

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

## **Program Support Grant**

### **Request for Applications**

**Grant Period: July 1, 2017–June 30, 2020**

**Coordinated School Health and Safety Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901**

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Communities for School Success Program (LCSSP). The legislation describes the LCSSP as follows:

“In accordance with the act, 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, AB 1014 and SB 527).

This implementing legislation specifically outlined the goals and requirements of the grant program and gave the California Department of Education (CDE) the responsibility for grant program administration. The CDE has consulted extensively with key stakeholders and, as described by this Request for Applications (RFA) packet, has determined grant eligibility requirements, developed the grant application, determined the grant amounts, and will provide technical assistance to the field for both the development of the local educational agencies’ (LEAs) application and LEA program implementation<sup>1</sup>.

## **B. 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.

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<sup>1</sup> Applicant agencies are limited to LEAs within the State of California that serve students in kindergarten through grade twelve. For purposes of this grant, statute defines an LEA as a school district, county office of education, or charter school. (California *Education Code* 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.

practices that further the goals of keeping the state's most vulnerable students in school.

- Increase staffing within an 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 which raise awareness of school personnel, families, and community partners 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. Promoting co-curricular and extracurricular activities that increase pupil connectedness to school, such as mentoring, tutoring, the arts, service learning, or career/technical education.

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, positive behavior interventions and supports, 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.

- 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 Positive Behavior Intervention and Supports (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 an 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 an LCSSP grant.

### **3. 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:

**Funding Priorities:** All LEAs are eligible to apply for an LCSSP grant. However, in selecting grant recipients, statute requires that priority be given to an LEA that meets any of the following criteria:

- Has a chronic absenteeism, out-of-school suspension, or school dropout rate, which exceeds the statewide average<sup>4</sup> for the general pupil population or a numerically significant pupil subgroup as identified in their district LCAP.
- The LEA is in a community with a crime rate that exceeds the state average.
- The LEA has a “significant representation of foster youth among its pupil enrollment.”

For the fiscal year (FY) 2017–18 grant cohort (Cohort 1), statewide data are not available for several of the criteria identified above. Specifically, statewide and LEA averages are not currently available for chronic absenteeism, out-of-school suspensions, and community crime rates. In addition, establishing a measurable metric for “significant representation” of foster youth was not possible. Consequently, CDE has selected the following criteria for identifying priority LEAs<sup>5</sup> for the 2017–18 grant applications. The selected elements and their associated state averages<sup>6</sup> are identified below.

Priority LEAs will be identified as those having a reported annual rate exceeding the statewide rate for at least one of the following elements:

- Cohort Dropout Rate for Class of 2014–15<sup>7</sup>
  - All students (10.7 percent)
  - Hispanic or Latino of Any Race (12.6 percent)
  - American Indian/Alaska Native, Not Hispanic (18.1 percent)
  - Asian (4.5 percent)
  - Pacific Islander, Not Hispanic (2.9 percent)
  - Filipino, Not Hispanic (11.5 percent)
  - African American, Not Hispanic (18.8 percent)
  - White, Not Hispanic (7.4 percent)

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<sup>4</sup> “High rate” means a rate that exceeds the state average.

<sup>5</sup> As statewide chronic absenteeism, out-of-school suspensions, and community crime rates become available in future years, they will be incorporated into the determination of priority LCSSP LEAs.

<sup>6</sup> The source for dropout, suspension, and Free and Reduced-Price Meal averages is Dataquest—a CDE maintained educational resource. The year of each criteria element reflects the most current data available on Dataquest at the time this grant was released. LEA and school data can be found on the CDE Dataquest Web page at <http://dq.cde.ca.gov/dataquest/>

<sup>7</sup> Dataquest displays the county-wide rates for COEs and COE administered schools. In determining LCSSP grant priority for COEs and COE administered schools, CDE used the actual rather than the county-wide rates.

excluding other consortium members. The consortium application must identify actions, services, and outcome measures that align with the LCAPs of each of the consortium members.

Each member of the consortium must submit both the General Assurance and the LCSSP Program Assurance. The failure of any 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 or 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 FY 2016–17 student enrollment in all the schools receiving LCSSP funds and services as determined in Attachment C.

