

## **Consolidated Application Reporting System Executive Summary for Board Information**

The Consolidated Application must be submitted to the California Department of Education for the William S. Hart Union High School District to receive funds for ESSA federal grant programs for LEAs. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). For 2018-19, the application requires two data collections: Spring (completed June 2018), and Winter (completed February 2019). Next year's Winter Data Collection must be submitted online by February 28, 2019, indicating the number of current year pupil participants and funding allocations for each program and school site. Information reporting from previous years' program participation is also collected. Federal guidelines also allow local non-profit private schools to participate with the public school district in federal programs. Participating eligible schools and allocations are included in the CARS Winter Data Collection.

The William S. Hart Union High School District school board annually approves the application for Title I, II, and III funding in June for the Spring Consolidated Application submission. In addition, this year, the Winter submission includes an additional application for funding for federal Title IV funds. This is a new formula grant program under ESSA. For the district to receive a Title IV allocation for the 2018-19 school year, an application for funding must be approved by the governing board and verified during the Winter submission period. Title IV funds are to be used to support three specified areas based on the district's local plan. In addition, the district has the option to transfer Title IV funds to other federal programs included in the Consolidated Application.

The district anticipates receiving the following funding entitlements for the 2018-2019 school year:

### **Federal Funds:**

### **Entitlements**

#### **Title I Part A: Basic Grant**

**\$ 1,899,052.00**

A federal program that ensures all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

#### **Title II Part A: Teacher & Principal Training & Recruiting**

**\$ 390,836.00**

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality through professional learning, and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

#### **Title III: Program for LEP Students**

**\$ 197,865.00**

A federal program that provides supplemental programs and services to assist Limited English Proficient (LEP) students known as English learners (ELs) in acquiring the English language and achieving grade-level and graduation standards.

#### **Title III: Program for Immigrant Students**

**\$ 24,150.00**

A federal program that provides supplemental programs and services to assist immigrant students in acquiring the English language and achieving grade-level and graduation standards.

#### **Title IV: Student Support and Academic Enrichment (SSAE)**

**\$ 70,000.00**

A federal program that provides supplemental funds to ensure that students are provided with a well-rounded educational program, are supported in the areas of physical and mental health, and have access to effective technology.

**Total Consolidated Federal Funding: \$ 2,581,903.00**

**Local Control Funding Formula (LCFF)**

The Local Control Funding Formula (LCFF) for school districts and charter schools (LEAs) is composed of uniform base grants by grade span (K-3, 4-6, 7-8, 9-12) and includes additional funding for targeted students.

The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; funding for Special Education (AB 602); and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the year as information becomes known.

The Advance Principal Apportionment, certified by July 20, is based primarily on prior fiscal year funding and establishes each LEA's monthly state aid payment amount for July through January.

The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January and establishes each LEA's monthly state aid payment for February through May.

The Second Principal Apportionment (P-2), certified by July 2 of the following year, is based on the second period data that LEAs report to CDE in April and May and is the final state aid payment for the fiscal year ending in June.

The LCFF Funding Snapshot for each LEA at <http://ias.cde.ca.gov/lcffsnapshot> provides a summary of the main components of LCFF Transition funding, based on the latest Principal Apportionment Certification. The Snapshot is a two page document that can be exported to an Excel or PDF document. Brief descriptions of the components included in the Snapshot are available on the second page. Detailed funding information for each period is contained in the Principal Apportionment funding exhibits, available on the Principal Apportionment Web page: <http://www.cde.ca.gov/fg/aa/pa/index.asp>

**School Site Responsibilities:**

Each school receiving federal funds through the Consolidated Application is required to have a comprehensive school plan known as the Single Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement through supplementary services provided by these programs. Each school receives an allocation of federal funding for school-based programs to fund effective research-based programs to improve student achievement for targeted populations. Schools also receive services through district-based programs. Activities to support parent involvement must also be included. Services must be supplementary and may include additional support staff such as special resource teachers, coaches, specialists, counselors, and instructional assistants; as well as before / after school / intersession or summer classes, instructional materials, equipment, technology, professional development workshops, training, and conferences specific to the school's achievement goals. Each School Site Council (SSC) must annually develop, review, update, and approve the SPSA, including proposed expenditures before recommending the plan to the Board for final approval. In addition, plans are reviewed at the district level for quality, compliance, and proper expenditure of funds before being submitted to the Board for final approval. Schools do not have authority to expend funds without Board approval of their Single Plan for Student Achievement.