



Scoring Rubric and Priority School Criteria

This document contains information on the scoring and rubric and criteria for priority schools. Both will be used to determine which school sites will be awarded funding for either a Readiness Grant or Implementation Grant.

Scoring Guidelines

The primary purpose of the Scoring phase is to assess and score the proposal’s quality and responsiveness to the application. Proposal scoring will be completed by DCYF and SFUSD staff. Proposals that meet the minimum eligibility requirements will receive a Proposal Score. The Proposal Score will be made up of the average DCYF and SFUSD staff scores. Each reader will use a rubric to assign a score up to 100 points for each proposal. The point values for each question in the scoring rubric are listed below.

Implementation Grants

1. How does your Community Schools/Implementation Plan align with the [district’s goal or guardrail](#)?
(5 possible points)

Guidance	Scoring		
Answers should include:	Excellent (5) / Very Good (4)	Good (3) / Fair (2)	Poor (1) / Very Poor (0)
A high-level summary of how your plan ties to the SFUSD goals and guardrails (e.g. taken as a whole, the plan represents a shift to a new model of decision making and effective resource allocation that will advance academic achievement aligned to the goals).	Answer provided clear and thorough alignment to the district goals and guardrails. The Community Schools Plan was fully articulated and fully aligned to the district goals and guardrails.	Answer provided adequate alignment to the district goal and guardrails. The Community Schools Plan was stated but not fully aligned to the district goals and guardrails.	Answer failed to show alignment to district goals and guardrails. The Community School Plan was not stated with no alignment to district and guardrails.



2. Goals

- Description
- Which [district goal or guardrail](#) does this goal align to?
- Briefly explain how this goal relates to your Hopes and Needs Assessment

(50 possible points)

Guidance	Scoring		
Answers should include:	Excellent (50) / Very Good (35)	Good (25) / Fair (15)	Poor (5) / Very Poor (0)
<p>Goals should be copied over from the community schools/implementation plan for the description.</p> <p>Then describe how the goal ties to one or more SFUSD goals and guardrails (e.g. the goal includes a new math intervention that will help our students meet the 8th grade math goal, or the goal includes a new socio-emotional supports that align with the guardrail around serving the whole-child).</p> <p>Provide a brief summary of the hopes or needs the goal is responding to (e.g. we saw in our achievement data that math was a particular area for focus, or our parent and caregiver engagement surfaced a need for trauma-informed counseling).</p>	<p>Answer provided a clear and concise description of the goal, clearly articulated how the goal aligned with a district goal or guardrail, was able to show how the chosen goal connects to one of the hopes and needs in their Hopes and Needs Assessment.</p>	<p>Answer provided goals, the description of the goals was somewhat clear, adequately articulated how the goal is aligned with a district goal or guardrail and was able to somewhat show a connection to their Hopes and Needs Assessment.</p>	<p>Answer failed to state a clear goal, the description was not clear or concise, connection to district goal or guardrail was unclear, goal was not clearly tied to the Hopes and Needs Assessment.</p>

3. Describe the school community engagement process for establishing the goals/priorities described above. How were students, families/caregivers, educators and other school staff and community partners included?
(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
<p>A brief summary of the engagement process including a description of ways you engaged a diverse set of stakeholders, including how you ensured typically marginalized voices were heard (e.g. you help X number of community listening sessions, including sessions in</p>	<p>Clearly articulated how they provided opportunities for community engagement and input as well as the roles community</p>	<p>Somewhat described how they provided opportunities for community engagement, the roles community members and</p>	<p>Provided little to no information around how they provided opportunities for community engagement and input, or the roles</p>



<p>multiple languages and in both school and community spaces).</p> <p>A description of the formal and informal roles for community members and partners played in the planning process (e.g. we formed a working group that included families, teachers and CBOs).</p>	<p>members and partners played.</p>	<p>partners played were less clear.</p>	<p>community members and partners played.</p>
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4. What new, deeper, or expanded work do you propose to do to advance these goals through this grant? Why did you choose those programs or interventions?

