# Learning Communities for School Success Program Cohort 9

**Request for Applications**  
**2025–28**

**Applications Due: Friday, June 20, 2025**



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## Timetable of Due Dates

| Dates | Activities |
| --- | --- |
| April 2025 | Request for Applications (RFA) released and posted on the California Department of Education (CDE) website. |
| TBD | Webinar for prospective applicants |
| June 20, 2025 | Applications must be received at the CDE, by 11:59 p.m. via email (see Application Submission Procedures). |
| June-July 2025 | Scoring of applications |
| July 2025 | Preliminary list of grantees announced (final grant amount based on approved, signed 2025–26 State Budget). |
| Two weeks after the preliminary list of grantees is announced | Appeals must be received at the CDE |

## Overview

### Grant Background and Purpose

In November 2014, California voters approved Proposition 47 (*Government Code* Section 7599), the Safe Neighborhoods and Schools Act. The intent of Proposition 47 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 CDE for grants aimed at reducing truancy and drop-out rates among kindergarten through grade twelve (K–12) students in public schools. The proposition provides the following for use of the funds to improve outcomes for public school pupils in K–12, by reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime.

Subsequent legislation (Assembly Bill 1014 and Senate Bill 527), 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:

* Funding provided to K–12 education should be used to help build the capacity of local educational agencies (LEAs) or a consortium of LEAs to identify and implement evidence-based, non-punitive programs and practices to keep our most vulnerable pupils in school, consistent with each LEA’s Local Control and Accountability Plan (LCAP), including, but not limited to, goals for pupil engagement and school climate.
* Funding available to provide resources to LEAs/consortiums to establish community schools and address pupil attendance problems in K–12. LEAs participating in the LCSSP grant program, whether applying as a single LEA or a member of a consortium, are to report and evaluate outcomes using multiple measures, while engaging in a broader community of practice that disseminates promising and proven strategies to LEAs statewide.

The LCSSP is governed by California *Education Code* (*EC*)sections 33430–33436, which requires the CDE to administer the grant program and coordinate assistance to LEAs/consortiums to support the identification and implementation of programs and practices aligned with the goals for pupils as set out in each LEA’s LCAP.

### Goals, Funded Activities, and Outcomes

**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 or enhance the actions and services identified to meet the LEA’s goals as provided in their LCAP, regardless if the LEA is applying alone or part of a consortium.

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. The proposed grant should clearly identify actions and services specified in the LEA’s LCAP (regardless if the LEA is applying alone or part of a consortium) and describe how the LCSSP grant will complement and enhance the LEA’s efforts to address its identified needs and challenges.

**Funded Activities:** An LEA/consortium that receives a grant shall use the grant funds for planning, implementation, and evaluation of activities in support of evidence-based, nonpunitive programs and practices to keep the state’s most vulnerable pupils in school. These activities shall complement or enhance the actions and services identified to meet the LEA’s goals (regardless if the LEA is applying alone or part of a consortium), as identified in its LCAP pursuant to *EC* sections 47606.5, 52060, or 52066, as applicable. As set out in Education Code section 33432, these activities may include, but are not limited to, the following:

1. Establishing a community school, as defined in *EC* Section 33435. “Community school” means a public school that participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships with one or more community partners for the delivery of community services that may be provided at a school site to pupils, families, and community members.
2. Implementing activities or programs to improve attendance and reduce chronic absenteeism, including, but not limited to, early warning systems or early intervention programs.
3. Implementing restorative practices, restorative justice models, or other programs to improve retention rates, reduce suspensions and other school removals, and reduce the referral of pupils to law enforcement agencies.
4. Implementing activities that advance social-emotional learning, positive behavior interventions and supports, culturally responsive practices, and trauma-informed strategies.
5. Establishing partnerships with community-based organizations or other relevant entities to support the implementation of evidence-based, nonpunitive approaches to further the goals of the program.
6. Adding or increasing staff within an LEA whose primary purpose is to address ongoing chronic attendance problems, including, but not necessarily limited to, conducting outreach to families and children currently, or at risk of becoming, chronically truant.
7. Establishing programs or activities addressing significant community-wide crime problem by implementing interventions addressing the negative impact of the high crime rate on students.