Indirect costs may be claimed by the applicant agency (consortium lead) only and are limited to the applicant LEA's CDE-approved indirect cost rate.

## **B. Application Requirements**

All submitted applications must include the following:

- Application Cover Sheet (Attachment B)
- Local Educational Agency/School Site Participant Identification (Attachment C)
- Project Abstract (Attachment D)
- 25-page (maximum) Application Narrative (30-page maximum for consortium application)
- Project Work Plan (Attachment E)
- Project Budget, Budget Justification, and Budget Summary (Attachment E)
- LOA or MOU From the Applicant's Partners (if applicable)
- Assurance of Current or Subsequent Year LCAP Compliance
- Application Checklist (Attachment F)

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 scoring of the application.**

the LEA's 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 for the full three-year grant period.

4. **CDE Funding Review:** 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 CDE during the entire grant period contingent upon available funding.

#### **D. 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. Specifically, an LEA awarded a LCSSP grant will be required to meet the following terms and conditions:

1. An LEA that receives a grant is required to 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.
2. An LEA that receives a grant shall use the grant funds for purposes identified in Section II. F (Use of Funds).
3. 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.
4. An LEA that receives grant funding is required to provide the CDE with annual progress reports and a final progress report as specified in Section II. E below (Reporting Requirements).



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.

## **2. 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 Progress Report shall include the following:

- 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 grant program activities per grant requirements.
- A copy of the program evaluation identified in D-3 (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.

## **F. Use of Funds**

LCSSP grant funds shall be used 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. 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 II. B (Grant Goals, Objectives, and Outcomes).

equipment, and supplies. The CSAM 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;
- Child care;
- 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 (see Section II. H—Program Assurances).

## **G. Fiscal Management Requirements**

### **1. 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 submitted with the Annual and Final Progress Reports. Each Annual Expenditure Report

## H. Program Assurances

### 1. 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 this 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>.

### 2. Learning Communities for School Success Program Assurances

The applicant LEA must agree to the following LCSSP assurances:

- 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.

## III. Application Information

### A. Required Intent to Submit an Application

Applicants are required to submit the Intent to Submit an Application (Attachment A). **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 form does not obligate the LEA to submit an application. An e-mail confirmation of receipt of the Intent to Submit an Application form will be sent to the contact person named on the form.

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

- b. Ensure that all project funds expended or obligated are allowable costs and in compliance with the approved budget.
- c. Maintain required documentation of project services, activities, accomplishments, and program records.
- d. Develop and provide mandatory grant implementation and annual evaluation reports, maintain and/or monitor any budget and project modifications, project claim invoices, and fiscal reports.
- e. Coordinate data collection for reporting and evaluation purposes.
- f. Facilitate ongoing training and collaborative meetings.

The exact title of the LCSSP Project Coordinator position is determined by the LEA. However, 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.

- 2. **Clerical Staff.** Clerical 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.
- 3. **Contracted Direct Service Providers.** The duties of each paid contracted direct service provider must be clearly described in the budget narrative.

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2. The original LCSSP Application Cover Sheet (Attachment B) shall include **all original signatures in blue ink**. Applicants must mail or deliver the **original and four copies** to the address listed above. 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.
3. The CSHSO staff will not notify applicants of application omissions, and will not accept faxed or e-mailed additions to submitted application(s).
4. 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 May 31, 2016, 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.
5. The application narrative must be in 12-point Arial font, single-spaced, normal character spacing, with one-inch minimum 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 CSHSO staff shall compute the number of excess characters added to the application as a result, and will draw a red line through the extra characters. Application reviewers shall not be allowed to read the red-line characters in the application review.
6. 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 application). If the narrative section exceeds 25 pages, 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 25 pages.
7. 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.

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.
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 (Attachment E).** The Project Budget consists of two parts: the Budget Summary and the Budget Justification. The Budget Summary and Budget Justification must be prepared in the format described in Section III. J.
8. **Application Checklist (Attachment F).** Before submitting the application, the applicant is responsible for ensuring that the application package is complete and 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 Application Checklist ensures the applicant's attention to requirements that might otherwise result in disqualification.

