

CALI Reads
State Personnel Development Grant (SPDG)
Request for Applications

Administered by the Napa County Office of Education
Under the Direction of the California Department of Education,
Special Education Division

APPLICATION INFORMATION

**Project Overview, Eligibility and Benefits
Participant Commitments
Direct and Indirect Project Funds, Goods and Services**

Pages 3—9

CALLING CALI READS APPLICANTS

Overview

California's Adolescent Literacy Initiative (CALI Reads) offers California school districts the exciting opportunity to apply for participation in a 5-year project to **improve literacy outcomes for middle school students, especially students with disabilities**. Through this competitive application process, CALI Reads will select nine California school districts to receive ongoing literacy coaching, professional development (PD) and systems support for middle school teachers and administrators. Grant activities are supported by a State Personnel Development Grant (SPDG) administered through the Napa County Office of Education under the direction of the California Department of Education (CDE), Special Education Division. Districts and/or district consortiums* who would like to be considered for participation should complete the following application by **October 12, 2018**.

*Note: Small or rural districts who are unable to identify three eligible middle schools within their district for project participation can apply as a consortium or request assistance in forming a consortium from CALI Reads. See application materials for details on how to apply as a consortium.

Eligible Districts

All California Districts are invited to apply. Applicants will be evaluated based on the following eligibility criteria, and prioritized accordingly:

- **Need** — Ranks as Red, Orange, or Yellow on the [CDE Dashboard](#) in ELA Performance for all students and students with disabilities (Note: priority given to applicants who rank on the CDE Dashboard) accordingly;
- **Readiness** — Demonstrates via the application narrative a focus on school-wide literacy and support of student with disabilities and evidence of district-wide collaboration and leadership, data decision-making, inclusive programming and tiered systems of support.

Participation Benefits Overview*

To support participation in grant activities, selected Districts and Consortiums are eligible for an award up to \$202,000 direct dollars over 5 years, plus over \$500,000 indirect goods and services, such as coaching and additional resources to be provided by Napa COE.

- ❖ **Participation Funds** to support release time or extended time for project activities and literacy training
- ❖ **District Support Team** and **Site Implementation Team Funds** to support participation at the district and school site level
- ❖ **Funds to host a One Day Regional Workshop** facilitated by CALI team
- ❖ **Funds for participant attendance at the Regional Workshop**
- ❖ **One District Coach** to support systems development
- ❖ **Three Site Coaches** to support literacy training and instruction
- ❖ Access to **Literacy and Systems Materials, Videos, Modules**
- ❖ **Assessment Menu** of resources to support multi-tiered literacy systems and collaborative data planning process
- ❖ **High-interest, low-level classroom books** – set of 25 books per middle school
- ❖ Support from a **Parent Training Information (PTI)** regional partner
- ❖ **iPads** – Issued iPad(s) for the middle school to support project work

* For full details, read the following section entitled *Direct and Indirect Project Funds, Goods, and Services*.

Direct and Indirect Project Funds, Goods and Services (1 of 5)

Each participating district is eligible for a total award of approximately \$202,000 direct dollars over 5 years to support both district and school site activity, plus over \$500,000 indirect goods and services, such as coaching and additional resources to be provided by Napa COE.

Table 1: Direct Funds for the Support of District Participation

Support District Participation	2018-19	2019-20	2020-21	2021-22	2022-23
District Support Team (DST)	\$3,000 total \$1,000 per site	\$3,000 total \$1,000 per site	\$3,000 total \$1,000 per site	\$3,000 total \$1,000 per site	\$3,000 total \$1,000 per site
Host One Day Regional Workshop	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Subtotal for District Funds to support District Participation	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500

Total Direct Funds for Districts: Districts may receive up to \$4,500.00 per year, a total of up to \$22,500.00 over the 5-year program in direct funding support.

Description of Table 1 Funds

The following is a description of funds that will be paid to the participating Districts to support district participation in the project. Districts are expected to use the funds in accordance with the following activities.

*** District Support Team (DST)**

Description: Grant funds are to support the District Support Team (DST) participation in bi-annual meetings.

The DST will hold bi-annual meetings to address policy, practice, and fiscal matters that will better facilitate Site level implementation of the CALI program. DSTs are formed by both two to three participants at the:

- a) **District level** in roles such as the Director of Curriculum & Instruction, Director of Special Education, Director of Ed Services, District Literacy Coach, and
- b) **Middle School Site level** in roles of Lead Admin, resource, and/or teachers.