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

Students in elementary school, and especially kindergarten through third grade, who are chronically absent, are documented to have a much higher rate of dropping out of school by age eighteen. Programs raising awareness of the effects of chronic absenteeism on young children would be an appropriate use of 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. Funds can address factors that are contributing to chronic absenteeism and habitual truancy, including suspension, expulsion and other challenges resulting from community crime. The students also may benefit from referrals to school-based health centers, school and home supplemental food programs, school nurses, school counselors, school psychologists, expanded school cleanliness and facility maintenance programs, school social workers, coordinating community support, and other pupil support personnel for case management and counseling.

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

School and district staff training can be a significant factor impacting school climate, student engagement, and exclusionary discipline practices. Evidence-based, non-punitive programs and practices like restorative justice, social-emotional learning, Positive Behavioral Interventions and Support, culturally responsive practices, and trauma-informed strategies can be effective in 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 support or Multi-Tiered System of Supports such as those described above, which provide prevention, early intervention, and intensive intervention, may be funded through the LCSSP grant. Programs and strategies supported by the LCSSP grant must address the needs and challenges experienced by students of any age who are at risk of chronic absenteeism, habitual truancy, dropping out of school, who are victims of crime, or are impacted by high community crime rates.

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

Program outcomes identified in the LCSSP application can target and include, but are not limited to:

* State measures
  + School attendance rate
  + Chronic absenteeism rate
  + Middle school dropout rate
  + High school dropout rate
  + Pupil suspension rate
  + Math proficiency rate (meets or exceeds)
  + English language arts proficiency rate (meets or exceeds)
* Local Measures
  + Improvement in pupil engagement
  + Improvement in chronic absenteeism rate
  + Improvement in school climate
  + Improvement in equity
  + Reductions in community crime by enrolled students

### General Grant Information

### Eligibility Criteria

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

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

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

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

Whether as a single LEA or as a member of a consortium, LEAs may submit only one application per funding cycle. An LEA that has been awarded an LCSSP grant may apply in a subsequent grant cycle under the following conditions: (1) the term of the LEA’s previous LCSSP 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 LCSSP grant award.

**Funding Criteria**

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

1. Has a high rate[[1]](#footnote-1) of chronic absenteeism, out-of-school suspension, or school dropout for (1) the general pupil population, or (2) for a numerically significant pupil subgroup as identified in the LEA’s LCAP.
2. Is in a community with a crime rate that exceeds the state average as reported on the State of California Department of Justice’s OpenJustice web page at <https://openjustice.doj.ca.gov/exploration/crime-statistics>.
3. Has a significant representation of foster youth among its pupil enrollment.

Five (5) points will be added to applications who meet any of the above criteria.

### 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.

The Consortium Lead will be responsible for acting as the fiscal and program agent for the consortium and will file the required reports.

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 their 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.

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.

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

Grant funding for a consortium will be calculated as a single LEA with a funded grant enrollment equal to the total fiscal year (FY) 2024–25 student enrollment in all the schools receiving LCSSP funds and services as determined in the School Site Participant Form.

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

## Application Requirements

All submitted applications must include the following for scoring purposes:

* Application Cover Sheet
* Project Abstract
* Application Narrative: 10-page (maximum) or 15-page (maximum for consortium applications)

**Note:** An application that is plagiarized in any part or form from another agency’s application will automatically be rejected. Applicants must not submit an application where the text has been copied from another agency’s previous or current application, whether another agency has voluntarily or involuntarily provided the information.

* LOA or MOU from the applicant’s partners/service providers (if applicable)
* LEA and Site Participation Form (Excel document must be uploaded with the application, a PDF document will not be accepted)
* Project Proposed Budget (Excel document must be uploaded with the application, a PDF document will not be accepted)

### Funding Levels

The available grant funds are based on the approved 2025–26 California Budget under line-item Proposition 47 Safe Neighborhoods and Schools Fund. This award is contingent upon the availability of funds.

The grant amounts will be based on four factors:

* + - 1. **Student Enrollment:** Funded applicants may receive up to $50 per year, per student enrolled in the LEA,[[2]](#footnote-2) with a minimum of $30,000 and a maximum of $2 million per LEA/consortium for the three-year grant period. (See table below.)

| **LEA Enrollment**  (Use the year immediately preceding Year 1 of the Cohort) | **Three Year Funding** |
| --- | --- |
| 200 or less | $30,000  ($10,000 per year) |
| 201 or more | Maximum of $2 million  (approximately $666,666 per year) |

* + - 1. **Schools Receiving Direct Funds and Services:** For applications focused on the needs of students in a limited number of schools within the LEA, the grant amount shall reflect the enrollment in schools receiving grant funds and services. The grant amount shall be determined by funding the total number of students enrolled in schools receiving direct funds and services at $50 per enrolled student per year. In no case will total LEA/consortium funding fall below $30,000 or over $2 million for the full three-year grant period.
      2. **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 $30,000 or over $2 million for the full three-year grant period.
      3. **CDE Funding Review:** The CDE reserves the right to review and adjust requested budget amounts.

