PLUS PROGRAM · ALIGNMENT GUIDE · ATTENDANCE

PLUS ALIGNMENT GUIDE

LEARNING COMMUNITIES FOR SCHOOL SUCCESS PROGRAM

SIDE-BY-SIDE LANGUAGE FOR GRANT WRITERS. ADAPT EVERY BRACKET TO YOUR SCHOOL.

HOW TO USE THIS GUIDE

The Learning Communities for School Success Program (LCSSP) carries out the K-12 part of Proposition 47, the Safe Neighborhoods and Schools Act. Twenty-five percent of the state savings from Proposition 47 goes to grants for local educational agencies. The California Department of Education (CDE) administers the grants. They fund evidence-based, nonpunitive programs that reduce truancy and support students who are at risk of dropping out or who are victims of crime. Grants run three years at up to $50 per enrolled student per year, with a minimum of $30,000 and a maximum of $2,000,000 for the grant period. A local match of at least 20 percent is required. As of October 31, 2026, Cohort 10, three-year grants beginning in 2026-27, is closed. Applications were due April 27, 2026, and CDE posted proposed funding results in August 2026. CDE has not posted a Cohort 11 Request for Applications (RFA).

This guide follows what the LCSSP statute in Education Code sections 33430 to 33436 requires: its purposes, the four parts every application must contain, its list of allowable activities, its priority criteria and its grant rules. Each table shows what LCSSP asks for, where PLUS fits and sample language a writer can adapt. The sample language uses brackets for details only your district can supply. Replace every bracket with your own data, partners and teams, and rewrite the language in your district's voice. When the next RFA is released, follow its scoring rubric and section headings in the order it gives.

> **Writer's note.** Use the rows that fit your project. An LCSSP project usually combines several strategies, such as attendance outreach, restorative practices and a family partner. Present PLUS as one strategy inside that project, not the whole project.

STATUTORY PURPOSES

LCSSP ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Reducing truancy and chronic absence	PLUS meets ESSA Tier 2 (moderate evidence) for attendance. A quasi-experimental study found that participation in a year-long PLUS class significantly improved attendance. Direction has an Attendance and Engagement category that measures, each cycle, what keeps students away from school.	*"PLUS gives each focus school a monthly, student-generated read on why students disconnect. Direction Attendance and Engagement questions run every cycle, and the attendance team compares the results with chronic absenteeism data."*
Supporting students at risk of dropping out and keeping the state's most vulnerable pupils in school	PLUS youth development activities during the school day build connection and belonging, which are protective factors. The Advisor selects the PLUS Team to reflect the student body, which can include students who have struggled with attendance.	*"Each month the PLUS Team will lead activities that build connection between students, beginning with [lunch periods and welcoming students who return after an absence]. The PLUS Team will include students who reflect [our priority populations]."*
Supporting students who are victims of crime	PLUS does not provide victim services. Forums surface bullying, harassment and exclusion between students on campus, and the PLUS Team plans schoolwide activities in response. Services for individual students who are victims of crime belong with your counselors and community partners.	*"Student Forums will identify where harassment and bullying between students are concentrated on each campus. Students who need individual support will be served by [counseling staff and community partner], not by the PLUS Team."*
Evidence-based, nonpunitive programs and practices	PLUS is an evidence-based school climate program that has been used in California schools for about 25 years. It responds to campus patterns through student-led prevention, not discipline.	*"PLUS is an evidence-based, nonpunitive practice. It finds the patterns behind absence and conflict across a campus and responds with student-led activities and data shared with the adults who plan supports."*

APPLICATION REQUIREMENTS

Education Code 33431 lists four things every application must contain.

