage of the CDE provided technical assistance.

### Project Budget

Applicants must provide a detailed explanation of all proposed LCSSP project expenditures. The HSIIO staff will review the proposed budget items for clarity and purpose. Each item must delineate the intended purchase and directly correlate 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 detailed explanation includes a line item budget (Budget Summary) and the explanatory narrative (Budget Justification). Neither the Budget Summary nor the Budget Justification pages count toward the 15-page project narrative or 20-page narrative for consortia.

**Budget Summary:** The Budget Summary shall reflect the subtotal of each listed object code. The subtotals must match those listed on the Budget Justification. The total budget must match the funding level consistent with the total FY 2020–21 enrollment claimed for the LEA/schools listed on the School Site Participant Identification Form. Only funds based on the FY 2020–21 enrollment for the schools listed on the School Site Participant Identification Form can be included in the Budget.

**Budget Justification:** The Budget Justification shall provide detail for the items in the Budget Summary and provide additional explanation for budgeted items.

The Budget Justification shall include detail as to the source, type, and value of the required local 20 percent minimum grant match.

The Budget Justification shall be clearly aligned with the programs 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. Provide a clear description and value of funds and services that will constitute the LEA’s required 20 percent program match.
4. Ensure the association of budget items with activities is clearly identified in the project plan.

The key factor in the Budget Justification is that every dollar amount must be explained. Every dollar amount shall be accompanied by a computation that includes a unit cost for the item being purchased (e.g., 1 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 following topics that apply to the proposed project:

| Object Code | Required Budget Detail |
| --- | --- |
| 10002000 | List each certificated and classified position by title. Show the annual salary rate and the percentage of time to be devoted to the project. Any person who provides services for this grant, but is funded entirely through another source, should be identified in the Budget Justification as in-kind. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant LEA.Include the full-time equivalent (FTE) or number of days and rate of pay for all personnel. Provide a brief description of the duties or services to be performed. |
| 3000 | Benefits should be based on actual known costs or an established formula. Benefits are for the personnel listed and only for the percentage of time devoted to the project.Benefit costs charged to this program must be proportionate to the percentage of salary charged to this program. Costs for Public Employees’ Retirement System reduction must be identified separately. |
| 4000 | List items by type, and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the term of the grant. The amount budgeted for individual equipment cannot exceed the percentage of time the person using the equipment is assigned to the program. For example, if a computer is being purchased for use by a secretary identified as working 0.1 FTE on this project, only 10 percent of the cost of the computer can be charged to the grant.Costs for instructional materials, other materials and office supplies, and computer equipment must be identified separately. Identify items to be purchased. Be as specific as possible in describing instructional materials. Identify the item, number of items to be purchased, unit cost, and subtotal. Other materials and office supplies may be allocated at a fixed rate per school site. For example, office supplies are $25 per month x 20 months x 15 schools = $7,500.Applicants should provide a justification whenever funds are not budgeted to purchase instructional materials for the adopted research-validated or evidence-based curriculum.Supplies and equipment purchased with LCSSP funds are for use only by LCSSP activities and assigned personnel. Indicate funds from other sources if the items are to be used for other programs in addition to LCSSP. The purchase of computer equipment must identify the personnel who will use the equipment. |
| 5100 | Individual consultant services and subagreements identified under 5800–0000 or 5800–1000 and funded through this grant with an amount over $25,000 must be listed in this line item (Object Code 5100) and reflect the amount of the subagreement that exceeds $25,000.Indirect costs cannot be applied to this line item. Consultant services should be described in the Budget Justification. |
| 5200 | Itemize travel expenses of project personnel by purpose (e.g., staff training, in-services, orientation meeting). Show the basis of computation (e.g., six people to three-day training with airfare and lodging). Show the number of trainees and the unit costs involved. Identify the location of travel, if known. Out-of-state travel to Alabama, Kansas, Kentucky, Mississippi, North Carolina, South Dakota, Tennessee, Texas, Oklahoma, and Idaho is prohibited. Before planning out-of-state travel, please email LCSSP@cde.ca.gov to ensure the proposed state conference is allowable.Each conference must be listed separately, with conference fees, and lodging and transportation costs clearly identified. Include lodging, airline travel, car rental, per diem, rates of reimbursement for mileage, and number of miles. |
| 5600 | Identify costs for rental of meeting facilities (when justified), rental of equipment, and equipment repair. Individual costs must be clearly identified and details must be provided. |
| 5700 | Identify interprogram services that will be charged to this line item. This includes costs associated with printing, postage, etc. Costs for items identified as interprogram services cannot be included with costs being charged to the grant as indirect costs. Refer to Section III.H. Non-Allowable Grant Fund Expenditures. |
| 5800 | Provide a description of the product or service to be procured by contract and an estimate of the cost. For all noninstructional (5800–0000) and instructional (5800–1000) consultant services, identify and list each contractor separately. List all expenses to be paid from the grant to individual contractors in addition to their fees (i.e., travel, per diem, and lodging). Include the FTE, number of days, rate of pay or stipend, a brief description of the duties and services to be performed, and the location where these services will be provided. Applicants must enter no more than $25,000 of a single vendor’s contract costs in Object Code 5800.Contract costs exceeding $25,000 per vendor are to be entered in Object Code 5100 and the applicant cannot charge indirect costs on the excess contract amount. |
| Indirect Costs | The percentage used to determine indirect costs is not to exceed the CDE-approved ICR. To verify your current CDE-approved ICR, refer to the CDE’s ICR web page at <https://www.cde.ca.gov/fg/ac/ic>.  |
| Totals | Provide a subtotal for each expenditure item and a total for each object code. Provide the project’s Total Budget for the three years. This amount must equal the Total Budget on the Budget Summary page and the Budget Requested on the Application Cover Sheet, and cannot exceed the amount based on the formula using only the FY 2020–21 enrollment for the schools listed on the School Site Participant Form. |

