



School Improvement Grant Fiscal Year 2013 Application

**Webinar
Thursday, February 20, 2014**

**Presented by:
California Department of Education
School Turnaround Office**

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



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Agenda

- Application Timeline
- Submission Requirements
- School Improvement Grant (SIG) Forms 1–8
- Narrative Response
- SIG Form 10 Implementation Charts
- Scoring
- Questions



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Timeline

Local Educational Agency (LEA) SIG applications submitted to the California Department of Education (CDE) for format screening prior to final submission (optional) **by March 3**

LEA SIG applications due to the CDE **before 4 p.m. on March 14, 2014**

SIG RFA readers' conference conducted by the CDE to evaluate applications during **the week of March 31–April 4, 2014**

CDE funding recommendations to be heard at the State Board of Education Meeting **on May 7 and 8, 2014**

Sub-grant award notification letters sent to LEAs **on July 1, 2014**

Optional Pre-Implementation by LEAs **upon receipt of signed sub-grant award notification**



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Programmatic and Fiscal Response Requirements

LEAs must respond to all of the programmatic and fiscal elements listed in this application.

The CDE has provided a rubric (**Appendix D**) that describes expectations for LEA responses to each element and other requirements of the application.

LEAs responding to this Request for Application (RFA) must submit a complete application packet, including a complete response to all items described in this RFA, required forms, and all original signatures required as noted on each application form.

The LEA must complete an Implementation Chart for each Tier I or Tier II school it commits to serve (**SIG Forms 10**).



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SIG Form 1

Application Cover Sheet

The National Center for Education Statistics Identification Number for schools and LEAs can be found at <http://nces.ed.gov/>.

Include the primary grant coordinator's contact information to ensure communication between the LEA and the CDE.

The superintendent or designee signature in the Certification/Assurance section indicates agreement with all assurances, certifications, terms, and conditions associated with the federal SIG program; and agreement to comply with all requirements as a condition of funding.



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SIG Form 2

Schools to Be Served

List each Tier I and Tier II school it commits to serve and identify the intervention model to be implemented in each school.

Indicate for which Title I school the LEA seeks to waive Section 1116(b)(12) of the Elementary and Secondary Education Act (ESEA) to allow its Tier I or Tier II schools implementing a turnaround or restart model to “start over” in the program improvement timeline.

Indicate for which Title I school the LEA seeks to waive the 40 percent poverty eligibility threshold in Section 1114(a)(1) of the ESEA to permit an LEA to implement a School-Wide Program in a Tier I or Tier II school that does not meet the poverty threshold.



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SIG Form 2a

Eligible, But Not Served Schools

If the LEA is not applying to serve all Tier I schools within its jurisdiction, the LEA must identify those schools and explain why it lacks the capacity to serve each Tier I school.

Identify each Tier I school that is eligible to receive the SIG, but that the LEA is not applying to serve, and give the reason for their exclusion.

If the limitation is at the LEA level then the LEA must identify the specific barriers that preclude serving all of its Tier I schools. If the limitation is based on conditions at a specific school or schools, the LEA must describe those conditions.



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SIG Form 3

District and School Improvement Team

The role of the district and school improvement team is to organize and lead the needs assessment process.

The team should be comprised of a cross-section of district staff, school staff and parents, or community members involved in school improvement, professional development, curriculum and instruction, assessment, Title I coordination, special education, student services, fiscal management, union representation, and the school board.

If the district is working with a technical assistance (TA) provider, it may choose to have the TA provider serve on the team. It is suggested that the team identify a contact to serve as the team lead.



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SIG Form 3a

School Performance Data and Analysis

As part of the needs assessment process, the district must provide school performance data and analysis.