### Terms of the Grant

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

* Provide a minimum local contribution of matching expenditures or services of at least 20 percent of the grantee’s total grant award amount. 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.
* Evaluate the activities undertaken pursuant to the funded grant and report the results to the governing board of the school district, the county board of education, or its chartering authority (as applicable), and the CDE.
* Provide the CDE with Annual Progress Reports (APRs), Annual Expenditure Reports (AERs), and an End of Project (EOP) Report as specified in Section III.C: Reporting Requirements (see below).

If the CDE determines that the terms of the grant have not been met, the CDE may cancel or alter LCSSP grant funding.

### Reporting Requirements

As a requirement of funding, all grantees must agree to submit APRs, AERs, and an EOP Report. The APRs and AERs are due no later than October 28 each year to ensure that an LEA/consortium will be able to include information from their approved LCAP(s) in the report.

Failure to submit the required reports by the established due dates may jeopardize an LEA/consortium’s continued funding and may result in termination of the grant, with the CDE withholding any undistributed funds and billing the LEA/consortium for any funds already received. LEAs/consortiums that have not complied with all reporting requirements may be disqualified from eligibility for future LCSSP grant funding.

Grantees may be asked to participate as a case study to be included in the annual legislative report.

### Annual Progress Report

All grantees must submit an APR to the CDE. If the grantee is a consortium, each consortia LEA member is required to prepare an APR so that the consortium lead can aggregate data for one submission. The consortium lead is responsible for submitting the APR for each consortium member in a single submission to the CDE.

### Annual Expenditure Report

The AER is an accounting of actual expenditures for the FY that must be reported to the CDE. The AERs for Years 1 and 2 of the grant periods must be submitted to the CDE. LEAs will use an approved CDE template.

If the grantee is a consortium, each consortia LEA member is required to prepare an AER. The consortium lead is responsible for submitting the AR for each consortium member in a single submission to the CDE.

CDE may request additional documentation including, but not limited to general ledgers, Personnel Activity Reports, Memorandums of Understanding, contracts, and invoices during the yearly AER review period.

### End of Project Report

An EOP Report covering the entire three-year grant period must be submitted to the CDE. The due date for the EOP Report will be determined by the CDE approximately 30 dates after the grant term expires.

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

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

**Additional Requests from the CDE**

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

### Allowable Grant Fund Expenditures

Funds may be used for:

* Contracted services and direct service providers for students or professional development for staff. All services contracted with grantees over 50 percent of the total grant award will be reviewed for sustainability and supplanting purposes. The CDE expects that the grantee will be managing the grant and services being provided with grant funds. Budgets that propose a large amount of funds being contracted out to other entities will be reviewed by CDE. If services are over 50 percent of the proposed contract, attach the draft of the MOU or contract to ensure allowability.
  + Direct costs associated with programmatic interventions, such as training and release time, project materials and supplies, and services required by project staff, service providers, parents, and students.
  + Reasonable and necessary travel costs for staff training and on-site technical assistance. Travel costs related to the project shall be reimbursed at rates not greater than those established in bargaining unit agreements to which the LEA is subject.
  + The percentage used to determine indirect costs shall not to exceed the CDE-approved ICR. The approved rates can be found on the CDE’s ICR web page at [www.cde.ca.gov/fg/ac/ic/index.asp](http://www.cde.ca.gov/fg/ac/ic/index.asp).

### Non-Allowable Grant Fund Expenditures

Grant and matching funds are intended to complement and enhance existing programs and must not be used to supplant other local, state, or federal 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.
* Telephone systems, fax machines, and telephones, including cell phones and landlines. Possible exceptions are allowed, with evidence that the provision for the telephone is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, or parents.
* Travel outside the United States.
* Childcare—possible exceptions are allowed, with evidence that the provision of childcare is necessary to implement a programmatic intervention strategy or training event conducted beyond normal school hours or off site for students, staff, or parents.
* 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.
* Grant Management—grantees cannot passthrough funds to another entity for grant management and oversight.