Applicants should use the budget form template provided in the Project Budget.

### Submitting the Application

The LEA shall refer to the Application Checklist 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 original application packet must be mailed and postmarked to HSIIO no later than **March 26, 2021**, and a scanned copy emailed to LCSSP@cde.ca.gov.

LCSSP

Career and College Transition Division

High School Innovations and Initiatives Office

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814-5901

### Application Review Process

Reviewers will read and evaluate each application according to the LCSSP Scoring Form and Rubric (Appendix 1). Each section of the narrative and the budget is assigned a point value with a maximum possible point total of 100 for the entire application. Applications must pass the reader review process with a minimum score

of 70 points in order to move to the final phase of the review process. Applications that do not meet the minimum score requirement will not be further considered.

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

1. Distribution and analysis of the applicant LEAs that have met the 70-point threshold. The distribution shall be made in alignment with the California County Superintendents Educational Services Association service regions.
2. Evaluation of the LEA’s funding priority criteria as identified in Section II (General Grant Information). Applicant LEAs that exceed and/or significantly exceed the statewide averages in multiple priority areas shall receive the highest priority for funding.[[12]](#footnote-12)
3. Applicant LEAs whose priority area data exceed the statewide average in fewer areas than that of other LEAs, shall be prioritized accordingly.

Applicants are expected to use the LCSSP Scoring Form and Rubric 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. Applicants who wish to appeal a grant award decision must submit a letter of appeal by email and mail to the attention of:

Pradeep Kotamraju, Director

Career and College Transition Division

LCSSP@cde.ca.gov

Appeals shall be addressed as follows:

LCSSP Grant Appeal

Career and College Transition Division

High School Innovations and Initiatives Office

California Department of Education

1430 N Street, Suite 4202

Sacramento, CA 95814-5901

A final decision will be made by the HSIIO within five working days of the last day to file an appeal. The decision shall be the final administrative action afforded the appellant.

**Appendix 1**

**Page 1 of 7**

### Appendix 1 (Sample): Scoring Form and Rubric

|  |  |
| --- | --- |
| Category | Maximum Possible Score |
| Local Educational Agency (LEA) Needs Assessment | 12 |
| Proposed Grant Activities | 25 |
| Alignment with Local Control and Accountability Plan (LCAP) | 20 |
| Measuring Outcomes | 20 |
| LEA Capacity and Commitment | 15 |
| Project Budget | 8 |
| **Total Possible Points** | 100 |

Each of the above categories contains questions that generate responses, which are assigned a point value. The point scale is divided into five columns labeled Outstanding, Good, Adequate, Weak, and Inadequate.

The applicant’s response to each question is evaluated from inadequate to outstanding:

**Outstanding:** The response is very clear, extremely detailed and relevant, and presents a compelling argument supporting the proposal and the intent of the program.

**Good:** The response is clear, detailed, and presents a persuasive argument supporting the proposal and the intent of the program.

**Adequate:** The response adequately addresses the question(s), provides support for the proposal, and supports the intent of the program.

**Weak:** The response partially addresses the question(s), provides limited support for the proposal, or partially supports the intent of the program.

**Inadequate:** The response does not address the question(s) or a response was not provided. Information presented does not provide understanding of the applicant’s intent, offers limited information requested by the Request for Applications, or does not support the application or the intent of the program.

**Appendix 1**

**Page 2 of 7**

**LEA Needs Assessment—12 Total Points (Sample)**

Note: Score each item as indicated. Calculate total with a 1.0 weight factor.