*** Hosting Regional Workshop**

Description: Funds are to support District efforts to host the annual workshop at a District Office (or suitable location).

Direct and Indirect Project Funds, Goods and Services (2 of 5)

Table 2: Direct Funds for the Support of Site Participation

Support Site Participation	2018-19	2019-20	2020-21	2021-22	2022-23
Site Implementation Team (SIT)	n/a	\$2400 total \$800 per site	\$2400 total \$800 per site	\$2400 total \$800 per site	\$2400 total \$800 per site
One-Day Regional Workshop Participation	\$3000 total \$1000 per site	\$3000 total \$1000 per site	\$3000 total \$1000 per site	\$1,350 additional site only	\$1,350 additional site only
Teacher Participation	\$22,500 total \$7,500 per site	\$27,000 total \$9,000 per site	\$27,000 total \$9,000 per site	\$27,000 total \$9,000 per site + \$2,700 additional site	\$27,000 total \$9,000 per site + \$2,700 additional site
Coaching for Special Education & Intervention Teachers	n/a	\$5,400 total \$1,800 per site	\$5,400 total \$1,800 per site	\$2700 total \$900 per site	\$2700 total \$900 per site
Parent Workshop Funds	n/a	\$1500 total \$500 per site	\$1500 total \$500 per site	\$1500 total \$500 per site	\$1500 total \$500 per site
Subtotal for District Funds to support Site Participation	\$25,500 total	\$39,300 total	\$39,300 total	\$37,650 total	\$37,650 total

Total Direct Funds for Sites: The district may receive approximately \$180,000 in direct funding over the 5-year grant.

Description of Table 2 Funds

The following is a description of funds that will be paid to participating Districts to support the middle school sites' participation in the project. Districts are expected to use the funds in accordance with the following activities.

*** Site Implementation Team (SIT)**

Description: Funds to support participation in SIT and leadership trainings.

- Year 1: Sufficient funds to support 5 staff for 10 days at \$150.
- Year 2-5: Sufficient funds to support 4 staff at 4 meetings/year.

*** One Day Regional Workshop Participation**

Description: Funds are to support up to five SIT team members from each middle school to attend the one-day Regional Workshop at their district office.

- Year 1, funds support 5 SIT team members.
- Year 2 & 3, funds support 6 Special Education/Intervention Teachers to participate.
- Year 4 & 5, funds support 9 new teachers from additional middle school.

Direct and Indirect Project Funds, Goods and Services (3 of 5)

Description of Table 2 Funds, cont.

* **Teacher Participation Funds**

Description: Funds are to support ~10 days of teacher release time per middle school team for participation in CALI Reads activities. Participation includes (but not limited to) coaching time with the site coach, collaborating with fellow teachers, attending trainings, and attending meetings of a Site Implementation Team.

- Year 1, funds support 5 staff for up to 10 days at \$150/day of release and extended time to meet with Site Coach and collaborate with colleagues.
- Year 2-5, funds support 15 staff for 4 days at \$150/day.
- Year 4 & 5, additional funds support 9 staff for 2 days at \$150/day at district's additional middle school.

* **Coaching for Special Education and Intervention Teachers**

- Year 2 & 3, funds support 6 teachers for additional 2 days of PD.
- Year 4 & 5, funds support 6 teachers for additional 1 day of PD.

* **Parent Workshop Funds**

Description: Funds are to support the middle school hosting an annual Parent Workshop.

Direct and Indirect Project Funds, Goods and Services (4 of 5)

Table 3: Goods and Services

Goods and Services	2018-19	2019-20	2020-21	2021-22	2022-23
One Regional Coach	✓	✓	✓	✓	✓
Three Site Coaches	✓	✓	✓	✓	✓
A Set of ~25 high-interest, low-level readers	✓	✓	✓	Additional site only	Additional site only
iPads and stand	✓	n/a	n/a	n/a	n/a
Wi-Fi Stipends	As needed	As needed	As needed	As needed	As needed
Literacy and Systems Materials, Videos, Modules	n/a	✓	✓	✓	✓
Assessment Menu of resource materials	n/a	✓	✓	✓	✓
Sponsor of a Parent Training Information (PTI) partner	✓	✓	✓	✓	✓

*** Funding provided for the district and school sites from Napa COE through additional goods and services**

The California Department of Education (CDE) may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. Funds are to be used to supplement and not supplant any moneys currently being used to provide services and grant dollars will be administered by the appropriate fiscal agent. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.

