

## **2024-2025 CON APP EXECUTIVE SUMMARY SPRING 2024 DATA COLLECTION**

### **Consolidated Application for Funding Categorical Aid Programs Executive Summary for Board Information**

The Consolidated Application is used by the California Department of Education to distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs under Every Student Succeeds Act (ESSA) and provides assurances that the LEA will comply with the legal requirements of each program. The Spring Release of the application documents participation in various federal categorical programs and includes assurances that the LEA will comply with the legal requirements of each program. The Winter Release of the application, to be certified in February 2025, contains the LEA's entitlements for each funded program. Program entitlements are determined by formulas contained in the laws that created the programs. Out of each Federal program entitlement, LEAs allocate funds for direct administration and indirect support costs for programs operated by the LEA and allocates funds to schools for programs operated at school sites. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). This Spring data collection for the 2024-2025 application must be submitted by August 15, 2024, to indicate the Lodi Unified\_School District requests participation in Federal programs including: *Title I, Part A (Improving Basic Programs)*, *Title II, Part A (Supporting Effective Instruction)*, *Title III, Part A (Language Instruction for English Learner)*, *Title IV, Part A (Student Support and Academic Enrichment Grants)*. Federal guidelines also allow local non-profit private schools to participate with the public school district in the Federal programs included in the application. Those participating private schools are identified in this Spring data reporting.

### **Federal Program Descriptions**

#### **Title I, Part A: Helping Disadvantaged Children**

A Federal program to ensure that 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: Supporting Effective Instruction**

A Federal program that increases student academic achievement through strategies such as improving teacher and principal quality and effectiveness, increasing the number of teachers and principals who are effective in improving student academic achievement in the classroom and providing low-income and minority students greater access to effective teachers, principals, and school leaders.

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### **Title III, Part A: Program for English Learner Students:**

A Federal program to provide supplementary programs and services to English learners (ELs). The purpose of the subgrant is to assist EL students to achieve high levels in academic subjects and achieve academic standards; assist teachers, principals, and school leaders in developing and sustaining effective language instruction programs; promoting parental, family and community participation in language instructional programs for families of English learners.

### **Title IV, Part A: Student Support and Academic Enrichment Grants**

A Federal program to provide all students access to a well-rounded education; improve school conditions for learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

### **School Site Responsibilities**

Each school receiving Federal Funds through the Consolidated Application is required to have a comprehensive school plan known as the School Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and close achievement gaps to ensure all students meet state standards. Supplementary services are provided by these programs to support the district's core program. Title I funded schools operating Schoolwide programs must address the components described in ESSA, Title I, section 1114, including a comprehensive needs assessment. Based on the school's comprehensive needs assessment and comprehensive school plan, schools may use funds to provide additional direct instructional support services, supplemental materials and equipment, professional development, and parent/community engagement activities. The LEA and each Title I funded school must develop, with involvement of parents, a Parent and Family Engagement policy addressing specific requirements including how the school will ensure meaningful involvement of parents and build the capacity of staff and parents to support partnerships to support student achievement. The policy must be distributed to parents of participating students. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development, and recommend to the Board annually for approval of the planned program activities and budgets as part of the School Plan for Student Achievement. The Program Coordinator for Educational Support Services reviews program regulations and guidelines with all administration, site staff, and School Site Councils to ensure appropriate planning, implementation, and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

*Mark Dawson*  
*Area Director 1*  
*Educational Service Department*  
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