(10 possible points)

Guidance	Scoring		
Answers should include:	Excellent (10) / Very Good (8)	Good (5) / Fair (3)	Poor (1) / Very Poor (0)
<p>Clearly state how the proposed program or strategy will advance student outcomes including what evidence you used to select a program or strategy or what hypothesis is behind an innovative new approach (e.g. we will use the funding to expand a successful literacy program that showed measurable improvement in student achievement, or through our hopes and needs assessment we identified a unique challenge for engaging our ELL students and we co-designed a new engagement program with our ELL families based on a need they surfaced).</p>	<p>Provided detailed information about how students or families feedback was involved in the process of continuous improvement or co-design of the program or intervention and information about the proposed strategy that clearly articulated their rationale.</p>	<p>Provide some detail about how students or families feedback was involved in the process of continuous improvement or co-design of the program or intervention and their proposed strategy with some explanation regarding their rationale.</p>	<p>Provided little to no detail or explanation how students or families feedback was involved in the process of continuous improvement or co-design of the program or intervention and regarding their strategy or rationale.</p>



5. Please provide a **budget** for the requested funds. Please include a narrative of how these funds relate to your CCSPP funds or other existing community schools' budget if applicable.
(10 possible points)

Guidance	Scoring		
Answers should include:	Excellent (10) / Very Good (8)	Good (5) / Fair (3)	Poor (1) / Very Poor (0)
<p>The budget should include funding for a community schools coordinator if you do not already have one.</p> <p>Any additional staff requested should be clearly tied to implementing one of the programs or strategies described in your plan.</p> <p>In addition, the budget should include non-staff costs needed to implement the programs and strategies in your plan (e.g. funding for ongoing community meetings, technology or supplies required for a new program).</p>	<p>Budget was fully aligned.</p> <p>Budget showed connection between all staffing and other budget items to activities, programs and goals.</p>	<p>Budget was somewhat aligned.</p> <p>Budget showed connection between some of the staffing/other budget items to activities and programs and goals.</p>	<p>Budget was not aligned.</p>

6. What challenges do you anticipate with implementing your community schools plan and the work described above? How might you mitigate them?
(10 possible points)

Guidance	Scoring		
Answers should include:	Excellent (10) / Very Good (8)	Good (5) / Fair (3)	Poor (1) / Very Poor (0)
<p>A realistic assessment of what challenges are likely to arise and potential mitigation strategies (e.g. it may be difficult to do a Hopes and Needs assessment with specific populations so you will hire an extra family engagement staff member to do home visits and outreach in the community).</p>	<p>Answer provided a thorough description of the challenges and how they would mitigate them.</p>	<p>Answer provided an adequate description of the challenges and how they would mitigate them.</p>	<p>Answer failed to describe the challenges and how they would mitigate them.</p>



Readiness Grants

1. Why are you interested in becoming a community school and how will it help you align with the district goals and guardrails?

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
An understanding of the community schools' approach and how you see it helping your school community advance the SFUSD goals and guardrails.	Answer provided well thought out reason for becoming a community school, as well as thorough alignment to the district goals and guardrails.	Answer provided an adequate rationale for becoming a community school and some alignment to the district goals and guardrails.	Answer failed to describe a reason for becoming a community school nor showed alignment to district goals and guardrails.

2. What do you hope will change for your students and for your school community as a result of becoming a community school?

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
A description of the kinds of outcomes you hope to see for students and how being a community school helped you achieve them, (e.g. students show accelerated learning outcomes because the school was able to align classroom practices with afterschool academic supports in new ways).	Answer provided a clear and concise description of the possible changes and connected them to impact.	Answer provided some details regarding the possible changes and impact.	Answer presented little or no details of the possible changes or impact.



3. How do you see becoming a community school changing the way you work with partners (e.g. CBOs, community members)?

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
<p>A description of the ways partnerships currently work and the kinds of changes you hope to make in how you work with partners (e.g. having a community school coordinator will enable us to meet more regularly with CBO partners to optimize services, share learning and troubleshoot issues so that we are maximizing the potential of the services available to our students).</p>	<p>Thoroughly described how community partnership opportunities and engagement are provided currently, as well as how they would change/improve going forward.</p>	<p>Described some details about how community partnership and engagement opportunities are provided currently, and how they would be different going forward.</p>	<p>Described little to no information about how community partnership and engagement opportunities are provided currently, nor how they would be different going forward.</p>

4. Where are you in the process of identifying a Community School Coordinator*? What role do you see them playing as part of your school leadership team and school community?