Description of Table 3 Goods and Services

The following is a description of goods and services that will be provided by CALI Reads to participating districts and/or site(s). Please note that Regional and Site Coaches will be recruited, selected, trained, contracted, and funded by the CALI Reads project (rather than drawn from existing district staff).

*** A Regional Coach**

Description: One Regional Coach will be assigned to each district. The Regional Coach will offer: a) ~5 days coaching, and b) support at the annual Regional Workshop. Regional Coaches are trained by Literacy Experts from Institutes of Higher Education.

*** Three Site Coaches**

Description: One site coach will be assigned to each of the District's participating middle schools. The Site Coach will offer: a) ~3 days of coaching/training per middle school, and b) support at the annual Regional Workshop. Site Coaches are trained by Literacy Experts from Institutes of Higher Education.

Direct and Indirect Project Funds, Goods and Services (5 of 5)

Description of Table 3 Goods and Services, cont.

***High-interest, low-level classroom book sets.**

Description: A classroom set of ~25 high-interest, low-level readers will be selected for each middle school.

*** iPads**

Description: iPads will be provided to each site to support the project work of coaches, school site, and key staff and ensure flexible access to online materials and training.

*** Wi-Fi Stipends**

Offered by request to sites with limited Wi-Fi to support cellular access.

*** Literacy and Systems Materials, Videos, Modules**

Description: Developed materials will support teacher and administrator professional growth.

*** Assessment Menu**

Description: Menu of resource materials to support multi-tiered literacy systems and support collaborative data planning process.

***Parent Training Information (PTI) Center partner**

Description: PTI Center's within the respective region will collaborate and facilitate family involvement at the school site, and to develop materials for family workshops.

Overview of Participant Commitments

Districts funded under this project are expected to:

- Designate a district representative
- Identify a fiscal contact for contracting and invoicing
- Commit to meeting and collaborating with a CALI Regional Coach
- Form a District Support Team (DST) attended by district and site participants bi-annually
- Designate a district representative to lead the DST
- Ensure project funds are being leveraged appropriately
- Distribute designated project funds for teacher release time or extended time for CALI activities
- Host a One-Day Regional Workshop (facilitated by CALI) at the district office
- Encourage participant attendance at the One-Day Regional Workshop

Sites funded under this project are expected to:

- Select at minimum 10 site administrators and teacher participants across content areas
- Select at minimum 6 Special Education and Intervention teacher participants
- Designate project participants as representatives on the District Support Team, Site Implementation Team and Teacher Support Teams
- Leverage project funds to support team meetings, collaboration, and training
- Collaborate with the CALI Site Coach
- Identify participants to attend the Regional Workshop
- Host an Annual Family Workshop
- Collaborate with a Parent Training Information Center

Teachers participating on the project are expected to:

- Commit to meeting, training, and collaboration with a CALI-trained Site Coach
- Participate in literacy training through online modules
- Apply CALI training in the classroom and monitor implementation
- Participate in the Site Implementation Team and/or Teacher Support Team
- Attend a Regional Workshop
- Participate in periodic data collection

APPLICATION MATERIALS

**Application Process and Timeline
Intent to Apply
Application Cover Sheet
Application Narrative
Narrative Scoring Criteria**

Pages 11—22

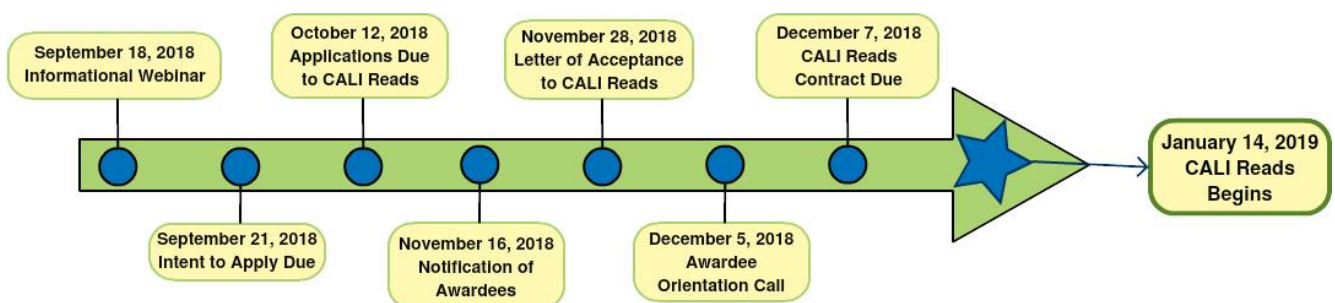
Application Process and Timeline

Application Process

1. Read through the CALI Reads application materials.
2. Convene a team to complete the application in the enclosed packet.
3. Attend an Informational Webinar to learn more.
4. Submit the Intent to Apply signed by the District Superintendent.
5. Submit full CALI Reads Application.

