Consolidated Application (CARS) 2013-14 Spring Submission

Presented to the

District Advisory Council (DAC)

for REVIEW

June 11, 2013

What is the Consolidated Application?

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.   Program entitlements are determined by formulas contained in the laws that created the programs.

Parts of the Consolidated Application (ConApp)

- Application for funding

- Assurances

- Submission of program and fiscal data

ConApp Submission Timeline

- Spring: (June 30th
  - Application for funding for upcoming year
  - Fiscal data for Title I, II & III end of year and end of funding cycle
  - Title I Part A Program Improvement Information end of year
  - Title I Parent Involvement Assurances
  - Projected Student Counts
  - Plans for Title I & EIA funding in upcoming year

ConApp Submission Timeline

- Fall: (October)
  - Student data (actuals)

- Winter:
  - Final district allocations with required and allowed budgeting
  - Final school data with distribution of funds to schools
  - Mid year fiscal reports

Consolidated Application Spring 2013

Annually, in June, each local educational agency (LEA) submits the Spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

Application to Receive Supplemental Federal and State Funding

- Title I Part A - **to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach minimum, proficiency.**

- Title I Part D - **To improve educational services for children and youth in local and throughout state institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the State are expected to meet.**

Application for Funding

- Title II Part A: **to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.**

- Title III: **to ensure English learners in California, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.**

Application for Funding

- Economic Impact Aid (EIA): **provides supplemental funds to support (1) additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students.**

  EIA will be eliminated if the Local Control   Funding Formula (LCFF) is passed by State Legislature

Consolidated Application Assurances

- Protected Prayer

- Certification of Assurances
  - LEA certifies that it will follow all legal requirements to the programs
  - LEA maintains a LEA Plan with web address
  - Agrees to reviews and audits of funds and programs by CDE in accordance with the FPM manual

Title I Part A:
Program Improvement Data Collection

- Report on schools in Program Improvement
  - Supplemental Educational Services (SES) data
  - ESEA School Choice data
- Program Improvement activities
  - Year 3 Corrective Action
  - Year 4 Restructuring Plan
  - Year 5 Implementation of Restructuring

Title I Part D: Delinquent & Neglected Data Collection

- Number of facilities

- Student Demographics

- Student Outcomes

- Student Performance

Title I Part A Parent Involvement Assurances

- Provide school Parent Involvement contact information

- Assurance of School Parent Involvement Policy

- Review of District Parent Involvement Policy

Federal Fiscal Reports:

- Title I PI Expenditures Report
  - SES, School Choice
- Title II
  - Class size reduction 2012-13
  - 24 month final report 2011-12
  - 12 month report 2012-13

Title III
  - 24 Month final report 2011-12
  - 12 month report 2012-13
  - Proposed Obligations 2013-14

Other Federal & State Program Data Collections

- Authorization of School Wide Programs

- Services to Private School Students

- Homeless Education Policy Report

- Application to use Substitute Time Accounting System

- School Student Counts (Projected)

- Economic Impact Aid School Funding Plan
  - (DAC input)

California Department of Education

Sacramento City Unified (34 67439 0000000)

Consolidated Application

Status: Draft
Saved by: Lisa Hayes
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2013-14 Economic Impact Aid School Funding Plan

Based on information provided in the School Student Counts Projected data collection, the table below provides eligibility and ranking information.

CDE Program Contact:

Gustavo Gonzalez, EIA / LEP, ggonzalez@cde.ca.gov, 916-319-0420
Mark Klinesteker , EIA / SCE, mklinesteker@cde.ca.gov , 916-319-0256

District Advisory Committee (DAC) Review

Per Title 5 of the California Code of Regulations section 4423(c) and Education Code section 54420, once a school district or county office with juvenile court schools is deemed eligible for Economic Impact Aid (EIA) and designates EIA funds for State Compensatory Education (SCE) then the LEA must give the DAC the opportunity to give or offer advice regarding compensatory education programs.

DAC representative's full name	Mali Currington
DAC review date	06/11/2013

Meeting minutes web address

Please enter the web address of DAC review meeting minutes.

DAC comment

If the advisory committee did not review, describe consulting procedures:

Group schools by grade span	Yes
Funding method	SCE/LEP

NOTE: If the LEA has selected to fund LEP Only, no additional action or data entry is required for the EIA School Allocation Plan. The Plan should be saved in order to certify the data collection.

SCE Ranking Method   Low_Income_Percent

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Projected LEP Students	LEP %	Projected EDY Students	EDY %	Projected SCE Students	SCE %	Ranking	SCE Eligible	SCE Fund
Bret Harte Elementary	6033807	1	401	401	100.00	79	19.70	174	43.39	654	163.09	1	Y	N
Cesar Chavez Intermediate	6119440	1	331	331	100.00	99	29.91	199	60.12	629	190.03	2	Y	N
Clayton B. Wire Elementary	6033849	1	452	452	100.00	204	45.13	380	84.07	1036	229.20	3	Y	N
Collis P. Huntington Elementary	6033856	1	233	233	100.00	92	39.48	170	72.96	495	212.45	4	Y	N

Economic Impact Aid School Funding Plan

- Factors to consider that effect this data report:
  - School Closure
  - Effects of Local Control Funding Formula

  Comments?

ConApp – LEA Plan - SDIP

The ConApp is the fiscal companion to the LEA Plan (District) and SDIP (School)

Funds are applied for and reported through the ConApp

- District Funds are allocated to programs through LEA Plan
- School Funds are allocated to program through the SDIP

Title I Part A Programs and Services in SCUSD

- **District (LEA Plan) :**
  - ELA & Math Instructional Guides
  - District ELA & Math Benchmark Assessments
  - Professional Development in ELA & Math
  - ELA & Math Training Specialists
  - Support to Priority Schools
  - Support to Homeless Education
  - Support to Early Childhood Education

Title I Part A Programs and Services in SCUSD

- **Site (SDIP)**
  - Instructional coordinators
  - Resource teachers
  - Extended Learning Time – Interventions
  - Additional professional development
  - Home Visits
  - PLC Teacher time
  - Increased Access to Technology
  - Family Involvement/Family Curriculum events
  - Preschool and Kindergarten Transition
  - Support to Special Education, GATE, AP, IB. PBIS, Culturally Proficient Leadership

Title II: Improving Teacher/Principal Quality (LEA Plan)

- Professional Development:
  - Balanced literacy
  - Adolescent literacy
  - Instructional rounds
  - Data inquiry
  - Common Core Standards
  - Standards for Mathematical practice
  - Use of technology in instruction
  - Pre-algebra/Algebra support

Title III: Support for English Learners (Title III Improvement Plan)

- ELD Training Specialists
- Professional Development for English language acquisition
- Bilingual paraprofessionals for dual language programs
- Supplemental materials to promote English acquisition

Economic Impact Aid (EIA) (SDIP)

- EL Resource Teachers
- Bilingual Paraprofessionals
- After School tutoring
- Supplemental materials
- Summer Programs
- Software programs

Questions?

- Call Lisa Hayes, Director, State and Federal Programs

  916 643-9051

  Lisa-Hayes@scusd.edu

  Consolidated Application:

  http://www.scusd.edu/general-information/consolidated-application

  LEA Plan: http://www.scusd.edu/post/local-educational-agency-plan-lea