# Request for Applications

Learning Communities for School Success Program, Cohort 3

Program Grant

Grant Period:

July 1, 2019–June 30, 2022

**Coordinated School Health and Safety Office**

**California Department of Education**

**1430 N Street, Suite 6408**

**Sacramento, CA 95814-5901**

Application Deadline

4 p.m. on

Wednesday, January 23, 2019

Please direct questions to:

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## 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 twelfth grade (K–12) students in public schools. The proposition provides the following for 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). 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.[[1]](#footnote-1)

### Program Goals, Funded Activities, and Desired Outcomes

Following are the goals, funded activities, and desired outcomes for the LCSSP. Participating LEAs applying for a program grant should ensure their program goals, proposed activities, and targeted outcomes support those identified below.

### Program 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.[[2]](#footnote-2) 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.

### Funded Program 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:

* 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]).
* Implement programs and activities to improve attendance and reduce chronic absenteeism.
* Implement restorative practices to improve retention rates, reduce suspensions and other school removals, and reduce the referral of pupils to law enforcement agencies.
* Implement activities that advance social-emotional learning, Positive Behavior Interventions and Supports (PBIS), culturally responsive practices, and trauma-informed strategies.
* Establish partnerships with community-based organizations to support the implementation of evidence-based, non-punitive practices that further the goals of keeping the state’s most vulnerable students in school.
* Increase staffing within a LEA whose primary purpose is addressing ongoing chronic attendance problems.

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. Further, evidence-based, non-punitive programs and practices like restorative justice, social-emotional learning, PBIS, culturally responsive practices, and trauma-informed strategies can be effective practices 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 Multi-tiered System of Supports (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, or dropping out of school.

Examples of allowable proposed grant programs and activities include, but are not limited to:

* + Implementing programs directed at students in elementary school, especially kindergarten to third grade, who are chronically absent.
* Identifying and implementing alternatives to practices that exacerbate or lead to disengagement by students once they are suspended and/or expelled as well as addressing disproportionalities in rates between student subgroups.
* Providing all district schools with easy-to-understand attendance reports showing levels of chronic absence by school, grade, and student sub-population—as well as offering a list of chronically absent students—on a regular basis.
	+ Creating programs to raise the awareness of school personnel, families, and community partners of the effects of chronic absenteeism on young children.
	+ Implementing positive-disciplinary measures, including restorative justice practices and referrals to School Attendance Review Boards (SARBs), as an alternative to suspensions and expulsions.
	+ Developing and implementing early intervention programs with students in middle school who demonstrate disruptive behavior, trauma, or mental health challenges.
	+ Developing and implementing early intervention programs for chronically absent and habitually truant students, including suspension and expulsion that provide 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.
* Establishing community support and partnership programs that promote co-curricular and extracurricular activities, such as mentoring, tutoring, the arts, service learning, career education or others, to increase pupil connectedness to school.
* Implementing school-based, community-based, or public and private partnerships that utilize direct services or MTSS to provide prevention, early intervention, and intensive intervention.
* Utilizing a MTSS intervention strategy such as PBIS to improve school climate to address school safety, and overall student wellness.
* Conducting an annual school climate and safety assessment among students, parents, and staff using the California School Climate, Health, and Learning Survey (Cal-SCHLS).
* Implementing youth development strategies that promote the three protective factors—caring relationships, high expectations, and meaningful participation.
* Developing partnerships among LEA homeless liaisons and with community supports to connect homeless children, youths, and their families to resources and services that meet their needs.
* Implementing bullying prevention programs (including cyberbullying) that include prevention and education.
* Implementing strong School Wellness Policies that comply with the federal mandates required in the Healthy, Hunger-free Kids Act of 2010.

The grant may be used for the expansion of a LEA-wide program or a program designed to address the needs of a limited number of schools with a high percentage of at-risk students. The proposed program may provide support for an existing regional program involving LEAs that have formed a consortium to address a particular challenge. Whatever the scope and strategies of the proposed grant, it must support existing LEA efforts identified in the LEA’s current LCAP or in the current LCAP of each LEA within a consortium that is applying for a LCSSP grant.

### 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 in the LCSSP application can target and include, but are not limited to:

* + - Improvement in pupil engagement.
		- Improvement in school climate.
* Expansion or maintenance of evidence-based, non-punitive practices.

