

# Supporting Effective Instruction 2022–23 Program Instrument

**California Department of Education**

**May 2022**

## Involvement

### SEI 01: Consultation and Staff Development

1. In developing the application for Title II, Part A, funds, the local educational agency (LEA) shall meaningfully consult with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A, which is to (1) increase student achievement consistent with the challenging state academic standards; (2) improve the quality and effectiveness of teachers, principals, and other school leaders; (3) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) provide low-income and minority students greater access to effective teachers, principals, and other school leaders. (20 *United States* *Code* [*U.S.C.*] Sections 6601, 6612[b][3][A])
   1. The LEA shall seek advice from the individuals and organizations as described above in section 1.0 regarding how best to improve the LEAs activities to meet the purpose of Title II, Part A, as described above. (20 *U.S.C.* Section 6612[b][3][B])

#### Evidence Requests

##### LEA Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved Local Control and Accountability Plan (LCAP) Federal Addendum.

Item Instructions: SEI 01: Submit plans for the year under review.

Related Items: Supporting Effective Instruction (SEI) 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11, FM 01, FM 02

##### Professional Development Needs Assessment

Abbreviation: PrfDvlpmntNdsAsmnt

Description: Evidence that all staff and relevant parties collaborated regarding the identification of professional development (PD) needs.

Item Instructions: SEI 01: Documentation of agendas, presentations, feedback (pictures of posters, survey data, handwritten forms), student and teacher related data, and meeting notes which gathered all staff and stakeholders’ input. Surveys must identify survey questions, raw data, and results.

Related Items: SEI 01, SEI 10, SEI 12

## Governance and Administration

### SEI 02: Professional Development Coordination

1. The LEA shall coordinate activities with other related strategies, programs, and activities being conducted in the community.  
   (20 *U.S.C.* Section 6612[b][3][C])
   1. The LEA will coordinate PD activities intended to support effective instruction with PD activities provided through other federal, state, and local programs. (20 *U.S.C.* Section 6612[b][2][F])

#### Evidence Requests

##### Local Educational Agency Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved LCAP and LCAP Federal Addendum.

Item Instructions: SEI 02: Documentation of coordination at the district level with other related strategies, programs, and activities. Documentation may include agendas, presentations, meeting notes, meeting debrief, and document creation.

Related Items: SEI 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11

##### Professional Development Planning Documents

Abbreviation: PrfsnlDvlpmntPlngDcmnts

Description: Provide documentation of the PD planning including but not limited to: Continuous Improvement Plan (CIP),sign-in sheets, agenda, minutes, master calendar of events, and description of training.

Item Instructions: SEI 02: Documentation of planning for PD which may include agendas, meeting notes, and PD planning calendar. Provide both short-term and long-term planning evidence.

Related Items: Adult Education (AE) 04, SEI 02, SEI 08, SEI 11

##### Professional Development Records

Abbreviation: PrfsnlDvlpmntRcrds

Description: Documentation of completed PD relevant to the program which may include, but is not limited to agendas, calendars, certificates, sign-in sheets, minutes, and training materials.

Item Instructions:

Related Items: AE 04, SEI 02, SEI 08, SEI 10, Career Technical Education (CTE) 04

### SEI 03: Review and Revise Local Control and Accountability Plan Federal Addendum

1. An LEA shall submit an application to the state educational agency at such time, in such manner, and containing such information as the state educational agency may reasonably require. (20 *U.S.C.* Section 6612[b][1])
   1. Each application submitted under paragraph (1) shall include the following:
2. A description of the activities to be carried out by the LEA under this section and how these activities will be aligned with challenging state academic standards.
3. A description of the LEA’s systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
4. A description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 6311(d) of this title and have the highest percentage of children counted under section 6333(c) of this title.
5. A description of how the LEA will use data and ongoing consultation described in paragraph (3) to continually update and improve activities under this part.
6. An assurance that the LEA will comply with section 7881 of this title (regarding participation by private school children and teachers).
7. An assurance that the LEA will coordinate PD activities authorized under this part with PD activities provided through other federal, state, and local programs. (20 *U.S.C.* Section 6612[b][2])
   1. The LEA plan shall remain in effect for the duration of the LEAs participation in the Title II, Part A program, and said plan shall be periodically reviewed, and revised when necessary. (20 *U.S.C.* Section 6312[a][4], 6312[a][5], and 6612[b][1])