## Fiscal Management Requirements

### Payments

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

* The grant funds will be distributed to grantees as follows:
  + The first payment of 80 percent of the grant funds will be released upon completion and return of the AO-400.
* A second payment of 15 percent of the funds will be released upon completion of the AR and AER for Year 2.
* The final 5 percent (or portion thereof) of the entire grant budget may be withheld pending receipt of the required EOP Report.

### Budget Revisions

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

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

### Match Requirement

An LEA/consortium 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. LEA/consortiums 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 Proposed Budget and shall not be calculated as part of the proposed grant total.

## Assurances

### General Assurances

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

## Application Information

### Application Webinar

A webinar for prospective applicants is scheduled to be held in May 2025 (date tbd). Any LEA/consortium interested in applying may participate. The webinar will provide information regarding the application and application process.

Information on the webinar will be located on the LCSSP Funding Descriptions web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6424> (select Request for Applications).

For technical assistance please contact the CDE at [LCSSP@cde.ca.gov](mailto:LCSSP@cde.ca.gov).

### Personnel Requirements

Certificated and classified personnel funded through this grant must be clearly identified in the narrative and budget sections of the application. Applicants need to explain how identified staff are supporting the grant in the narrative. Identified staff must be LEA personnel.

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

* Provide overall coordination of project staff and activities, as well as provide direct services to youth.
* Ensure that all project funds expended or obligated are allowable costs.
* Maintain required documentation of project services, activities, accomplishments, and program records.
* Develop and provide mandatory grant implementation and annual evaluation reports, maintain and/or monitor any budget and project modifications, and project claim invoices and fiscal reports.
* Coordinate data collection for reporting and evaluation purposes.
* Facilitate ongoing training and collaborative meetings.
* Ensure that grant documents are accurately transferred to new personnel should there be changes in the LEA’s LCSSP grant management team.

**Contracted Direct Service Providers:** The duties of each paid, contracted, direct service provider must be clearly described in the budget narrative. The intent of the LCSSP grant funds is not to pass through funds entirely to a contractor. All services contracted with grantees over 50 percent of the total grant award will be reviewed for sustainability and supplanting purposes. If services are over 50 percent of the proposed contract, attach the draft of the MOU or contract to ensure allowability.

**Supervisor of Attendance:** Pursuant to *EC* Section 48240, local boards of education are required to appoint a supervisor of attendance to supervise the attendance of pupils in the district or county. This position **may not be funded with LCSSP funds**.

### Application Technical Requirements

1. Applications must be submitted via email. The narrative section shall not exceed 10 pages (15-page maximum for consortium applications). If the narrative section exceeds the 10 or 15 page limit, the excess pages will not be scored.

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

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

### Assembling the Application

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

1. Application Cover Sheet
2. Project Abstract
3. Application Narrative
4. LOA or MOU, if applicable
5. LEA and Site Participation Form
6. Project Proposed Budget

### LEA and Site Participation Form

Use the LCSSP LEA and Site Participation Form provided on the CDE’s LCSSP Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6424> (select Request for Applications). The LEA and Site Participation Form is used to indicate the LEA(s) and school site(s) to be included in the LCSSP grant.

### Project Proposed Budget

Applicants must provide a detailed explanation of all proposed LCSSP project expenditures. The CDE staff will review the proposed budget items for clarity and purpose. Each item must delineate the intended expense and directly correlate the expense with the proposed project. The Project Proposed Budget is a proposed budget. Thus, throughout the grant period, non-allowable expenditures may be reduced or disallowed.

The Project Proposed Budget does not count toward the 10-page project narrative (15-page project narrative for consortia).

The Project Proposed Budget shall include detail as to the source, type, and value of the required local 20 percent minimum grant match. The 20 percent match shall be included separately in the Project Proposed Budget and shall not be calculated as part of the proposed grant total.

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

1. Specify each position funded by the project on a separate line item. The time base and annual cost must be included, per the example in the table below.
2. Provide clear unit cost computations for each budget item and include all personnel and non-personnel costs that are part of a contract or in the proposed project. A subtotal for each object code shall be provided.
3. Provide a clear description and value of funds and services that will constitute the LEA/consortium’s required 20 percent program match.
4. Ensure the association of budget items with activities is clearly identified in the project plan.
5. Positions for this grant must be supplemental in nature and must not supplant existing LEA personnel.

The key factor in the Project Proposed Budget is that every dollar amount must be explained. Every dollar amount shall be accompanied by a computation that includes a unit cost for each expense (e.g., One set of curriculum materials for Project Alert for each of 30 classrooms at $240 each, 1 x 30 x 240 = $7,200). The Budget Narrative must provide detail for each of the proposed grant activities that apply to the proposed project.