## GENERAL GRANT INFORMATION

The CDE’s Coordinated Student Support Division staff will accept and answer questions regarding this Request for Applications (RFA) via email only. Questions must be sent to LCSSP@cde.ca.gov. Questions received via email will be answered on a daily basis. Submitted questions and answers not already on the CDE LCSSP Frequently Asked Questions (FAQs) web page will be subsequently added to the FAQs at <http://www.cde.ca.gov/ls/ss/se/schoolsuccess.asp>.

### 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, all 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.[[3]](#footnote-3) A 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 a LEA that meets any of the following criteria:

* + - Has a high rate[[4]](#footnote-4) of chronic absenteeism, out-of-school suspension, or school dropout for the general pupil population or for a numerically significant pupil subgroup as identified in their 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.”[[5]](#footnote-5)

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 (Attachment 1). 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 both the General Assurance and the LCSSP Program Assurance. 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) 2018–19 student enrollment in all the schools receiving LCSSP funds and services as determined in the School Site Participant Form (Attachment 2).

Indirect costs may be claimed by the consortium lead only and are limited to that lead agency’s CDE-approved indirect cost rate as found on the CDE Indirect Cost Rates (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 Form (Attachment 2) (if applicable)
* Project Abstract (Attachment 3)
* Application Narrative: 25-page (maximum) or 30-page (maximum for consortium applications)
* Project Three-Year Work Plan
* Project Budget: Budget Justification and Budget Summary (Attachment 4)
* LOA or MOU from the applicant’s partners (if applicable)
* Application Checklist (Attachment 5)

An application must include all materials identified above and must not contain any other attachments than those required by the RFA. Additional documents will be removed from the application prior to the scoring of the application.

### Funding Levels

Individual LCSSP grants will be for three years. The total available grant funding is estimated to be $15 million, dependent upon Proposition 47 savings and the Governor’s appropriations.[[6]](#footnote-6)

The grant amounts will be based on four factors:

**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.)

| ****Local Educational Agency****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) |

**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 it’s 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.

**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.

**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 during the grant period contingent upon available funding.

### Terms of Grant

A LEA that receives a 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. A LEA awarded a 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. A 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).

A 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.

A LEA that receives grant funding is required to provide the CDE with Annual Progress Reports and a Final Progress Report as specified in Section III.C below (Reporting Requirements).

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

### Reporting Requirements

As a requirement of funding, all grantees must agree to submit Annual and Final Progress Reports. The Annual and Final Progress Reports are due no later than October 11, to ensure that a LEA will be able to include information from its approved LCAP in the report. For a consortium, LCSSP Annual and Final Progress Reports are due to the CDE no later than October 25, or within 14 calendar days of the final consortium member’s LCAP being approved—whichever is later.

Failure to submit the required deliverables by the established due dates may jeopardize a 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 who have not complied with all reporting requirements may be disqualified from eligibility for future LCSSP grant funding.

Annual and Final Progress Reports shall be post-marked by the dates indicated above and mailed to:

LCSSP Progress Report

Coordinated School Health and Safety Office

California Department of Education

1430 N Street, Suite 6408

Sacramento, CA 95814-5901

### Annual Progress Reports

The Annual Progress Reports for Year 1 and Year 2 of the grant period must be submitted to the CDE per the schedule identified above.

The annual reports shall include the following:

* A cover letter with original signature of the LEA Superintendent or Designee.
* A two-to-five-page narrative describing how grant funds have been utilized since the beginning of the grant period and the impact on the target student populations.
* Metrics identified in the grant application assessing the interim success of the funded program. Metrics should address overall program success as well as improvement for student populations identified as the focus/target of the grant program. These metrics are to be consistent with those included in the LEA’s LCAP.
* Assurance that grant funds have been expended for program activities per grant requirements.
* Anticipated program changes or modifications necessary to meet the original intent of the grant application.

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

### Final Progress Report

A Final Progress Report covering the entire three-year grant period must be submitted to the CDE per the schedule identified.

The final report shall include the following:

* A cover letter with original signature of the LEA Superintendent or Designee.
* A three-to-seven-page narrative describing how the grant funds were utilized since the beginning of the grant and the grant program’s impact on the target student populations.
* Metrics identified in the grant application assessing the success of the funded program over the full three-year grant period. Metrics should address overall program success as well as improvement for student populations identified as the focus/target of the grant program. These metrics are to be consistent with those included in the LEA’s LCAP.
* Assurance that grant funds have been expended on program activities per grant requirements.
* A copy of the program evaluation identified in Section III.B (Terms of Grant).