#### **H. Reasons for Disqualification from the Reading and Scoring Process**

- The Intent to Submit an Application form was not e-mailed to the CSHSO by Friday, April 21, 2017.
- The original application and four copies were not received in the CSHSO by 4:00 p.m., on Friday, May 10, 2017.
- Superintendent's or Designee's signature on the cover sheet is not original and in blue ink.
- The applicant agency is not a public school district, charter school, or COE.
- The application was submitted via e-mail or fax.
- The application is not on 8½- by 11-inch white paper.

composition, socioeconomic status, school climate, and neighborhood crime rates. Indicate whether the school(s) is located in an urban, rural, or suburban setting. Describe how the recipient schools differ from the LEA as a whole. Discuss any significant changes at the recipient schools 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.

- c. 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.

**2. Proposed grant activities—Information about the activities the LEA will undertake with the grant funding.**

The grant funds are to be used 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. Section I.B.2 (Funded Program Activities) provides an extensive set of program examples reflecting the goals and intent of the LCSSP.

- a. Describe how the grant funds will be used to address the needs of the students 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.
- b. 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.
- c. Provide a work plan that identifies the major tasks, benchmarks, projected dates, and staffing requirements for the proposed grant

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 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.

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

- Student connectedness measured by additional school climate survey data<sup>11</sup>
- Retention rates
- Truancy rates
- Referrals to law enforcement agencies
- Reduction in removals of students from school

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<sup>11</sup> 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:

- California Healthy Kids Survey (CHKS)
- California School Climate Survey
- California School Parent Survey

"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>)



## **5. 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 school LEAs, the challenges might include economies of scale and access to services in rural locations.

- a. Describe the LEA's capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and beyond. Include existing LEA policies, resources, and supports. 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. Describe how LEA policies, resources, or support programs may be reviewed or changed as a result of the program.
- b. 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. If unable to provide matching funds in excess of 20 percent, describe the budgetary or other reasons additional funds are not available.
- c. 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.
- d. If the LEA administers the CHKS survey, how were the CHKS survey results used in the LEA's efforts to keep students in school? If the CHKS survey was not administered in the LEA, describe what local survey was used to assess safety and connectedness as required by the LCFF. Identify and describe the evidence-based data used by the LEA to reflect school and district climate.
- e. 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

2. Provide clear unit cost computations for each budget item.
3. Provide in detail all personnel and non-personnel costs that are included in a contract or in the proposed project.
4. Provide a subtotal for each object code.
5. Provide a clear description and value of funds and services that will constitute the LEA's required 20 percent program match.

The key factor in the budget table is that every dollar amount must be fully explained. Every dollar amount should 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,  $1 \times 30 \times 240 = \$7,200$ ). An exception to this rule is for LEA staff and contract staff. In that case, only the time base and annual cost need be stated, as shown in the sample table. The Budget Justification must provide detail for each of the following topics that apply to the proposed project:

Object Code	Required Budget Detail
1000 2000	<p>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.</p> <p>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.</p>
3000	<p>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.</p> <p>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.</p>
4200 4300 4400 4700	<p>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</p>

1000	from the grant to individual consultants in addition to their fees (i.e., travel, meals, 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 CDE's Indirect Cost Rates Web page at <a href="http://www.cde.ca.gov/fg/ac/ic">http://www.cde.ca.gov/fg/ac/ic</a> . For assistance in determining the allowed indirect costs, see the Worksheet for Calculating Direct and Indirect Costs (Appendix 1).
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 (Attachment B) and cannot exceed the amount based on the formula using only the FY 2016–17 enrollment for the schools listed on the Local Educational Agency/School Site Participation Form (Attachment C).

Complete and include a Budget Summary and Budget Justification (Attachment E). Applicants should use the budget form template provided in the Project Budget (Attachment E) or construct a chart following the structure provided in the template.

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:

Gordon Jackson, Division Director  
Coordinated Student Support Division

Address the envelopes and send all appeal correspondence to:

LCSSP Grant Appeal  
Coordinated School Health and Safety Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814-5901  
Fax: 916-319-0218

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.