### Application Narrative

Applications must address the items listed below:

1. **Needs Assessment—Information about the pupil and school needs within the LEA/consortium.**
2. **Overview of the LEA/consortium:** Include data on student enrollment, chronic absenteeism, out-of-school suspension rates, student dropout rates, ethnic composition, socioeconomic status, and school climate. Indicate whether the LEA/consortium is located in an urban, rural, or suburban setting.[[3]](#footnote-3) Describe the neighborhoods within the LEA/consortium (or from which the LEA/consortium draws its students), including area crime rate data and its impact on students.[[4]](#footnote-4) Discuss any significant changes in the LEA/consortium over the past several years, such as changing student composition, staffing changes, and neighborhood changes that may help provide an accurate description of the LEA/consortium’s needs. Consortiums should describe how the partner school(s) differ from the LEA as a whole.

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

1. **Priority Goals:** Identify the LEA’s LCAP priority goals and strategies addressing the challenges of student truancy and supporting pupils who are at risk of dropping out of school or who are victims of crime that align with the grant application.
2. **Proposed Grant Activities—Information about the activities the LEA/consortium will undertake with the grant funding.**
3. Describe how the grant funds will be used to address the needs of the pupils targeted to receive services. Identify the evidence-based, non-punitive programs and practices that will be employed and the LCAP priority goal(s) to which it pertains. Both research-based evidence and locally observed and documented evidence may be used to provide justification for the identified strategies to be supported by this grant.
4. Describe how the program and practices to be supported with grant funds address the needs of the targeted students attending schools that will receive grant funds and services. Describe how the program addresses the needs of targeted students in the neighborhoods surrounding the recipient schools. Identify the number of targeted students to be served with grant funds and the number, size, and type (i.e., elementary school, high school, alternative school) of schools receiving grant funds or supported services.
5. Is the applicant a prior grantee? If the LEA/consortium received a LCSSP grant in a previous cohort, then describe how the LCSSP supported programs are different or scaled to reach a larger population.
6. As a component of the grant, the CDE, or a CDE-identified designee, will provide training and technical assistance to grantees using regional workshops and technical assistance focused on pupil engagement, school climate, truancy reduction, and supporting pupils who are at risk of dropping out of school, who are victims of crime, or are impacted by high community crime rates. Describe the LEA/consortium’s commitment to sending staff to regional workshops and taking full advantage of the technical assistance provided by the CDE.

**Note:** If the LEA/consortium has not received a LCSSP grant in a previous cohort, please indicate that this prompt is not applicable; the application will be awarded full points on this prompt.

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

To demonstrate alignment with LCAP goals, applicants must:

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

The data reported should includeexpected and actual outcome data from the LCAP, as well as any additional metricsaligned with LCSSP grant activities. Metrics may include:

* School attendance rates;
* Chronic absenteeism rates;
* School dropout rates;
* High school graduation rates;
* Suspension, expulsion, and rates of other school removals;
* Referrals to law enforcement agencies;
* Academic performance;
* Outcomes for vulnerable populations;
* Student connectedness—measured by additional school climate survey data;[[5]](#footnote-5)
* California Healthy Kids Survey (CHKS);
* California School Climate Survey;
* California School Parent Survey;
* Parent and Family Engagement; and
* Local and state measures determined by the LEA/consortium to be valid and reliable including surveys, data collections, assessments, etc.

1. **Capacity and Sustainability**
2. Describe the LEA/consortium’s capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and **sustain** these enhancements beyond the three-year grant period, to include LEA policies, resources, and supports and how the existing policies, resources, or support programs may be reviewed or changed because of the program.
3. Describe the LEA/consortium’s commitment to support evidence-based, non-punitive programs and practices designed to keep the LEA/consortium’s most vulnerable pupils in school. Include at least one example demonstrating the LEA’s commitment to support the LCSSP.
4. Describe how the LEA/consortium assesses student safety and connectedness. If an LEA administers the CHKS, how were the survey results used in the LEA’s efforts to keep students in school? If the CHKS was not administered in an LEA, describe what local survey was used to assess safety and connectedness, as required by the Local Control Funding Formula. Identify and describe the evidence-based data used by the LEA/consortium to reflect school and district climate.