Where the grant is awarded to a consortium, each consortium member LEA is required to prepare a Final Progress Report addressing each of the items identified above. The consortia lead is responsible for submitting the Final Progress 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 (Program Goals, Funded Activities, and Desired 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.
	+ Noncapitalized equipment costs of less than $5,000 per item. Equipment purchased with grant funds may only be used by personnel assigned to the program. The amount budgeted for individual equipment cannot exceed the percentage of time the person using the equipment is assigned to the program. Funds from other sources must contribute to equipment costs designated for shared-use with other programs and costs are to be prorated.
	+ The percentage used to determine indirect costs is not to exceed the CDE-approved Indirect Cost Rate. For assistance in determining the correct costs, 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. This manual can be downloaded from the CDE CSAM web page at <http://www.cde.ca.gov/fg/ac/sa/documents/csam2016complete.pdf>.
* Telephone systems, fax machines, and telephones, including cell phones and landlines.
* Purchase of vehicles.
* Out-of-state travel.
* Childcare.
* 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 in Section V (Program 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 Reports must be signed and submitted with each of the Progress Reports. Each Annual Expenditure Report should show that grant funds have been used for appropriate expenditures.
* All required Expenditure Reports must be submitted to and approved by the Coordinated School Health and Safety Office (CSHSO).
* All funding must be expended no later than June 30, 2022. The carryover of unexpended grant funds after June 30, 2022, is not permitted.

### Budget Amendment and Revisions

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

Budget revisions of more than 10 percent of any line item must be pre-approved and submitted in a written request to the CDE Program Consultant overseeing the grant. Upon CDE approval, the Budget Revision form shall be completed and submitted.

Any and all changes to line items 1000 and 2000 require pre-approval even if they do not exceed 10 percent of either line item.

Budget Revisions shall be submitted on the approved CDE LCSSP form. To request the form, send an email to lcssp@cde.ca.gov.

### Match Requirement

A 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.

### Record Retention

Grant recipients shall maintain accounting records and documentation of costs incurred during the grant award period and for five full years from the date of the final grant payment. The CSHSO shall be permitted to audit, review, and inspect the activities, documents, papers, and financial records during the term of the grant and for five years following the final allocation of funds.

### Final Expenditure Report

Final Expenditure Reports shall be submitted with the Final Progress Report as identified in Section IV.E.

## PROGRAM 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 (dated May 2010) and keep the document on file.** The “Assurances and Certifications,” are located on the CDE Funding Forms web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>.

### Learning Communities for School Success Program Assurances

The LEA shall agree to the following LCSSP assurances with the signing of the grant application:

* Expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program application.
* Participate in all monitoring and evaluation activities provided by the CDE staff or designated representative.
* Participate in technical assistance provided by the CDE or designated representative as a component of the grant.
* Submit all required deliverables and reports by the designated due date.

## APPLICATION INFORMATION

### Intent to Submit an Application

Applicants are required to complete the Intent to Submit an Application **online form** located on the CDE LCSSP Request for Applications web page at <https://www.cde.ca.gov/fg/fo/r8/lcsspcohort3.asp>. **Failure to submit this form will result in disqualification of the application from the reading and scoring process.** Submitting the Intent to Submit an Application online form does not obligate the LEA to submit a grant application.

A consortia should submit a single Intent to Submit an Application online form.

It is the prospective applicant’s responsibility to ensure that the Intent to Submit an Application online form is completed and received by the CSHSO no later than Friday, December 14, 2018.

The Intent to Submit an Application online form will be automatically submitted to the CDE Technology Services Division for processing. The CSHSO will provide an email confirmation to the LEA acknowledging receipt of the Intent to Submit an Application.

### Application Questions

Frequently Asked Questions regarding the LCSSP application are located on the CDE LCSSP web page at <https://www.cde.ca.gov/ls/pf/c8/documents/prop47faqs.asp>

Questions regarding the RFA that are not found on the LCSSP web page may be emailed to the LCSSP at lcssp@cde.ca.gov.

1. **Application Webinar**

A webinar for prospective applicants is scheduled to be held on Tuesday, November 13, 2018. 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.

A second webinar will be held on Wednesday, January 9, 2019. While this webinar will provide a brief overview of the application, it is intended to address specific questions and last-minute concerns.