The LEA must complete one SIG Form 3a for each school it commits to serve that includes:

- School demographics
- School Background Information
- Prior and current reform efforts
- Student academic performance data
- Schoolwide and subgroup California Standards Test (CST) data
- Other school information aligned with the leading indicators for SIG



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SIG Form 3a

School Performance Data and Analysis

The final page of SIG Form 3a requires the LEA to describe the process and findings of the needs assessment conducted **for each school** that address the following areas:

- Assessment instruments used to conduct the analysis
- The roles and responsibilities of the district and school personnel and other collaborative partners responsible
- The process for analyzing the findings
- A summary of the findings for the school



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SIG Budgets

The LEA must include LEA Proposed Budget Summary **(SIG Form 4a)**, a LEA Budget Narrative **(SIG Form 4b)**, a School Proposed Budget Summary **(SIG Form 5a)**, and a School Budget Narrative **(SIG Form 5b)** for each school the LEA commits to serve.

An approved LEA application will receive a minimum of \$50,000 and a maximum \$2,000,000 per school, per year, for each of their eligible Tier I and Tier II that are approved in the sub-grant application. The total three year grant cannot exceed \$6,000,000 per school.

Funding levels should reflect the LEA's projected cost of implementing the selected intervention strategy.



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SIG Form 4a—LEA Budget Summary

The LEA Budget **must address all three years** of the grant.

SIG funds are generated based on a maximum of \$2,000,000 per school, per year. Funds designated by the LEA for SIG-related activities at the LEA level are part of this allocation.

As the LEA is preparing the proposed budget, it should take into account the activities proposed by the LEA, the number of schools being served, and the SIG requirements.

The LEA Budget Summary **forms may not be modified** or broken down further than the object codes provided (e.g., 1000, 2000, 3000, etc.).



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SIG Form 4b—LEA Budget Narrative (cont.)

Provides more detail regarding the information provided in the LEA budget.

Must address any optional pre-implementation **(Year 0)** activities and the first year of full implementation **(Year 1)** of the grant.

Optional pre-implementation activities: Complete two LEA Proposed Budget Narratives **(Form 4b, Pre-Implementation Narrative and Form 4b, Year 1 Narrative)**.



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SIG Form 4b—LEA Budget Narrative (cont.)

Activity Number: Optional field that may be used by the district to group expenses related to the same activity.

Component Number: Required field that references the component that is listed in Form 10 Implementation Chart.

Expenditure Description: Required field provides a breakdown of the proposed expenditure that includes specific descriptions of activities and associated unit costs.

Budget Subcode: Required field list the specific subcodes associated with the activity described.

Object Code Series: Required fields list the specific amounts that will be associated with each object code series.



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SIG Form 5a—School Budget Summary

The School Budget Summary **must address all three years** of the grant.

SIG funds designated for Year 0 (pre-implementation) are part of the funds awarded for Year 1 (full implementation).

As the LEA is preparing the proposed budget, it should take into account the selected intervention model, size of school enrollment, and the SIG requirements.

The LEA Budget Summary **forms may not be modified** or broken down further than the object codes provided (e.g., 1000, 2000, 3000, etc.).



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SIG Form 5b—School Budget Narrative

Provides more detail regarding the information provided in the school budget.

Must address any optional pre-implementation **(Year 0)** activities and the first year of full implementation **(Year 1)** of the grant.

Optional pre-implementation activities: submit two School Proposed Narratives **(Form 5b Pre-Implementation Narrative and Form 5b Year 1 Narrative)**.



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SIG Form 6—Demonstration of Capacity

The LEA must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each school identified in the LEA's application in order to implement, fully and effectively, **all** required components of the school intervention model(s) it has selected by analyzing a number of factors, including, but not limited to:

- District and school personnel;
- Curriculum; assessment and instructional support;
- Increased learning time; family and community engagement;
- Social-emotional community-oriented services;
- School restart; and
- School closure.



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SIG Form 6—Demonstration of Capacity

The District and School Improvement Team will need to analyze each item and determine the degree to which the team agrees or disagrees with the statement.