**Learning Communities for School Success Program  
Scoring Form and Rubric**

Pupil and School Needs within the local educational agency (LEA)	12	
Proposed Grant Activities	30	
Alignment with Local Control and Accountability Plan (LCAP)	20	
Measurement of Outcomes	16	
LEA Capacity and Commitment	14	
Budget Justification	8	
<b>Total Possible Points</b>	<b>100</b>	

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 Failed**.

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 and 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.

**Failed:** The response does not address the question(s) or a response was not provided. Information presented does not provide any understanding of the applicant's intent, provides limited information requested by this Request for Applications (RFA), or does not support the application or the intent of the program

Proposed Grant Activities—30 Total Points	Outstanding	Good	Adequate	Weak	Failed
<b>Use of Grant Funds</b>					
a. To what extent does the response to Section I.2 describe 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?	4	3	2	1	0
Raw Score: _____					
<b>Needs of Targeted Students</b>					
b. To what extent does the response to Section I.2 describe 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, suspension, and dropout, ethnic composition, socioeconomic status, urban-rural setting, and school climate metrics)?	4	3	2	1	0
Raw Score: _____					
<b>Work Plan</b>					
c. To what extent does the response to Section I.2 include a work plan that identifies the major tasks, benchmarks, projected dates, and staffing requirements for the three-year grant period?	4	3	2	1	0
Raw Score: _____					
<b>Proposed Grant Activities</b>  <b>Section Total</b>	<b>Section Raw Score Total (Maximum 12):</b> _____ <b>Section Weight Factor:</b> _____ x 2.5 <b>Section Score: _____ (Maximum 30):</b>  (Write Section Score here and then transfer to Scoring Form cover page)				

Alignment with LCAP—20 Total Points (Cont.)	Outstanding	Good	Adequate	Weak	Failed
e. To what extent does the response to Section I.3 include a work plan that identifies the major tasks, benchmarks, projected dates, and staffing requirements for the three-year grant period?	4	3	2	1	0
Alignment with LCAP Section Total	<b>Raw Score:</b> _____				
	<b>Section Raw Score Total (Maximum 20):</b> _____ <b>Section Weight Factor:</b> _____ x 1.0 <b>Section Score: _____ (Maximum 20):</b> (Write Section Score here and then transfer to Scoring Form cover page)				

Measuring Outcomes—16 Total Points (Cont.)	Outstanding	Good	Adequate	Weak	Failed
<b>Data Collection Capacity</b>					
f. To what extent does the response to Section I.4 describe the LEA's capacity to collect the identified LCSSP outcome measures?	4	3	2	1	0
<b>Raw Score:</b>					
g. To what extent does the response to Section I.4 describe 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?	4	3	2	1	0
<b>Raw Score:</b>					
<b>Using Program data to implement change</b>					
h. To what extent does the response to Section I.4 describe 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?	4	3	2	1	0
<b>Raw Score:</b>					
<b>Measuring Outcomes Section Total</b>	<p><b>Section Raw Score Total (Maximum 32):</b> _____</p> <p><b>Section Weight Factor:</b> _____ x 0.5</p> <p><b>Section Score: (Maximum 16):</b> _____</p> <p>(Write Section Score here and then transfer to Scoring Form cover page)</p>				



<b>Assessing Student Safety and School Climate</b>					
f. To what extent does the response to Section I.5 describe how the LEA assesses student safety and connectedness? To what extent does this section identify the evidence-based data used by the LEA to evaluate school and district climate?	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Raw Score:</b>				
<b>LEA Commitment to Technical Assistance</b>					
g. To what extent does the response to Section I.5 identify 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?	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
	<b>Raw Score:</b>				
<b>LEA Capacity and Commitment</b>			<b>Section Raw Score Total</b>		
<b>Section Total</b>			<b>(Maximum 28): _____</b>		
			<b>Section Weight Factor:</b>		
			_____ x 0.5		
			<b>Section Score: _____</b>		
			<b>(Maximum 14):</b>		
			(Write Section Score here and then transfer to Scoring Form cover page)		

California Department of Education  
California Learning Communities for School Success Program  
2017–2020 Grant Application

**INTENT TO SUBMIT AN APPLICATION**

If you intend to submit an application for the California Learning Communities for School Success Program competitive grant funding, you are **required** to complete this form and e-mail it to the Coordinated School Health and Safety Office by **Friday, April 21, 2017**.