#### Evidence Requests

##### Local Educational Agency Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved LCAP and LCAP Federal Addendum.

Item Instructions: SEI 03: Current approved LCAP and LCAP Federal Addendum. Include in the link description the page sections showing the LEA implements, monitors, and revises its LCAP Federal Addendum as required, and that it is coordinated with other federal programs.

Related Items: SEI 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11

##### Local Educational Agency Level Planning Implementation and Monitoring Documents

Abbreviation: LEALvlPlngImplMntDocs

Description: Materials from local governing board and/or other LEA documents providing evidence of implementation monitoring of the LEAs programs.

Item Instructions: SEI 03: Evidence of monitoring and implementation of LCAP and LCAP Federal Addendum provisions.

Related Items: SEI 03, SEI 12

### SEI 04: Identify and Address Disparities

1. The LEA shall identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (20 *U.S.C.* Section 6312[b][2])

#### Evidence Requests

##### Educator Equity Data

Abbreviation: EduEqtyData

Description: The current Educator Equity Data that includes data on comparable sites by grade span. Data should include number and percentage of ineffective (misassigned), inexperienced, and out-of-field teachers as well as the number and percentage of low-income and minority students at all sites.

Item Instructions: SEI 04: The California Department of Education (CDE) has sample templates LEAs may use. See the CDE Promoting Equitable Access to Teachers web page <https://www.cde.ca.gov/pd/ee/peat.asp>.

Related Items: SEI 04

##### Local Educational Agency Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved LCAP and LCAP Federal Addendum.

Item Instructions: SEI 04: Include data analysis in support of the process described under the Educator Equity section of the LCAP Federal Addendum. Include evidence of plan to address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Related Items: SEI 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11

## Funding

### SEI 05: Use of Funds

5.0 An LEA that receives a subgrant under Title II, Part A shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities: (1) in accordance with the purpose of Title II; and (2) that address the learning needs of all students, including children with disabilities, English Learners (ELs), and gifted and talented students. ([20 U.S.C. Section 6613[a][b])](http://law.cornell.edu/uscode/text/20/6613)

5.1 The programs and activities for which an LEA uses Title II funds may include, among other programs and activities, the following: [(20 U.S.C. Section 6613[b])](http://law.cornell.edu/uscode/text/20/6613)

1. Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is
   * + 1. Based in part on evidence of student achievement, which may include student growth; and
       2. Shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders. (20 *U.S.C.* Section 6613[b][3][A])
2. Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging state academic standards to improve within-district equity in the distribution of teachers, consistent with [section 6311(g)(1)(B) of this title](https://www.law.cornell.edu/uscode/text/20/6311#g_1_B), such as initiatives that provide—
   * + 1. Expert help in screening candidates and enabling early hiring;
       2. Differential and incentive pay for teachers, principals, or other [school leaders](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-20297931-958819742&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) in high-need academic subject areas and specialty areas, which may include performance-based pay systems;
       3. Teacher, paraprofessional, principal, or other [school leader](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-20297931-958819742&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths, and pay differentiation;
       4. New teacher, principal, or other [school leader](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-20297931-958819742&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) induction and [mentoring](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1540673407-958819708&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) programs that are designed to—
3. Improve classroom instruction and student learning and achievement; and
4. Increase the retention of effective teachers, principals, or other [school leaders](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-20297931-958819742&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613);
   * + 1. The development and provision of training for [school leaders](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-20297931-958819742&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613), coaches, mentors, and evaluators on how accurately to differentiate performance, provide useful feedback, and use evaluation results to inform decision-making about PD, improvement strategies, and personnel decisions; and
       2. A system for auditing the quality of evaluation and support systems; (20 *U.S.C.* Section 6613[b][3][B])
5. Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations; former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders. (20 *U.S.C.* Section 6613[b][3][C])
6. Reducing class size to a level that is evidence-based to the extent the [state](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-80204913-1523566220&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) (in consultation with LEAs in the [state](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-80204913-1523566220&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613)) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. (20 *U.S.C.* Section 6613[b][3][D])
7. Providing high-quality, personalized PD that is evidence-based, to the extent the state (in consultation with LEAs in the state) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders. To:
   * + 1. Effectively integrate [technology](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1679325940-958819769&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) into curricula and instruction (including education about the harms of copyright piracy);
       2. Use data to improve student achievement and understand how to ensure individual student privacy is protected, as required under [section 1232g of this title](https://www.law.cornell.edu/uscode/text/20/1232g) (commonly known as the “[Family Educational Rights and Privacy Act of 1974](https://www.law.cornell.edu/topn/family_educational_rights_and_privacy_act_of_1974)”) and [state](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-80204913-1523566220&term_occur=999&term_src=) and local policies and laws in the use of such data;
       3. Effectively engage [parents](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-995424086-958819715&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613), families, and community partners, and coordinate services between school and community;
       4. Help all students develop the skills essential for learning readiness and academic success;
       5. Develop policy with school, LEA, community, or [state](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-80204913-1523566220&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) leaders; and
       6. Participate in opportunities for experiential learning through observation; (20 *U.S.C.* Section 6613[b][3][E])
8. Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities and ELs, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and ELs can meet the challenging state academic standards. (20 *U.S.C.* Section 6613[b][3][F])
9. Providing programs and activities to increase
   * + 1. The knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing and
       2. The ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school. (20 *U.S.C.* Section 6613[b][3][G])
10. Providing training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond. (20 *U.S.C.* Section 6613[b][3][H])
11. Carrying out in-service training for school personnel in
    * + 1. Techniques and supports needed to help educators understand when and how to refer students affected by trauma and children with, or at risk of mental illness,
        2. The use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate,
        3. Forming partnerships between school-based mental health programs and public or private mental health organizations,
        4. And addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. (20 *U.S.C.* Section 6613[b][3][I])
12. Providing training to support the identification of students who are gifted and talented, including high-ability students who have not been formally identified for gifted education services, and implementing instructional practices that support the education of such students, such as—
    * + 1. Early entrance to kindergarten;
        2. Enrichment, acceleration, and curriculum compacting activities; and
        3. [Dual or concurrent enrollment programs](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-350493672-958819650&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) in [secondary school](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-431720352-958819743&term_occur=999&term_src=title:20:chapter:70:subchapter:II:part:A:section:6613) and postsecondary education; (20 *U.S.C.* Section 6613[b][3][J])
13. Supporting the instructional services provided by effective school library programs. (20 *U.S.C.* Section 6613[b][3][K])
14. Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse. (20 *U.S.C.* Section 6613[b][3][L])
15. Developing and providing PD and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science. (20 *U.S.C.* Section 6613[b][3][M])
16. Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback. (20 *U.S.C.* Section 6613[b][3][N])
17. Providing high-quality, PD for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce. (20 *U.S.C.* Section 6613[b][3][O])
18. Carrying out other activities that are evidence-based, to the extent the state (in consultation with LEAs in the state) determines that such evidence is reasonably available, and identified by the LEA that meet the purpose of this subchapter. (20 *U.S.C.* Section 6613[b][3][P])

#### Evidence Requests

##### Chart of Accounts

Abbreviation: CtAccts

Description: A list of the established accounts used by the LEA including categories such as fund, resource, object, site, etc.

Item Instructions:

Related Items: Fiscal Monitoring (FM) 01, FM 02, FM 03, FM 04, SEI 05

##### Duty Statements

Abbreviation: DtyStmnt

Description: An individual employee's duty statement describing responsibilities and activities (cost objectives), as agreed to by employer and employee.

Item Instructions: SEI 05: Once the Position Control Report and General Ledger have been provided, the reviewer will select a sample of employees for review, if applicable; current duty statements/job descriptions should be provided for each of these employees.