**Overview of At-Risk Student Population**

**Note:**

* If application is for an LEA-wide grant, score response a., from 0 to 8, and skip response b.
* If application is for a limited number of schools in the LEA, score response a. from 0 to 4 and continue with b., which will also be scored 0 to 4.
1. Extent the response provides an overview of the LEA, including data and description of students at risk of dropping out of school (i.e., enrollment, chronic absenteeism, out-of-school suspensions, dropout rates, ethnic composition, socioeconomic status, school climate, urban/rural setting, foster youth, and crime rate data).
2. Extent the response provides an overview of the schools within the LEA, including data and description of students at risk of dropping out of school (i.e., enrollment, chronic absenteeism, out-of-school suspensions, dropout rates, ethnic composition, socioeconomic status, school climate, urban/rural setting, foster youth, and crime rate data), as well as **how recipient schools differ from the LEA as a whole and/or any significant changes further describing the recipient schools’ needs.**

**Local Control and Accountability Plan Priority Goals**

1. Extent the response identifies the LEA’s LCAP priority goals and strategies addressing the needs and challenges associated with student truancy and supporting students at risk of dropping out of school or who are victims of crime. (Score from 0 to 4).

**Appendix 1**

**Page 3 of 7**

Proposed Grant Activities—25 Total Points (Sample)

Note: Score each item from 0 to 5. Calculate total with a 2.5 weight factor.

**Use of Grant Funds**

1. Extent the response describes how the grant funds will be used to implement evidence-based, non-punitive programs and practices addressing the needs of students targeted to receive services.

**Needs of Targeted Students**

1. Extent the response describes the needs of targeted students in their schools and surrounding neighborhoods (both narrative and use of appropriate measures associated with students at risk of dropping out, including chronic absenteeism, out-of-school suspensions, dropout rates, ethnic composition, socioeconomic status, urban-rural setting, and school climate metrics).

**Appendix 1**

**Page 4 of 7**

Alignment with LCAP—20 Total Points (Sample)

Note: Score each item as indicated. Calculate total with a 1.25 weight factor.

**LCAP School Plan Descriptions**

**Note:**

* If application is for an LEA-wide grant, score response a., from 0 to 8, and skip response b.
* If application is for a limited number of schools in the LEA, score response a. from 0 to 4 and continue with b., which will also be scored 0 to 4.
1. Extent the response provides descriptions from the LEA’s approved LCAP that identify the goals, actions, and services to be supported by the Learning Communities for School Success Program (LCSSP) grant.
2. Extent the response provides descriptions from individual school plans that identify the goals, actions, and services to be supported by the LCSSP grant for schools targeted for grant funds and services in LEAs applying for non LEA-wide grants.

**Complement/Enhance Existing Programs**

**Note:**

* If application is for an LEA-wide grant, score response c., from 0 to 8, and skip response d.
* If application is for a limited number of schools in the LEA, score response c. from 0 to 4 and continue with d., which will also be scored 0 to 4.
1. Extent the response provides detail as to how the proposed LCSSP grant will complement and enhance existing programs, actions, or services identified in the LEA’s LCAP.
2. Extent the response provides detail as to how the proposed LCSSP grant will complement and enhance existing programs, actions, or services identified in individual school plans for schools targeted for grant funds and services in the LEAs receiving non LEA-wide grants.

**Appendix 1**

**Page 5 of 7**

Measuring Outcomes—20 Total Points (Sample)

Note: Score each item from 0 to 5. Calculate total with a .5 weight factor.

**Identify Measurable Learning Communities for School Success Outcomes**

1. Extent the response identifies the Expected Annual Measurable Outcomes the LEA will use to determine LCSSP impact.
2. Extent the response provides fiscal year (FY) 2020–21 base year data and future year target levels for Expected Annual Measurable Outcome measures to be used to assess LCSSP impact.

**Identify Additional Local Measures**

1. Extent the response identifies additional local measures to determine LCSSP impact.
2. Extent the response provides FY 2020–21 base year data and future year target levels (and how these target levels were determined) for local measures to be used to assess LCSSP impact.
3. Extent the response describes how the local measures will be collected, and their validity and reliability in measuring the impact of the LCSSP.

**Data Collection Capacity**

1. Extent the response describes the LEA’s capacity to collect the identified LCSSP outcome measures.
2. Extent the response describes how the LEA will identify and collect baseline and annual data for subgroup populations, including those that become significant during the period of the grant.

**Using Program Data to Implement Change**

1. Extent the response describes how the program interim data will be utilized to identify and implement changes in the grant program and practices directed toward reducing student dropout rates, and addressing the needs of at-risk students and students who have been victims of crime.

**Appendix 1**

**Page 6 of 7**

LEA Capacity and Commitment—15 Total Points (Sample)

Note: Score each item from 0 to 4. Calculate total with a .75 weight factor.