LCSSP ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Information about pupil and school needs	Direction and Forums add student-reported reasons to the Dashboard and attendance data a district already has. Direction surveys a new representative sample of less than 10 percent of the campus each cycle and measures the student body, not individual students.	*"Our attendance letters show which students are missing school. They do not show why students across a campus are pulling away. In a [spring] Direction pilot, [percent] of sampled students at [School] reported [missing school in the last 30 days because they did not want to be at school]."*
The activities the LEA will carry out	Describe the PLUS class, the PLUS staff team and the 30-day cycle that runs nine times a year. Show how cycle reports reach the attendance, MTSS and PBIS teams.	*"Each PLUS Team runs a 30-day cycle nine times a year. Students lead youth development activities, gather data through Direction and a student-facilitated Forum, plan the activities the campus needs and send a cycle report to the principal and the attendance, MTSS and PBIS teams."*
How the activities support the LEA's LCAP pupil goals	PLUS supports Priority 5 (Pupil Engagement) metrics such as attendance and chronic absenteeism, and Priority 6 (School Climate) metrics such as suspension and local climate surveys.	*"The project supports LCAP Goal [3], Priority 5 metrics for attendance and chronic absenteeism and Priority 6 metrics for suspension and local climate surveys. Direction will serve as a local climate survey under Priority 6."*
How the LEA will measure outcomes, consistent with CDE's evaluation guidelines and the LCAP metrics	Direction runs the same questions every cycle, so trends are visible month to month. Annual university-developed surveys in Direction, such as the School Climate Survey and the Youth-Adult Partnership Questionnaire, add a beginning and end of year measure.	*"The district will measure chronic absenteeism, suspension and dropout from [student information system and DataQuest]. Direction pulse questions will be reported each cycle, and university-developed climate surveys in Direction will be given each [August and May]."*

ALLOWABLE ACTIVITIES

Education Code 33432 lists the activities LCSSP funds may support.

LCSSP ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Establishing a community school	PLUS supports community school practices. The Advisor can serve on the shared decision-making team, and the PLUS Team can serve as a liaison that promotes the wellness center and reduces stigma.	*"At [community school], the PLUS Advisor will serve on the shared decision-making team. The PLUS Team will run a campaign each semester that links students to the wellness center's self-referral form."*
Improving attendance and reducing chronic absenteeism, such as through early warning systems or early intervention	PLUS works at the campus level. It shows the attendance team which campus conditions students name as reasons for absence, so a fix can reach every student. Early warning systems for individual students stay with attendance staff.	*"Attendance specialists will receive each PLUS cycle report. When students name a campus condition such as [conflict at lunch], the attendance team and the PLUS Team will plan a schoolwide response."*
Restorative practices and restorative justice models that reduce suspensions, removals and referrals to law enforcement	PLUS is not a restorative justice or mediation program. Students do not mediate or counsel peers. Forum findings can show the restorative practices staff where conflicts between students are concentrated.	*"Forum findings will show the restorative practices coach where conflicts between students are concentrated, so circles and staff training can focus on those settings."*
Social-emotional learning, positive behavior interventions and supports, culturally responsive practices and trauma-informed strategies	Abraczinskas et al. (2022) examine integrating youth participatory action research into schoolwide PBIS to prevent bullying and improve school climate. PLUS Team members practice listening, facilitation and planning in every cycle.	*"PLUS adds student voice to our PBIS framework. Each cycle report goes to the site PBIS team, which uses student data to adjust Tier 1 supports."*
Partnering with community-based organizations	PLUS can be listed as a collaborative partner on Form B. PLUS Teams can co-host an evening family Forum each semester with a family resource partner.	*"PLUS Program: PLUS curriculum, Direction, and training for site staff teams and PLUS Advisors. [Family partner]: co-hosted evening family Forums each semester."*
Staff whose main job is addressing chronic attendance problems, including family outreach	PLUS does not supply attendance staff. The PLUS Advisor's collaboration time can place the Advisor on the site attendance team, where cycle data reaches the staff doing outreach.	*"The PLUS Advisor will serve on the site attendance team and bring each cycle's student data to the attendance and family outreach staff."*