To sign up for either of the webinars and receive the required login information, check for scheduling and details on the CDE LCSSP web page at <http://www.cde.ca.gov/ls/ss/se/schoolsuccess.asp>.

### 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 also is 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.

**Clerical Staff:** Classified staff time greater than 0.1 full-time equivalent (FTE) must be clearly justified. For consortium applicants, clerical staff time greater than 0.1 FTE in any consortia member must be clearly justified. The title and duties for clerical staff must be clearly identified in the Budget Narrative Section of the application.

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

### Timetable of Due Dates

| **2018** | **Activities** |
| --- | --- |
| October 5 | RFA released and posted on the CDE website. |
| November 13 | Webinar for prospective applicants. |
| December 14 | Intent to Submit an Application online form is due to the CSHSO. **Failure to submit this form will result in disqualification of the application from the reading and scoring process.** |
| **2019** | **Activities** |
| January 9 | Webinar for prospective applicants. |
| January 23 | **Application due to the CDE by 4 p.m.** (Original application with signature of the Superintendent or Designee in **blue ink** **and** three copies.) No faxed or emailed copies will be accepted. |
| March 5–7 | Application review and scoring |
| April 3 | Notice of Intent to Award Funds posted in the lobby of the CDE, 1430 N Street, Sacramento, CA 95814-5901. The list will also be posted on the CDE Learning Communities for School Success Funding Results web page at <http://www.cde.ca.gov/ls/ss/se/schoolsuccess.asp>. |
| April 10 | Grant appeals due to the CSHSO by **4 p.m.** |
| April 17 | CDE final decision on grant appeals. |

Cohort 3 grant period begins July 1, 2019 and ends June 30, 2022

**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. An original LCSSP grant application and three copies **(total of four)** must be received by the CSHSO no later than 4 p.m. on Wednesday,
January 23, 2019. Faxed or emailed applications **will not be accepted.** Late submissions of the grant application will result in disqualification from the reading process. Mail or deliver applications to:

LCSSP Competitive Grants

Coordinated School Health and Safety Office

California Department of Education

1430 N Street, Suite 6408

Sacramento, CA 95814-5901

1. The original LCSSP Application Cover Sheet (Attachment 1) shall include **all** original signatures in **blue ink.** Applicants must mail or deliver the **original** and **three copies** **(total of four)** to the address listed above.

**IMPORTANT NOTE:** Applications that have not been **signed in blue ink** or do not include the **correct number of copies** will not go through the application process.

1. The CSHSO staff will **not** notify applicants of application omissions, and will not accept faxed or emailed additions to submitted applications.
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. A LOA is considered current if dated May 31, 2018, 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 Program roles and responsibilities assigned to them.
3. 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 CSHSO 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.
4. Applications must be submitted on single-sided standard white, 8½- by 11-inch paper. The narrative section shall not exceed 25 pages (30-page maximum for consortium applications). If the narrative section exceeds the 25 or 30-page limit, the CSHSO will draw a red line through the extra pages and will not allow application reviewers to look at those pages. Blank pages will count towards the page limit.

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

1. Applications must be stapled or clipped together for submission. Do not use binders, covers, flat folders, or sleeves. Do not include section separators or blank pages.
2. Submission of an application constitutes consent to Section V (Program 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. Ideas and format contained in the application will become the property of the CSHSO.
3. The CSHSO is not responsible for the applicant’s public or private mail carrier’s or courier’s performance. However, if documentation is provided demonstrating that the carrier failed to perform as promised, applications may be accepted after the due date.

### 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 the information requested and the Superintendent’s or Designee’s original signature in **blue ink.**
2. **School Site Participant Identification Form:** Applicants must provide an accurate list of participating school sites and the number of enrolled students (2017–18 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 (Attachment 2) 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.
4. **Application Narrative:** The Application Narrative must be organized in the sequence identified in Section VI. H (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 25 pages (30 pages for consortium application).
5. **Project Work Plan:** Identify 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. It may be included as part of the 25 page narrative (or 30 page narrative for consortium applicants), or it may be referenced and included as an attachment to the narrative. Consortium applicants shall submit a project work plan for each LEA in the consortia.
6. **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.
7. **Project Budget:** The budgetconsists of two parts: (1) Budget Summary; and (2) Budget Justification. The Budget Summary and Budget Justification must be prepared in the format described in Section VI.J (Project Budget).
8. **Application Checklist:** Before submitting the application, the applicant is responsible for ensuring that the application package is complete and that no pages or forms are missing. **The CDE cannot add items to or remove items from the received applications after the due date.** Information required by this RFA that is not included in the application submitted may disqualify an agency from competing in this grant process. Inclusion of the The Application Checklist (Attachment 5) is a required part of the application as it ensures the applicant’s attention to requirements that might otherwise result in disqualification.