Submitting the Intent to Submit an Application form does not obligate the agency to submit an application. An e-mail confirmation of receipt of the Intent to Submit an Application form will be sent to the contact person named on the form.

The completed Intent to Submit an Application form regarding this Request for Applications should be e-mailed to:


Shalonn Woodard, Associate Governmental Programs Analyst  
E-mail: [swoodard@cde.ca.gov](mailto:swoodard@cde.ca.gov)

Applicant/Lead Local Educational Agency:	County:
Primary Contact Person:	Position:
Telephone:	E-mail Address:
Secondary Contact Person (optional):	Position:
Telephone:	E-mail Address:
Application will be submitted on behalf of:	
<input type="checkbox"/> The listed local educational agency only <input type="checkbox"/> A consortium of local educational agencies	
Estimated amount of funds the agency will request: (Applicants will not be bound by this amount when applying.)	\$

**Note:** You must include an e-mail address for the primary contact person who will be responsible for the ongoing development of the application. This person will be notified of any changes or pertinent correspondence regarding this application.

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2017-2020 Grant Application

**APPLICATION COVER SHEET**

Applicant/Lead Local Educational Agency:		County/District Code: -	
Mailing Address:		County:	
City:		ZIP Code: -	
Contact Person:		Telephone: - - Ext.	
Title:		Fax: - -	
Program Office:		E-Mail Address:	
<b>Check one of the following:</b>			
<b>SINGLE LEA</b>		<b>CONSORTIUM OF LEAs</b>	
<input type="checkbox"/> <b>All</b> schools in the LEA For programs providing funds to all schools in the LEA, Attachment C is not required.	<input type="checkbox"/> <b>Limited</b> number of schools in the LEA Applicant must complete Attachment C.	<input type="checkbox"/> <b>All</b> schools in each consortium LEA Applicant must complete Attachment C.	<input type="checkbox"/> <b>Limited</b> number of schools in some or all consortium LEA Applicant must complete Attachment C.
<b>Total 2016-17 student enrollment to be served by this application:</b>  Enrollment will be determined by the 2016-17 CBEDS reported enrollment on Attachment C.		<b>Funding requested for entire funding term of three years:</b>  \$  See Section II, C. Funding Levels for minimum/maximum funding level limits.	
<b><i>Certification:</i></b> I have read this application, the General Assurances, and the Program Assurances and certify that this agency and the participating schools will, if funded, fully support and implement the program and adhere to all the assurances. Further, I certify that the 2016-17 CBEDS reported enrollment listed on the following page(s) for the participating schools is correct to the best of my knowledge.			
Superintendent, Charter Director, or Designee Signature (in blue ink) 		Date	
Type or Print Name		Title	

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**LOCAL EDUCATIONAL AGENCY (LEA)/SCHOOL SITE  
PARTICIPANT IDENTIFICATION**

Applicants must provide an accurate list of participating school sites and the number of enrolled students (2016-17 California Basic Education Data System (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.

<b>Applicant/Lead Local Educational Agency:</b>		<b>County/District Code:</b>		
<b>SINGLE LEA</b>		<b>CONSORTIUM OF LEAs</b>		
<input type="checkbox"/> <b>All schools in the LEA</b> For programs providing funds to all schools in the LEA, Attachment C is not required.	<input type="checkbox"/> <b>Limited number of schools in the LEA</b> Applicant must complete Attachment C.	<input type="checkbox"/> <b>All schools in each consortium LEA</b> Applicant must complete Attachment C.	<input type="checkbox"/> <b>Limited number of schools in some or all consortium LEA</b> Applicant must complete Attachment C.	
<b>LEA Name</b>	<b>School Name</b>	<b>CDS Code</b>	<b>Check if all schools in the district are participating</b>	<b>Total 2016-17 CBEDS Enrollment</b>
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
Subtotal enrollment for above LEAs:				
Subtotal enrollment for LEAs listed on additional page(s):				
Total enrollment for all participating LEAs in this grant application: (Transfer this total to Application Cover Sheet/Attachment B):				