### Submitting the Application

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

A signed application packet must be submitted via email no later than **June 20, 2025**, to [LCSSP@cde.ca.gov](mailto:LCSSP@cde.ca.gov) by the deadline as indicated in the Timetable of Due Dates found on page 4.

### Application Review Process

**Reading and Scoring**

Each application will be read and scored by a minimum of two readers. Applications will be randomly assigned to readers, taking into consideration any conflicts of interest. If there is more than a 10-point difference in scoring between the two readers, a third read will be required. Upon receipt of the third score, the lowest of the three scores will be discarded. The final score for the application will be calculated as the average of the two highest remaining scores.

Each application will be read and scored using the rubric found in Appendix B. The entire application is worth 100 points:

* 20 points possible for the Needs Assessment
* 20 points possible for the Proposed Grant Activities
* 15 points possible for the Alignment with LCAP
* 15 points possible for the Measurement of Outcomes
* 15 points possible for the Capacity and Sustainability
* 15 points possible for the Budget

**Priority Criteria Points**

Once the applications have been read and scored, the CDE will determine and add the priority criteria points to each applicant’s score. An application that meets any of the priority criteria will receive a total of 5 additional points (applicants only need to meet one priority criteria to receive 5 points; applicants do not receive more than 5 points if they meet more than one priority criteria). The priority criteria are listed in the Funding Criteria section.

**Funding Determinations**

The final phase of the review process sorts the application scores from highest to lowest. Based on the available funding, CDE selects as many grants as possible to make sure all yearly grant funds are expended. Please see the Funding Levels section of the RFA for information about how grant amounts will be determined.

Applicants are expected to use the LCSSP Scoring Rubric (Appendix B) to ensure their application includes all required information.

### Appeals Process

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

Appeals are limited to the grounds that the processes described in this RFA were not followed. Late appeals will not be considered. The appellants must file a full and complete written appeal, including the reason(s) for appeal, issue(s) in dispute, any basis for the protester’s position, and the remedy sought.

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

Erika Torres, Interim Director

LCSSP Grant Appeal

Career and College Transition Division

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

A final decision will be made by the CCTD before Grant Award Notification letters are sent to grantees. The decision shall be the final administrative action afforded the appellant.

## Appendix A: Application Submission Checklist

A complete Learning Communities for School Success Program (LCSSP) application consists of the following components:

Complete application contents:

* File 1 – Application Packet
  + Application Cover Sheet
  + Project Abstract
  + Application Narrative
  + LOA or MOU
* File 2 – Attachment I: LCSSP LEA and Site Participation Form (.xlsx)
* File 3 – Attachment II: LCSSP Project Proposed Budget (.xlsx)

**Note:** Forms and Attachments can be located on the LCSSP Funding Description web page at <https://www.cde.ca.gov/fg/fo/profile.asp?id=6424> (select Request for Applications)

## Appendix B: Scoring Rubric

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

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

1. **Priority Goals:** Identify the LEA’s LCAP priority goals and strategies addressing the challenges of student truancy and supporting pupils who are at risk of dropping out of school or who are victims of crime that align with the grant application.

| Outstanding (16–20 points) | Good (11–15 points) | Adequate (6–10 points) | Limited (1–5 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed and relevant, when providing:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the students who are at risk of dropping out of school and/or victims of crime. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response is clear and detailed when providing:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the students who are at risk of dropping out of school and/or victims of crime. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response adequately provides:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the students who are at risk of dropping out of school and/or victims of crime. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response partially provides:   * An overview of the LEA./consortium. * Data and a description of the LEA/consortium and the students who are at risk of dropping out of school and/or victims of crime. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). | The response does not provide:   * An overview of the LEA/consortium. * Data and a description of the LEA/consortium and the students who are at risk of dropping out of school and/or victims of crime. * An overview of significant changes affecting the LEA/consortium. * Goals aligned with the LEA’s LCAP(s). |