### Reasons for Disqualification From the Reading and Scoring Process

LEA’s submitting an application not meeting the requirements as specified in this RFA will be deemed disqualified. All disqualified applications are exempt from the RFA appeals process. Reasons that a LEA’s application shall be disqualified include the following:

* The Intent to Submit an Application form was not submitted to the CSHSO by the established deadline.
* The original application and three copies (total of four) were not received in the CSHSO by 4 p.m. on the deadline date.
* The Superintendent’s or Designee’s signature on the cover sheet is not the original and/or in blue ink.
* The applicant agency is not a public school district, charter school, or COE, or does not have a CDS number.
* The funding being requested by the LEA does not meet the grant parameters (minimum of $15,000—maximum $2 million for three year grant period).
* The application was submitted via email or fax.
* The application was not printed on 8½- by 11-inch white paper.
* The application is not single-sided.
* The application narrative is not in 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
* The application forms are not in the exact format as provided in the RFA.
* The application is missing one or more of the required items as provided in the RFA.
* The application is not in the correct order as outlined in the RFA.

### Application Narrative

Applications must address the items listed below.

**Local Educational Agency Needs Assessment—Information about the pupil and school needs within the local educational agency.**

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 LEAs needs.

**Note:** Data reported in this section should match the data 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.

**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.D (Funded Program Activities) 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. 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.

**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.

**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 program goals, these metrics may include:

* School attendance rates;
* Chronic absenteeism rates;
* Middle school dropout rates;
* High school dropout rates;
* High school graduation rates;
* Pupil suspension rates;
* Pupil expulsion rates; and
* Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
* Retention rates;
* Truancy rates;
* Referrals to law enforcement agencies and;

Reduction in removals of students from school.

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

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 2017–18, 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 2017–18 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 2017–18 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. 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.
6. 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)

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.

### Local Educational Agency 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 programs 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 CSHSO 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 25-page project narrative or 30-page narrative for consortium.

**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 2018–19 enrollment claimed for the LEA/schools listed on the School Site Participant Identification Form (Attachment 2). Only funds based on the FY 2018–19 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 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, as shown in the sample on page 31.
				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 table is that every dollar amount must be fully 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 table 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 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 previously 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 programs 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 show only 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 by a grantee for purposes of this grant is not allowed.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 telephone, printing, postage, etc. Costs for items identified as interprogram services cannot be included with costs being charged to the grant as indirect costs. |
| 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 percentage of 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 Indirect Cost Rate. To verify your current CDE-approved Indirect Cost Rate, refer to the CDE’s Indirect Cost Rates web page at <http://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 2018–19 enrollment for the schools listed on the School Site Participant Form (Attachment 2). |

Applicants should use the budget form template provided in the Project Budget or construct a chart following the structure provided in the template (Attachment 4).

### Submission Instructions

**Submitting the Application**

The LEA shall refer to the Application Checklist (Attachment 5) prior to submitting their application packet to ensure that all application submission requirements are met and shall include the Checklist as part of the required grant application packet. Incomplete or missing information from the Application Checklist shall result in the application’s disqualification.

An original application packet and three copies (total of four) must be received by the CSHSO by the deadline as indicated in the Timetable of Due Dates in Section VI.E. Mail or deliver application packets to:

LCSSP Competitive Grants

Coordinated School Health and Safety Office

California Department of Education

1430 N Street, Suite 6408

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 on to the final phase of the review. Submitted 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 exceeding and/or significantly exceeding the statewide averages in multiple priority areas shall receive priority for funding[[12]](#footnote-12).
3. Funding analysis and prioritization. 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 five working days of posting the Notice of 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 protesting applicant(s) must file a full and complete written appeal, including the reason 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 fax or in person to the attention of:

Stephanie Papas, Interim Director

Coordinated Student Support Division

Fax: 916-319-0218

Appeals shall be addressed as follows:

LCSSP Grant Appeal

Coordinated School Health and Safety Office

California Department of Education

1430 N Street, Suite 6408

Sacramento, CA 95814-5901

A final decision will be made by the CSHSO 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**

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### ****Appendix 1 (Example)****

### ****Learning Communities for School Success Program****

### ****Scoring Form and Rubric****

| Category | Maximum Possible Score |
| --- | --- |
| Local Educational Agency (LEA) Needs Assessment | 12 |
| Proposed Grant Activities | 30 |
| Alignment with Local Control and Accountability Plan (LCAP) | 20 |
| Measurement of Outcomes | 16 |
| LEA Capacity and Commitment | 14 |
| 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 on the following criteria:

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

**Weak:** The response partially addresses the questions, 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 RFA, or does not support the application or the intent of the program.