## LEA/SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating LEAs/School Sites (Duplicate as needed)

LEA Name	School Name	CDS Code	Check if all schools in the district are participating	Total 2016-17 CBEDS Enrollment
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
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		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
		- -	<input type="checkbox"/>	
Subtotal enrollment for above LEAs: (Transfer the sum of this page to previous page, C-1)				

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**PROJECT ABSTRACT**

<b>Applicant/Lead Local Educational Agency:</b>		<b>County/District Code:</b> -	
<b>Contact Person/Program Office:</b>		<b>Telephone:</b> - - Ext.	
<b>Title:</b>		<b>E-Mail Address:</b>	
<input type="checkbox"/> <b>Single Agency Application</b>		<input type="checkbox"/> <b>Consortium Application</b> (List LEA members of the consortium below.)	
Consortium LEA Member	County/District Code	Consortium LEA Member	County/District Code
<b>Short Description of Grant Activity:</b>			
<p><b>This application will specifically address the needs of the following priority population(s):</b> (Check all that apply)</p> <p> <input type="checkbox"/> Kindergarten-3<sup>rd</sup> Grade            <input type="checkbox"/> Middle School            <input type="checkbox"/> High School       </p> <p> <input type="checkbox"/> African American            <input type="checkbox"/> American Indian or Alaska Native            <input type="checkbox"/> Asian            <input type="checkbox"/> Filipino            <input type="checkbox"/> Hispanic or Latino       </p> <p> <input type="checkbox"/> Native Hawaiian/Pacific Islander       </p> <p> <input type="checkbox"/> Homeless            <input type="checkbox"/> Foster            <input type="checkbox"/> English Language            <input type="checkbox"/> Socioeconomically Disadvantaged       </p> <p> <input type="checkbox"/> Rural Population       </p>			



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**PROJECT BUDGET**

Applicant/Lead Local Educational Agency:		County/District Code:			
<b>BUDGET SUMMARY</b>					
Object Code	Line Item	Year 1	Year 2	Year 3	Total
1000	Certificated Salaries				
2000	Classified Salaries				
3000	Benefits				
4200	Books and Other Reference Materials				
4300	Materials and Supplies				
4400	Noncapitalized Equipment				
5200	Travel and Conferences				
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements				
5700	Interprogram Services				
5800-0000	Noninstructional Consultant Services				
5800-1000	Instructional Consultant Services				
<b>TOTAL DIRECT COSTS</b>					
7000	Year 1 Indirect Costs Estimated at _____%				
	Year 2 Indirect Costs Estimated at _____%				
	Year 3 Indirect Costs Estimated at _____%				
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)				
<b>TOTAL BUDGET</b>					



BUDGET JUSTIFICATION						
Object Code	Line Item Detail	Year 1	Year 2	Year 3	Total	
1000						
2000						
3000						
4200						
4300						
4400						
5200						
5600						
5700						
5800-0000						
5800-1000						
5100						

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Applicant Agency:

## APPLICATION CHECKLIST

Applicants are encouraged to use this checklist to verify that the LCSSP Application contains all required information and the application elements are in the required sequence as listed.

- Original application and four copies (original has authorized signature in **blue ink**)
- Each page is single-sided and 8½- by 11-inch paper
- Application stapled or binder-clipped only in the upper left-hand corner
- Application Cover Sheet (Attachment B)
- LEA/School Site Participant Identification page(s) (Attachment C)
- One Page Abstract (Attachment D)
- Narrative—25-page maximum (30-page maximum for consortium application), 12-point Arial font, one-inch margins, and page numbers required. Enclosed charts and graphs may be no smaller than 10-point font
- Letter(s) of Agreement or Memorandum of Understanding
- Project Budget (Attachment E)
  - Budget Summary
  - Budget Justification
- Application Checklist (Attachment F)