Application Timelines

1. CALI Reads Applications Available: **September 12, 2018.**
2. CALI Reads Informational Webinar: **September 18, 2018 from 3:30 – 4:30 pm.**
3. District Submits Intent to Apply: **September 21, 2018.**
4. District Submits Application: **October 12, 2018.**
5. CALI Reads to notify of District Selection: **November 16, 2018.**
6. District Submits Letter of Acceptance: **November 28, 2018.**
7. Participating districts attend Awardee Orientation Call: **December 5, 2018.**
8. Participating districts sign CALI Reads Contract: **December 7, 2018.**
9. CALI Reads begins: **January 14, 2019.**



Intent to Apply: Cover Sheet

On this **Intent to Apply** Cover Sheet, please identify the District Contact Information. Also, please identify 3 qualifying middle schools who meet project eligibility (note: at least two of the three identified middle schools must rank as Red, Orange, or Yellow on the CDE Dashboard; priority given to Districts who identify 3 qualifying middle schools).

Priority will be given to Districts who submit an **Intent to Apply** by **September 21, 2018 at 11:59 pm**. Please return via postal mail, fax or email to the CALI Reads office. *Acceptance is not contingent on submitting an Intent to Apply.*

Return to: Melina Boyd, CALI Reads Program Coordinator
Research & Professional Development Center
1450 Technology Lane, Suite 200
Petaluma, CA 94954
info@calireads.org
fax (707) 762-1438

Intent to Apply Materials include:

- Cover Sheet (1 page)
- District Contact Sheet (2 pages)

Please indicate whether you will apply as a District or Consortium of Districts. Note: Small and rural districts/schools within a similar geographic area who do not meet the criteria of having 3-4 middle schools can apply together as a consortium.

- I intend to apply as a District and have identified ____ qualified middle schools per the CDE Dashboard ranking of Red, Orange, or Yellow.**
(enter number of sites here, must have 3-4 sites to apply as a district)
- I intend to apply as a *District Consortium (select one option below)**
 - I have identified a potential Consortium partner**

(name and address)
 - I request CALI Reads' help in identifying a Consortium partner in my geographic area.**

If selected, I agree to (check box):

- Attend an Awardee Orientation Call on December 5, 2018. The District Lead and Fiscal Coordinator will need to attend.

Intent to Apply: Contact and Demographic Information (1 of 2)

District Contact Information

District Name:	District Address:
Administrator to be Primary Contact and Oversee Project (name and job title):	
Administrator Phone and Email:	
Fiscal Contact to oversee contracting and invoicing (name and title):	

Site 1 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

Site 2 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

Intent to Apply: Contact and Demographic Information (2 of 2)

Site 3 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

Site 4 Participant Information

Districts will be asked to grow the program by including an additional school site in Year 4 & 5. Please identify a potential 4th site, if possible.

Middle School Name:	Lead Administrator Name & Title
How does this site rank on the dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email
Does Site #4 have an assigned district or literacy coach? (circle one) YES NO	What % of time are they at Site 4? _____ %

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

By signing this Intent to Apply, I verify that the contact information is current and that I intend to submit a complete CALI Reads Application by October 12, 2018.

Lead Administrator (print name) _____

Lead Administrator (sign name) _____ **Date:** _____

Application Cover Sheet Information

Applications can be submitted by postal mail, fax or email and must be received or postmarked before **October 12, 2018 @ 11:59pm.**

Please send **Application** to:

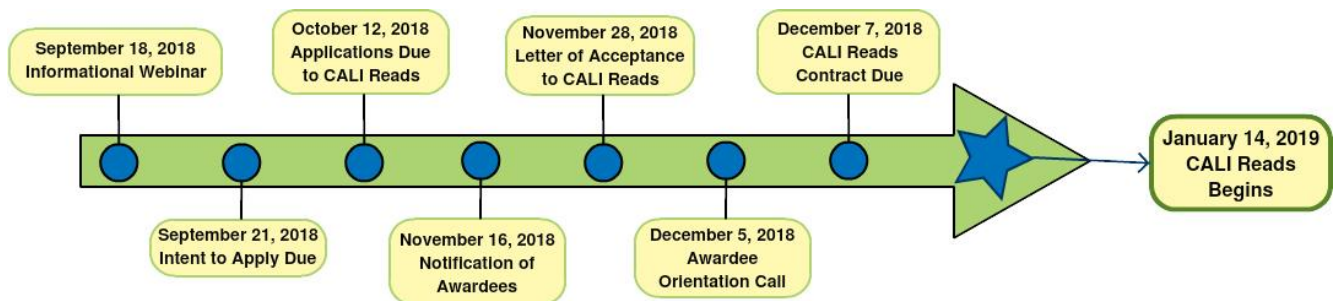
Melina Boyd, CALI Reads Program Coordinator
Research & Professional Development Center
1450 Technology Lane, Suite 200
Petaluma, CA 94954
info@calireads.org
fax (707) 762-1438

Application Materials include:

1. The Application Cover Sheet (3 pages)
2. The Application Narrative: District Level Questions (1 page)
3. The Application Narrative: Site Level Questions by Site 1 (2 pages)
4. The Application Narrative: Site Level Questions by Site 2 (2 pages)
5. The Application Narrative: Site Level Questions by Site 3 (2 pages)

Application Timeline

1. CALI Reads Applications Available: **September 12, 2018.**
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8. Participating districts sign CALI Reads Contract: **December 7, 2018.**
9. CALI Reads begins: **January 14, 2019.**



The Application Cover Sheet (1 of 3)

On this Application Cover Sheet, please identify the District information. Also, please identify 3 qualifying middle schools who meet project eligibility (note: at least two of the three identified middle schools must rank as Red, Orange, or Yellow on the CDE Dashboard; priority given to Districts who identify 3 qualifying middle schools).

If selected, I agree to (check box):

- Submit a Letter of Acceptance by November 28, 2018.**
 - Participate in an Awardee Orientation Call on December 5, 2018.**
 - Sign an Agreement for Services Contract by December 7, 2018.**
-

Please indicate whether you are applying as a District or Consortium of Districts.
Note: Small and rural districts/schools within a similar geographic area who do not meet the criteria of having 3-4 middle schools can apply together as a consortium.

- I am applying as a District and have identified ____ qualified middle schools per the CDE Dashboard ranking of Red, Orange, or Yellow.**
(enter number of sites here, must have 3-4 sites to apply as a district)
- I am applying as a *District Consortium.**

District Information

District Name:
District Address:
Administrator to be Primary Contact and Oversee Project: (name and title)
Administrator Phone and Email:
Fiscal Contact to oversee contracting and invoicing: (name and title)

Consortium Information

***To be completed by Districts applying as a Consortium**

Consortium Name:
Consortium Address:
Administrator Phone and Email:

The Application Cover Sheet (2 of 3)

Site 1 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the CDE dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

Site 2 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the CDE dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

The Application Cover Sheet (3 of 3)

Site 3 Participant Information

Middle School Name	Lead Administrator Name & Title
How do you rank on the CDE dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

Site 4 Participant Information

In Years 4 and 5, Districts will be asked to grow the program by including an additional middle school who also meets project eligibility (per the CDE Dashboard). If you have an idea of a potential fourth middle school who currently meets eligibility, please indicate it below.

Middle School Name	Lead Administrator Name & Title
How do you rank on the CDE dashboard? (circle one) Red Orange Yellow Green/Blue	Lead Administrator Phone & Email
Does Middle School #4 have an assigned district or literacy coach? (circle one) YES NO	What % of time are they at Site 4? _____ %

What grades are served? (circle all that apply)	K 1 2 3 4 5 6 7 8 9 10 11 12
How many students are:	
Enrolled?	_____ students
Have IEPs?	_____ students
English language learners?	_____ students
Socioeconomically disadvantaged?	_____ students

The Application Narrative District Level Questions

The application narrative is where you, the applicant, demonstrate **Readiness** by providing a written explanation of how your District meets the following criteria: 1) Alignment and Fit, and 2) Special Education approach.