1. **Proposed Grant Activities — Information about the activities the LEA/consortium will undertake with the grant funding. (20 points)**
2. Describe how the grant funds will be used to address the needs of the pupils targeted to receive services. Identify the evidence-based, non-punitive programs and practices that will be employed and the LCAP priority goal(s) to which it pertains. Both research-based evidence and locally observed and documented evidence may be used to provide justification for the identified strategies to be supported by this grant.
3. Describe how the program and practices to be supported with grant funds address the needs of the targeted students attending schools that will receive grant funds and services. Describe how the program addresses the needs of targeted students in the neighborhoods surrounding the recipient schools. Identify the number of targeted students to be served with grant funds and the number, size, and type (i.e., elementary school, high school, alternative school) of schools receiving grant funds or supported services.
4. If the LEA/consortium received a Learning Communities for School Success Program (LCSSP) grant in a previous cohort, describe how the LCSSP supported programs are different or scaled to reach a larger population.
5. As a component of the grant, the CDE, or a CDE-identified designee, will provide training and technical assistance to grantees using regional workshops and technical assistance focused on pupil engagement, school climate, truancy reduction, and supporting pupils who are at risk of dropping out of school, who are victims of crime, or are impacted by high community crime rates. Describe the LEA/consortium’s commitment to sending staff to regional workshops and taking full advantage of the technical assistance provided by the CDE.

**Note:** If the LEA/consortium has not received a LCSSP grant in a previous cohort, please indicate that this prompt is not applicable, the application will be awarded full points on this prompt.

| Outstanding (16–20 points) | Good (11–15 points) | Adequate (6–10 points) | Limited (1–5 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed and relevant when describing:   * How grant funds will be used to implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * How LCSSP funds will expand and enhance the previously funded LCSSP (if applicable). * The commitment to have staff participate in trainings. | The response is clear and detailed when describing:   * How grant funds will be used to implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * How LCSSP funds will expand and enhance the previously funded LCSSP (if applicable). * The commitment to have staff participate in trainings. | The response adequately describes:   * How grant funds will be used to implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * How LCSSP funds will expand and enhance the previously funded LCSSP (if applicable). * The commitment to have staff participate in trainings. | The response partially describes:   * How grant funds will be used to implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * How LCSSP funds will expand and enhance the previously funded LCSSP (if applicable). * The commitment to have staff participate in trainings. | The response does not describe:   * How grant funds will be used to implement evidence-based, non-punitive programs and practices. * How grant funds address the needs of targeted students and how many students are to be served. * How LCSSP funds will expand and enhance the previously funded LCSSP (if applicable). * The commitment to have staff participate in trainings. |

1. **Alignment with the LCAP — Information on how proposed grant activities complement and enhance the goals, actions, and services contained in the LEA/consortium’s LCAP. (15 points)**

To demonstrate alignment with LCAP goals, applicants must:

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

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

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

| Outstanding (13–15 points) | Good (10–12 points) | Adequate (7–9 points) | Limited (1–6 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed, and relevant when identifying the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response is clear and detailed when identifying the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response adequately identifies the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response partially identifies the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. | The response does not identify the:   * Measurable outcomes the LEA/consortium will use to determine grant impact. * Local measures to determine grant impact. * Data collection methods including the validity and reliability of metrics. * Capacity to collect data for all students and significant subgroups. * Data that will inform program changes. |

1. **Capacity and Sustainability (15 points)**
2. Describe the LEA/consortium’s capacity to implement the proposed enhancement to the existing program(s) for the three-year grant period and **sustain** these enhancements beyond the three-year grant period, to include LEA policies, resources, and supports and how the existing policies, resources, or support programs may be reviewed or changed as a result of the program.
3. Describe the LEA/consortium’s commitment to support evidence-based, non-punitive programs and practices designed to keep the LEA/consortium’s most vulnerable pupils in school. Include at least one example demonstrating the LEA’s commitment to support the LCSSP.
4. Describe how the LEA/consortium assesses student safety and connectedness. If an LEA administers the California Healthy Kids Survey (CHKS), how were the survey results used in the LEA’s efforts to keep students in school? If the CHKS was not administered in an LEA, describe what local survey was used to assess safety and connectedness, as required by the Local Control Funding Formula. Identify and describe the evidence-based data used by the LEA/consortium to reflect school and district climate.

| Outstanding (13–15 points) | Good (10–12 points) | Adequate (7–9 points) | Limited (1–6 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The response is very clear, extremely detailed and relevant when addressing:   * The capacity to implement the proposed enhancement(s). * The capacity to sustain the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. | The response is clear and detailed when addressing:   * The capacity to implement the proposed enhancement(s). * The capacity to sustain the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. | The response adequately addresses:   * The capacity to implement the proposed enhancement(s). * The capacity to sustain the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. | The response partially addresses:   * The capacity to implement the proposed enhancement(s). * The capacity to sustain the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. | The response does not address:   * The capacity to implement the proposed enhancement(s). * The capacity to sustain the proposed enhancement(s). * How policies and resources may be reviewed/changed. * The commitment to support evidence-based, non-punitive programs and practices. * How the LEA/consortium assesses student safety and connectedness. |