Related Items: AE 04, FM 01, FM 03, Expanded Learning Programs (EXLP) 11, SEI 05, SEI 07, CTE 02, Migrant Education (ME) 09, Compensatory Education (CE) 10, CE 11, CE 13, Neglected or Delinquent Youth (NorD) 06

##### General Ledger

Abbreviation: GnLdgr

Description: Detailed General Ledger for the specific resource code(s) being reviewed. (The General Ledger shall include the date, description, vendor name, and total amount for each expenditure line item).

Item Instructions: SEI 05: Detailed General Ledger for Resource Code 4035.

Related Items: AE 02, FM 01, FM 02, FM 03, FM 05, FM 06, EXLP 09, EXLP 11, EXLP 19, SEI 05, SEI 06, SEI 07, CTE 02, ME 07, ME 08, CE 10, NorD 05

##### Invoices

Abbreviation: Invcs

Description: Vendor invoices, detailed receipts or documentation to substantiate how costs benefited programs.

Item Instructions: SEI 05: Once the General Ledger is uploaded, the reviewer will select a sample of expenditure that require additional backup documentation including purchase orders.

Related Items: FM 02, FM 03, SEI 05, SEI 06, SEI 07, CTE 02

##### Position Control Report

Abbreviation: PstnCntrlRprt

Description: Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.

Item Instructions: SEI 05: For all Title II, Part A staff funded with Resource Code 4035 for both the current and prior school year. Reviewer will ask for staff interview(s).

Related Items: FM 01, FM 03, SEI 05, SEI 07, ME 09, CE 10, CE 13, NorD 05, NorD 06

##### Recruitment Records

Abbreviation: RcrtmntRcrds

Description: Sample of recruitment activities with expenditure reports.

Item Instructions: SEI 05: Provide documentation related to recruitment activity expenditures, if applicable. If no Title II funds were used for Recruitment, upload document stating this.

Related Items: SEI 05, SEI 07

##### Time and Effort Records

Abbreviation: TmEfrtRcrds

Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.

Item Instructions: SEI 05: Documentation (e.g., personal activity reports, semiannual certifications, etc.) for each staff selected by the program reviewer.

Related Items: AE 02, FM 01, FM 03, EXLP 09, CTE 02, EL 08, HE 10, ME 09, CE 10, CE 13, NorD 05, SEI 05, SEI 07

### SEI 06: Private School Participation, Consultation, and Local Educational Agency Control of Funds

1. LEAs shall, after timely and meaningful consultation, provide Title services to eligible children and their teachers on an equitable basis. Educational services or other benefits, including materials and equipment, provided under this section, shall be secular, neutral, and nonideological. (20 *U.S.C.* Section 7881[a][2], 7881[b][B])
   1. Educational services and other benefits provided for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner. (20 *U.S.C.* Section 7881[a][3][A])
   2. Expenditures for educational services and other benefits provided under this section for eligible private school children, their teachers, and other educational personnel serving those children shall be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.  
      (20 *U.S.C.* Section 7881[a][4][A])
   3. Obligation of funds allocated to an LEA for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the agency. (20 *U.S.C.* Section 7881[a][4][B])
   4. To ensure timely and meaningfully consultation, the LEA, shall consult with appropriate private school officials. Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, on issues such as: (20 U.S.C. Section 7881[c][1])
2. How the children’s needs will be identified;
3. What services will be offered;
4. How, where, and by whom the services will be provided;
5. How the services will be assessed and how the results of the assessment will be used to improve those services;
6. The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined;
7. How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of services through potential third-party providers; and
8. Whether the agency, consortium, or entity shall provide services directly or through a separate government agency, consortium, or entity, or through a third-party contractor; and
9. Whether to provide equitable services to eligible private school children—
   * + 1. By creating a pool or pools of funds with all of the funds allocated under subsection (a)(4)(C) based on all the children from low-income families in a participating school attendance area who attend private schools; or
       2. In the agency’s participating school attendance area who attend private schools with the proportion of funds allocated under subsection (a)(4)(C) based on the number of children from low-income families who attend private schools.
   1. The consultation required shall occur before the agency, consortium, or entity makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this chapter, and shall continue throughout the implementation and assessment of activities under this section. (20 U.S.C. Section 7881[c][3])
   2. The consultation required shall include a discussion of service delivery mechanisms that the agency, consortium, or entity could use to provide equitable services to eligible private school children, teachers, administrators, and [other staff](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1136708048-958819712&term_occur=999&term_src=title:20:chapter:70:subchapter:VIII:part:F:subpart:1:section:7881). (20 *U.S.C.* Section 7881[c][4])
   3. Each [LEA](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1021888967-1992228350&term_occur=999&term_src=title:20:chapter:70:subchapter:VIII:part:F:subpart:1:section:7881) shall maintain in the agency’s records, and provide to the[state educational agency](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1600406783-958819747&term_occur=999&term_src=title:20:chapter:70:subchapter:VIII:part:F:subpart:1:section:7881)involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials’ belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the[state educational agency.](https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def_id=20-USC-1600406783-958819747&term_occur=999&term_src=title:20:chapter:70:subchapter:VIII:part:F:subpart:1:section:7881) (20 U.S.C. Section 7881[c][5])
   4. LEA shall administer and maintain control of funds used to provide Title II services to private schools. (20 *U.S.C.* Section 7881[d][1])