Discussion points are included to guide team leaders around possible barriers to implement a required component.

Complete one SIG Form 6 for each school that the LEA commits to serve.

Answer all items to determine the best-fit intervention model for each school.



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SIG Form 7—Selection of Intervention

Based on the findings of the needs analysis, the LEA must describe its rationale for selecting the intervention model for **each** school. Include collaborative partners involved and their roles in the selection process.

Describe how specific findings from the needs and capacity analysis (School Performance—Form 3a and Demonstration of Capacity—Form 6) led to the LEA's selection of the intervention model.

In addition, the LEA must provide an analysis and rationale for not selecting the other three intervention models for each school. Enter the LEA's intervention model selection on Form 2—List of Schools (2 page limit per school).



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SIG Form 7a—Consultation With Relevant Stakeholders

The LEA must consult with relevant stakeholders such as students, parents, educators, and the community regarding the LEA's application.

LEAs must hold at least two public meetings to consult with staff, parents, and the community regarding the LEAs application, and its selection and development of one of the four intervention models for its Tier I and II schools (per Education Code Section 53202(b)).

The LEA must provide documentation that such meetings were held (e.g., meeting agenda or meeting minutes), provide a summary of input obtained through these meetings, indicate which input was incorporated into the LEA's SIG application, and provide a rationale for not accepting any input that the LEA rejected.



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Form 8—Sustainability of the Reform After The Funding Period Ends

Each applicant must demonstrate how it plans to sustain the selected intervention(s) after the funding period ends and include all the resources that will be used to support sustainability efforts for each participating school. Use SIG Form 8 to provide a 3-year timeline for the following areas of sustainability:

- Developing and increasing teacher and school leader effectiveness
- Comprehensive instructional reform strategies
- Increasing learning time and creating community-oriented schools
- Operational flexibility and sustained support



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Narrative Sections

The following required sections should be responded to in Microsoft Word 2003 or later and inserted between SIG Forms 8 and 10:

D. Modify LEAs Practices or Policies

E. Align Other Resources with the Selected Intervention Models

F. Annual School Goals for Student Achievement

H. Recruitment, Screening, and Selection of External Providers



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Narrative Sections (cont.)

D. Modify LEAs Practices or Policies

Depending on the intervention model(s) selected, the LEA may need to revise some of its current policies, protocols, and practices to enable its schools to implement the interventions fully and effectively.

If the LEA anticipates the need to modify any of its current practices, protocols, or policies in order to fully implement the selected intervention model(s), it must use the table format provided to identify and describe which policies and practices need to be revised, the process for revision, and a description of the proposed revision, including timelines.



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Narrative Sections (cont.)

E. Align Other Resources with the Selected Intervention Models

The LEA must identify all federal, state, or private resources that are currently available to the school(s) that will be used to support implementation of the selected intervention model(s).

The LEA must describe the LEAs process for ensuring that these resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources.

Use the table format provided to identify state, local, and other federal resources available for supporting full implementation of the selected intervention model.



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Narrative Sections (cont.)

F. Annual School Goals for Student Achievement

Each participating LEA must establish clear, measurable, and challenging goals for student achievement in reading/language arts, mathematics, and high school graduation rates (if applicable).

In lieu of CST scores from Standardized Testing and Reporting tests that will not be administered in 2014, LEAs and schools should use multiple local measures to evaluate how SIG goals are being met.

Use the table format provided to describe annual goals that will be used to monitor Tier I and Tier II school(s) identified in this application.



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Narrative Sections (cont.)

H. Recruitment, Screening, and Selection of External Providers

Section I (Restart Model Only): Describe the rigorous review process the LEA used, or will use to ensure that the charter school operator, Charter Management Organization (CMO), or Educational Management Organization (EMO) is qualified to assist the LEA in making meaningful changes and implementing comprehensive reform.