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
<p>A brief answer about the status of identifying a Community School Coordinator and a clear articulation of how they will be (or currently are) involved in leadership team discussions, ways they might (or do) engage a broad cross-section of community members (families, CBOs, etc) regularly to understand evolving assets and needs.</p>	<p>Provided a detailed explanation about the position and its function within the school leadership structure and community.</p>	<p>Provided some explanation regarding the position and its function within the school leadership structure and community.</p>	<p>Provided little to no detail or explanation regarding the position or its function within the school leadership structure and/or community.</p>



5. How will you engage your community in creating a community Schools/Implementation plan? Including how you will share leadership with community stakeholders.

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
<p>A high-level description of ways you will ensure a diverse set of stakeholders are engaged, including ideas for how you will ensure typically marginalized voices are heard (e.g. different communication methods and outreach strategies that accommodate different needs). Include ideas for sharing leadership beyond those with positional authority (e.g. inviting caregivers who are not school administration or CBO leaders to co-lead discussions).</p>	<p>Provided thorough and specific ideas for how to engage the community in creating the Community Schools/Implementation Plan including how leadership will be shared with community stakeholders.</p>	<p>Provided some or adequate ideas for how to engage the community in creating the Community Schools/Implementation Plan including how leadership will be shared with community stakeholders.</p>	<p>Provided little to no ideas for how to engage the community in creating the Community Schools/Implementation Plan including how leadership will be shared with community stakeholders.</p>

6. What challenges do you anticipate in developing your plan and how might you mitigate them?

(15 possible points)

Guidance	Scoring		
Answers should include:	Excellent (15) / Very Good (12)	Good (10) / Fair (5)	Poor (1) / Very Poor (0)
<p>A realistic assessment of what challenges are likely to arise and potential mitigation strategies (e.g. it may be difficult to do a Hopes and Needs assessment with specific populations so you will hire an extra family engagement staff member to do home visits and outreach in the community).</p>	<p>Answer provided a thorough description of the challenges and how they would mitigate them.</p>	<p>Answer provided an adequate description of the challenges and how they would mitigate them.</p>	<p>Answer failed to describe the challenges and how they would mitigate them.</p>



7. Please submit a [budget](#) for how you intend to use these funds. Please include a narrative of how these funds relate to your CCSP funds or other existing community schools' budget if applicable.

(10 possible points)

Guidance	Scoring		
Answers should include:	Excellent (10) / Very Good (8)	Good (5) / Fair (3)	Poor (1) / Very Poor (0)
<p>The budget should include funding for a community schools coordinator if you do not already have one.</p> <p>Any additional staff requested should be clearly tied to helping with engagement in the assessment and planning process or to advancing student outcomes in an already identified priority area or program aligned to the SFUSD goals and guardrails.</p> <p>In addition, the budget should include the funding needed to implement the ideas and strategies in this application – e.g. funding for community meetings, extra hours for teachers and staff to engage, incentives for families).</p>	<p>Budget was fully aligned.</p> <p>Budget showed connection with all staffing and other budget items to activities, programs, and goals.</p>	<p>Budget was somewhat aligned.</p> <p>Budget showed connection with some of the staffing/other budget items to activities and programs and goals.</p>	<p>Budget was not aligned.</p>



Priority Criteria

The Student Success Fund was created to establish a fund whereby school(s) and the District could apply for grants to implement innovative programs designed to enhance student achievement or social/emotional wellness. The goal is to improve student outcomes through the funding of these programs.

In the Student Success Fund (Prop G) Legislation under "Use of Funds to Support Community Schools" Section C # 2 Student Success Grants it states:

The Department shall provide a Student Success Grant to each Eligible School that the Department, after consultation with the District, determines is capable of successfully implementing the District's instructional and community schools frameworks or other evidence-based school improvement strategies, based on the school's application. The Department shall establish criteria, or the Board of Supervisors may establish criteria by ordinance, to prioritize grants to schools demonstrating low academic achievement and/or with a high number of vulnerable students, including but not limited to English language learners, foster youth, students eligible for free or reduced-price meals, homeless students, and students who are otherwise vulnerable or underserved. To determine whether an Eligible School has demonstrated low academic achievement, the Department shall rely on ratings prepared by the State and/or the District.

Schools will receive 5 priority points for each of the following conditions (for a maximum of 15 priority points total).

1. Performance on SBAC (Math or English) \leq 30%
2. Chronic Absenteeism Rate \geq 25%
3. Unduplicated vulnerable student population \geq 65%, which includes African American, Latinx, Pacific Islander, English language learners, foster youth, children with disabilities, homeless and underhoused youth and students who qualify for free or reduced lunch