**Program Implementation**

1. Extent the response describes (1) the LEA’s capacity and commitment to implement the proposed enhancement to existing LEA programs for the grant period and beyond—including LEA policies, resources, involvement of an LEA-level person, and other program supports, and (2) how those policies and resources may be reviewed or changed as a result of the LCSSP.

**Twenty Percent Match**

1. Extent the response describes and identifies (1) the value of the funds and resources that comprise the required 20 percent match, and (2) an LEA’s ability or limitations to sustaining the LCSSP activities beyond the three-year grant period.

**Support of Evidence-based, Nonpunitive Programs and Practices**

1. Extent the response describes the LEA’s commitment to support evidence-based, non-punitive programs and practices designed to keep vulnerable pupils in school, and how these programs and practices are included in the LCSSP grant activities.

**Assessing Student Safety and School Climate**

1. Extent the response describes how the LEA assesses student safety and connectedness and identifies the evidence-based data used by the LEA to evaluate school and district climate.

**LEA Commitment to Technical Assistance**

1. Extent the response identifies the LEA’s commitment to sending staff to regional workshops related to the LCSSP, and taking advantage of other technical assistance provided by the CDE.

**Appendix 1**

**Page 7 of 7**

Project Budget—8 Total Points (Sample)

Note: Score each item from 0 to 4. Calculate total with a .5 weight factor.

**Budget Justification**

1. Extent the response describes all funded personnel (certificated, classified, and contracted) separately, including time base, specific annual costs, duties, and if applicable, justification for clerical support in excess of 0.1 full-time equivalent.
2. Extent the response provides computations for all non-personnel items including unit costs or other specific information.
3. Extent the response identifies and describes the required 20 percent match.
4. Extent the response associates budget items with activities.
1. LCAP can reference Local Control Accountability Plan or the Learning Continuity Attendance Plan as it relates to LCSSP Cohort 5 and the response to the COVID-19 pandemic. [↑](#footnote-ref-1)
2. Applicant agencies are limited to LEAs within the State of California that serve students in grades K–12. For purposes of this grant, statute defines an LEA as a school district, county office of education, or charter school. (*EC* Section 33435[b]). Because the authorizing statute does not distinguish between “independent” and “dependent” charter schools, any charter school may apply for the LCSSP grant as an LEA. [↑](#footnote-ref-2)
3. The numerically significant pupil subgroups are specified in *EC* Section 52052 and include: (a) ethnic subgroups; (b) socioeconomically disadvantaged pupils; (c) English learners; (d) pupils with disabilities; (e) foster youth; and (f) homeless youth. [↑](#footnote-ref-3)
4. The LCSSP three-year grants will be approved each year contingent upon Proposition 47 savings, as identified by the California Department of Finance and appropriated in the annual Budget Act or other statute to the Safe Neighborhoods and Schools Fund, for the purposes specified in the Safe Neighborhoods and Schools Act. Each year represents a separate funding cycle with a cohort representing those grants approved in any single cycle/year for a three-year grant period. [↑](#footnote-ref-4)
5. “High rate” means a rate that exceeds the state average. [↑](#footnote-ref-5)
6. “Significant representation” of foster youth means 15 or more enrolled students in the applicant LEA. [↑](#footnote-ref-6)
7. Cohort 5 enrollment will be determined by the 2020–21 California Basic Education Data System (CBEDS) reported enrollment. [↑](#footnote-ref-7)
8. 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-8)
9. To assess school climate, many schools in California administer the Cal-SCHLS system to collect survey data among students, staff, and parents. Cal-SCHLS is composed of three interrelated surveys developed for and supported by the CDE:

“These surveys provide schools and districts with critical information about the learning and teaching environment, the health and well-being of students, and support for parents, school staff, and students that foster learning and school success. When used together, data from these three surveys help assess the needs, concerns, and successes of the school community—teachers, students, and parents—and allow schools and districts to compare perceptions about the status of these areas across stakeholder groups.” <https://www.cde.ca.gov/ls/ss/se/safesupportive.asp>. [↑](#footnote-ref-9)
10. LEAs may change their selected state and local measures during the grant period with approval from the CDE. [↑](#footnote-ref-10)
11. The data must be reported for all students and any student subgroup with valid n-size as defined for the LCAP. The student subgroups for which outcome data is required includes the specific student subgroups listed in *EC* Section 52052: Socioeconomically disadvantaged pupils; English learners; foster youth; pupils with disabilities; homeless youth; and racial/ethnic student subgroups currently reflected in standard reporting (American Indian/Native Alaskan; Asian; Black/African-American; Filipino; Hispanic/Latino; Native Hawaiian/Pacific Islander; two or more races; and White). [↑](#footnote-ref-11)
12. *EC* Section 33432(b) [↑](#footnote-ref-12)