**Appendix 1**

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**Local Educational Agency Needs Assessment—12 Total Points (Example)**

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 a LEA-wide grant, score response a., below, from 0 to 8, and skip question b. If application is for a limited number of schools in the LEA, score response a. from 0 to 4 and continue with question b., which will also be scored 0 to 4.

1. Extent the response to Section I.1 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 to Section I.1 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 to Section I.1 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).

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Proposed Grant Activities—30 Total Points (Example)

Note: Score each item from 0 to 4. Calculate total with a 2.5 weight factor.

**Use of Grant Funds**

1. Extent the response to Section I.2 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 to Section I.2 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).

**Work Plan**

1. Extent the response to Section I.2 includes a work plan that identifies the major tasks, benchmarks, projected dates, and staffing requirements for the three-year grant period.

**Appendix 1**

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Alignment with Local Control and Accountability Plan—20 Total Points (Example)

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

**Local Control and Accountability Plan School Plan Descriptions**

**Note:** If application is for a LEA-wide grant, score response a., below, from 0 to 8, and skip question b. If application is for a limited number of schools in the LEA, score response a. from 0 to 4 and continue with question b., which will also be scored 0 to 4.

1. Extent the response to Section I.3 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 to Section I.3 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 a LEA-wide grant, score response c., below, from 0 to 8, and skip question d. If application is for a limited number of schools in the LEA, score response c. from 0 to 4 and continue with question d., which will also be scored 0 to 4.

1. Extent the response to Section I.3 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 to Section I.3 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**

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Measuring Outcomes—16 Total Points (Example)

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

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

1. Extent the response to Section I.4 identifies the Expected Annual Measureable Outcomes the LEA will use to determine LCSSP impact.
2. Extent the response to Section I.4 provides fiscal year (FY) 2017–18 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 to Section I.4 identifies additional local measures to determine LCSSP impact.
2. Extent the response to Section I.4 provides FY 2017–18 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 to Section I.4 describe 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 to Section I.4 describes the LEA’s capacity to collect the identified LCSSP outcome measures.
2. Extent the response to Section I.4 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 to Section I.4 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**

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Local Educational Agency Capacity and Commitment—14 Total Points (Example)

Note: Score each item from 0 to 4. Calculate total with a .7 weight factor.

**Program Implementation**

1. Extent the response to Section I.5 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 a LEA-level person, and other program supports, and (2) describes how those policies and resources may be reviewed or changed as a result of the LCSSP.

**Twenty Percent Match**

1. Extent the response to Section I.5 describes and identifies (1) the value of the funds and resources that comprise the required 20 percent match and (2) describes the LEA’s ability or limitations to sustaining the LCSSP program activities beyond the three-year grant period.

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

1. Extent the response to Section I.5 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 to Section I.5 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.

**Local Educational Agency Commitment to Technical Assistance**

1. Extent the response to Section I.5 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**

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Project Budget—8 Total Points (Example)

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

**Budget Justification**

1. Extent the response to Section J describes all funded personnel (certificated, classified, and contract) 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 to Section J provides computations for all nonpersonnel items including unit costs or other specific information.
3. Extent the response to Section J identifies and describes the required 20 percent match.
4. Extent the response to Section J associates budget items with activities identified in the project plan.
1. 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 a 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 a LEA. [↑](#footnote-ref-1)
2. 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-2)
3. 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-3)
4. “High rate” means a rate that exceeds the state average. [↑](#footnote-ref-4)
5. “Significant representation” of foster youth means 15 or more enrolled students in the applicant LEA. [↑](#footnote-ref-5)
6. The source of funding is based on FY 2018–19 Proposition 47 savings. The total funding available will be determined subsequent to the enactment of the 2019–2020 Budget Act. [↑](#footnote-ref-6)
7. Cohort 3 enrollment will be determined by the 2017–18 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.” (<http://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 the approval of 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 students 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)