PRIORITY CRITERIA AND PRIORITY POPULATIONS

LCSSP ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
Priority for LEAs with chronic absenteeism, dropout or out-of-school suspension rates above the state average, significant foster youth enrollment or a location in a high-crime community	PLUS does not change eligibility. It gives a district a way to track progress on the same rates that earn priority.	*"[District]'s chronic absenteeism rate of [percent] in [year] exceeds the state average of [percent]. PLUS schools will report chronic absenteeism and suspension each year alongside Direction results."*
Priority populations on Form B, such as middle school, high school, foster youth, homeless, socioeconomically disadvantaged and English learner students	PLUS serves middle and high schools. Direction results can be viewed by grade level and student group at the district level. Forums draw a new representative group each month.	*"The project addresses the needs of middle school and high school students, foster youth and [English learners]. Direction results will be reviewed by student group each cycle."*

GRANT RULES

LCSSP ASKS FOR	WHERE PLUS FITS	SAMPLE LANGUAGE
A local match of at least 20 percent of the total grant award, in cash or in-kind	District-funded PLUS Advisor time is a natural match line. The Advisor's class section and collaboration time are documented district costs.	*"The district will fund the PLUS Advisors at [0.2] FTE at [three] sites from [general fund] as part of its local match."*
Increase or improve services the LEA currently provides	PLUS is a new service at sites that do not run it. Do not use LCSSP to replace funds already paying for PLUS.	*"PLUS is a new service at [focus schools]. Grant funds will increase and improve services and will not supplant existing funds."*
No funds for law enforcement activities	PLUS has no law enforcement role. Keep any school resource officer or policing costs out of the budget.	*"No grant funds will pay for law enforcement activities."*
Evaluation and reporting to the governing board and to CDE	Cycle reports and Direction trends give the board a regular record. Direction's district report for the board can support the annual report.	*"Each June the district will report attendance, chronic absenteeism, suspension and Direction results to the Board of Education and to CDE."*

BUDGET LANGUAGE

LINE	SAMPLE BUDGET JUSTIFICATION
PLUS Advisor, 0.1 to 0.2 FTE	"Funds [0.2] FTE of a certificated teacher at each focus school to serve as PLUS Advisor. A 0.1 FTE can get the job done by covering the PLUS class section and the cycle. The district funds 0.2 FTE because the extra 0.1 FTE lets the Advisor collaborate on the site attendance, MTSS and PBIS teams [and the community school shared decision-making team]. Counted toward the local match."
PLUS Program, first year ($3,495 per site)	"Funds the 2-Day PLUS Program Development Training for a staff team of up to four, the online subscription with unlimited Direction and the activity resource database, the PLUS curriculum and one conference registration."
PLUS Program, each year after ($1,495 per site with a three-year agreement)	"Continues the subscription, one conference registration and one 2-Day training registration for a new staff member each year."
PLUS Advisor Institute ($1,495 registration plus lodging and travel)	"Sends each Advisor to the PLUS Advisor Institute, held each June in Temecula, to prepare to teach the PLUS class and lead its activities. The Institute provides lunches and refreshments. The district covers [3] nights of lodging and travel."

Writer's note. The statute requires a local match of at least 20 percent of the total grant award. Show the match in its own table and make sure every match line can be documented in your accounting system. Grant funds must increase or improve services and may not pay for law enforcement activities. Confirm match rules, indirect cost rules and the budget form in the current RFA. With five or more sites, PLUS Districtwide pricing applies: $1,495 per school site per year plus $2,995 per year for the district subscription.

Writer's note. The full sample application for a fictional district, Tamarack Valley Unified School District, on the Funding PLUS page shows these pieces assembled into one project with a needs table, a budget and a local match. Confirm all prices at plusprogram.org/costs before you finalize the budget.

SOURCES

- CDE Funding Profile: LCSSP Cohort 10
- CDE Request for Applications page: LCSSP Cohort 10
- CDE LCSSP Cohort 10 Funding Results
- CDE Form B, Project Abstract, Cohort 10 (PDF)
- CDE LCSSP Program Description

- Senate Bill 527 (2016), Education Code sections 33430 to 33436
- PLUS Program Costs