This description should explain how the LEA:

- Examined, or plans to examine prospective plans and strategies; and
- Will ensure that the provider has a meaningful plan for contributing to the reform efforts in the target school.



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Narrative Sections (cont.)

H. Recruitment, Screening, and Selection of External Providers

Section I (cont.):

- Will determine whether or not the proposed plan demonstrates full capacity to (1) implement strategies and services proposed, and (2) begin full implementation at the start of the 2014–15 school year; and
- Will sustain the services of the CMO or EMO and any attendant fee after the SIG funds are no longer available.



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Narrative Sections (cont.)

H. Recruitment, Screening, and Selection of External Providers

Section II (All Models-If Applicable, can include restart): If the LEA intends to use external entities to provide technical assistance in selecting, planning, developing, and implementing any component of the four intervention models, it must describe its process for ensuring their quality and include the following elements:

- Specific selection criteria used, such as experience, qualifications, and record of effectiveness in providing support for school improvement.
- An indication of whether or not the external provider has previously provided support to the LEA and/or school, or whether this is a new external provider to the LEA.
- A brief description of the scope of work, or services the LEA will receive from the external provider.



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SIG Form 10—Implementation Charts

For each identified Tier I and Tier II school, the LEA must complete a SIG Form 10, Implementation Chart for a Tier I or Tier II School, for the intervention model to be implemented.

The LEA must include:

- Actions and activities required to implement each required component of the selected intervention model;
- A timeline with specific start and end dates;
- The individual position and person, if known, who will be responsible for oversight and monitoring; and
- The type of evidence that will be submitted to the CDE, upon request, to verify implementation.



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SIG Form 10—Implementation Charts (cont.)

Section I.B.1 of the final requirements allows an State Educational Agency to award SIG funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented.



Aimed at turning around a low-achieving school that included hiring a new principal for that purpose.

- July 1, 2011
- Guidance on FY 2010 SIG, Section G-1b



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Attachments (20 Page Limit–Not Scored)

Attachments may include, but are not limited to, letters of support and/or involvement from the LEAs collaborative partners.

All letters of support, additional meeting minutes, and any other additional documents must be submitted as a Portable Document Format.

Provide a link to the local board meeting Web site. Do not attach copies of local board minutes.

Applicants may also provide Memoranda of Understanding describing commitments in support of the LEA SIG application from private and/or public external technical assistance and support providers.



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Scoring

All Models	
Required Elements	Possible Points
A. Needs Assessment (Required)	8
B. Demonstration of Capacity (Required)	12
C. Selection of the Model (Required)	12
D. Modify LEA Practices or Policies (Required)	4
E. Align Other Resources (Required)	4
F. Annual Goals (Required)	4
G. Sustain the Reforms (Required)	4
H. Recruitment, Screening, Selection of External Providers (Optional for all Models—If contracting with an external provider for planning, developing, and/or implementing)	4
I. Budget (Required)	16
J. Implementation Chart (Required)	16
K. Percent of Schools (Competitive Preference)	(4 additional points available—not included in total amount possible)



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Scoring (cont.)

Restart Only	
Required Elements	Possible Points
A. Needs Assessment (Required)	8
B. Demonstration of Capacity (Required)	12
C. Selection of the Model (Required)	12
D. Modify LEA Practices or Policies (Required)	4
E. Align Other Resources (Required)	4
F. Annual Goals (Required)	4
G. Sustain the Reforms (Required)	4
H. Recruitment, Screening, Selection of External Providers (Required-Restart)	4
H. Recruitment, Screening, Selection of External Providers (Optional —If contracting with an external provider for planning, developing, and/or implementing)	4
I. Budget (Required)	16
J. Implementation Chart (Required)	16
K. Percent of Schools (Competitive Preference)	(4 additional points available—not included in total amount possible)



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Questions



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CDE Contact

You may contact the School Turnaround Office by phone or e-mail at 916-319-0833 or STO@cde.ca.gov.