1. **Budget (15 points)**

| Outstanding (13–15 points) | Good (10–12 points) | Adequate (7–9 points) | Limited (1–6 points) | Inadequate (0 points) |
| --- | --- | --- | --- | --- |
| The budget and narrative are clear and includes a comprehensive estimate of the grant’s budget through  December 31, 2028, and costs are clearly identified and relate to the proposal. | The budget and narrative include a detailed estimate of the grant’s budget through December 31, 2028, and costs are clear and relate to the proposal. | The budget and narrative include an adequate estimate of the grant’s budget through December 31, 2028, and costs are clear. | The budget and narrative include a limited estimate of the grant’s budget through December 31, 2028, and costs are vague. | The budget and narrative do not include an estimate of the grant’s budget through December 31, 2028. |

## Appendix C: Budget Categories

Each budget category is described below.

| Object Code | Description |
| --- | --- |
| **1000** | **Certificated Salaries**  Certificated salaries are salaries that require a credential or permit issued by the Commission on Teacher Credentialing. List all certificated project employees, including percentage or fraction of full time equivalent (FTE) and rate of pay per day, month, and/or annual salary.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **2000** | **Classified Salaries**  Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. List all classified project employees, including percentage of FTE, and rate of pay per day, month, and/or year.  **Note:** Funds in this category are not intended to supplant current fixed costs. |
| **3000** | **Employee Benefits**  Record employer’s contributions to retirement plans and health and welfare benefits. List and include the percentage and dollar amount for each employee benefit being claimed. |
| **4000** | **Books and Supplies**  Record expenditures for books, supplies, and other non-capitalized property/equipment (movable personal property of a relatively permanent nature that has an estimated useful life greater than one year and an acquisition cost less than the local educational agency [LEA] capitalization threshold but greater than the LEA’s inventory threshold). This category includes expenditures for books and supplies (e.g., textbooks, other books, instructional materials). This category also includes supplies used in support services and auxiliary programs, publications, and subscriptions necessary to operate a project office. A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. |
| **5000** | **Services and Other Operating Expenditures**  Record expenditures for services, rentals, leases, maintenance contracts, dues, travel, insurance, utilities, legal, and other operating expenditures.  **Contracting Services**: Services provided to the school by outside contractors appear under this category. Identify what, when, and where the services will be provided. Appropriate activities include conducting workshops, training, and technical assistance activities.  **Travel and Conferences**  Include expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences, including lodging, mileage, parking, bridge tolls, shuttles, and taxis and conference registration expenses necessary to meet the objectives of the program. Receipts are required to be kept on file by the agency for audit purposes. Bus transportation for students should be listed here. |
| **6000** | **Capital Outlay**  Record expenditures for sites, buildings, and equipment, including leases with option to purchase that meet the LEA’s threshold for capitalization. (Equipment is movable personal property that has both an estimated useful life over one year and an acquisition cost that meets the LEA’s threshold for capitalization. Refer to the district’s threshold amount for capitalization; anything less than this amount should be posted in Object Code 4000). A listing of all equipment, including the serial and model numbers, purchased with any portion of these grant funds, must be recorded and maintained in the file. This category also covers sites, improvement of sites, buildings, and improvement of buildings. |
| **7000** | **Indirect Rate**  If applicable (not to exceed California Department of Education [CDE] approved rate). Indirect costs are not assessed on expenditures for capital outlay. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <http://www.cde.ca.gov/fg/ac/ic/>. |

1. . “High rate” means a rate that exceeds the state average. [↑](#footnote-ref-1)
2. . Cohort 9 enrollment will be determined by the 2024–25 California Basic Education Data System reported enrollment. [↑](#footnote-ref-2)
3. . 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-3)
4. . The State of California Department of Justice’s OpenJustice web page provides crime data for communities across California. <https://openjustice.doj.ca.gov/exploration/crime-statistics>. [↑](#footnote-ref-4)
5. . To assess school climate, many schools in California administer the California School Climate, Health, and Learning Surveys (CalSCHLS) system to collect survey data among students, staff, and parents. CalSCHLS is composed of three interrelated surveys developed for and supported by the CDE. For more information, visit the CDE’s Safe and Supportive Schools web page at <https://www.cde.ca.gov/ls/ss/se/safesupportive.asp>. [↑](#footnote-ref-5)