District Level Instructions

- To be completed by a District Administrator.
- Includes
 - Question 1 (Alignment and Fit),
 - Question 2 (Special Education),
 - and Question 3 (Signature).
- The District Narrative should be 1 page maximum.
- A page is 8.5" x 11", single sided, with 1" margins on top, bottom and sides.
- Double space all text, including titles, headings, charts, tables, figures, etc.
- Use a 12-point font or larger.
- Use one of the following fonts: Times New Roman, Courier, or Arial.

District Level Questions

*To be completed by the District Administrator.

1. **Alignment and Fit.** Describe why the CALI Reads project would be a good fit for your district and middle schools. Include information on how CALI will align with or enhance:
a) current priorities, b) existing supports and initiatives, and c) the Local Control and Accountability Plan (LCAP). Please discuss what goals your district hopes to achieve through project participation in terms of teacher training and coaching, systems development and/or student outcomes.
2. **Special Education.** Describe your district's approach to inclusive education and individualized programming, as well as, systems of collaboration across service professionals (including the SELPA and other agencies) and families. What services are available? How are special education interventions and services aligned with general education?
3. **Signature.** Please include the name and signature of the administrator answering the questions.

The Application Narrative Site Level Questions

The application narrative is where the Middle School Administrators demonstrate **Readiness** by providing a written explanation of how each Middle School Site meets the following criteria: 3) English Language Arts/Reading Program, 4) Leadership Teams, and 5) Data-Based Decision Making

Important Note: Each participating Middle School Administrator is expected to independently complete Narrative Questions 4, 5, 6 and 7. Thus, a complete application will contain three different versions of the Site Level questions as completed by Site 1, Site 2, and Site 3.

Site Level Instructions

- To be completed independently by each Middle School Site Administrator.
- Includes:
 - Question 4 (ELA/Reading),
 - Question 5 (Leadership Teams),
 - Question 6 (Data-based Decision Making), and
 - Question 7 (Signature).
- Each Site Narrative should be 2 pages maximum.
- A page is 8.5" x 11", single sided, with 1" margins on top, bottom and sides.
- Double space all text, including titles, headings, charts, tables, figures, etc.
- Use a 12-point font or larger.
- Use one of the following fonts: Times New Roman, Courier, or Arial.

Site Level Questions

*To be completed independently by each Middle School Site Administrator.

4. English Language Arts/Reading Program.

- a. Please describe what your school's core reading program looks like. Outline current literacy initiatives, programs, formative assessments, curricula, and plans for professional development.
- b. Please describe what the Tier 2 and Tier 3 supports look like in your district. What reading intervention(s) are implemented in your school/district? How are students who need extra support identified? Who participates and how?

5. Leadership Teams. Describe any existing district leadership teams, advisory teams or Professional Learning Communities (PLCs) including their roles and responsibilities, meeting frequency, and title of participants. Please detail their charge/focus especially

related to literacy and/or students with disabilities. Please detail how teams communicate and collaborate across district, site, and home.

6. **Data-Based Decision Making.** Identify what is currently being done at your site to utilize data for instructional decision making. For example: What data on academics is being collected and where is it found? How is data currently used to guide services and supports? How does data help determine whether instruction is effective or identify changes to be made? How are staff trained for data-based decision making?

7. **Signature.** Please include the name and signature of the administrator answering the questions.

Narrative Scoring Criteria

District Readiness will be evaluated using the following five Criteria:

- A. Demonstration of need and readiness for project implementation (as evidenced by alignment to other district priorities, the LCAP plan, and current initiatives at district and site level).
- B. Demonstrated approach to inclusive education, individualized programming, and collaboration across service professionals and families.
- C. Demonstrated use of data-based decision making (as evidenced by academic data collection and analysis used to guide student support and services).
- D. Demonstrated application of tiered systems of support (as evidenced by identified interventions, how students are identified for extra support(s), and teacher training).
- E. Demonstration of district and site leadership focused on literacy and/or students with disabilities.

Note: Criteria A—E will be scored on a range of 1—20 for a total of 100 points.

Selection of District Applicants

An Application Review Panel will be formed from members of the CALI Reads Implementation Team, the California Department of Education, and 3—5 external committee members. All applications will be de-identified for blind review by Review Panel and ranked based on total application points assigned by the Panel. Applicants whose districts and middle schools meet the CDE Dashboard criteria will be prioritized for project participation. In total, nine California districts or district consortiums (and twenty-seven middle schools) will be selected across Northern, Central, and Southern California for participation in CALI Reads. Please note that there is no appeal process in place regarding District selection.