#### Evidence Requests

##### Consultation with Private Schools

Abbreviation: CnslttnPrvtSchl

Description: Documents that show how the LEA consulted with private schools regarding participation in federal programs. Examples include public notices, letters, agendas, sign-in sheets, meeting minutes, emails, or affirmation of consultation with appropriate private school officials.

Item Instructions: SEI 06: Provide evidence of private school consultation that include agendas, minutes and/or email communications.

Related Items: EXLP 02, SEI 06, CE 03

##### Dated Notice of ESEA Eligibility to Private Schools

Abbreviation: PrvtSchlNtcESEAElg

Description: Dated communication to private schools regarding eligibility for Title I, Title II, or Title III services.

Item Instructions: SEI 06: Dated communication to private schools regarding eligibility for Title II, Part A services. Only dated notice of Elementary and Secondary Education Act eligibility to private schools within the LEA boundaries (not required for adjacent LEAs).

Related Items: SEI 06, CE 03

##### General Ledger

Abbreviation: GnLdgr

Description: Detailed General Ledger for the specific resource code(s) being reviewed. (The General Ledger shall include the date, description, vendor name, and total amount for each expenditure line item).

Item Instructions: SEI 06: Detailed General Ledger for Resource Code 4035.

Related Items: AE 02, FM 01, FM 02, FM 03, FM 05, FM 06, EXLP 09, EXLP 11, EXLP 19, SEI 05, SEI 06, SEI 07, CTE 02, ME 07, ME 08, CE 10, NorD 05

##### Invoices

Abbreviation: Invcs

Description: Vendor invoices, detailed receipts or documentation to substantiate how costs benefited programs.

Item Instructions:

Related Items: FM 02, FM 03, SEI 05, SEI 06, SEI 07, CTE 02

##### Private School Affirmation

Abbreviation: PvtSchlAfmtn

Description: A written document signed and dated by private school officials that the required consultation has occurred.

Item Instructions: SEI 06: Private school correspondence and signed affirmation documents regarding consultation for Title II, Part A equitable services.

Related Items: SEI 06, CE 03

### SEI 07: Supplement Not Supplant

1. Funds made available under Title II, Part A shall be used to supplement, and not supplant, state and local funds that would otherwise be used for activities authorized under Title II, Part A. (20 *U.S.C.* Section 6691)

#### Evidence Requests

##### Duty Statements

Abbreviation: DtyStmnt

Description: An individual employee's duty statement describing responsibilities and activities (cost objectives), as agreed to by employer and employee.

Item Instructions: SEI 07: Once the Position Control Report and General Ledger for Resource Code 4035 have been provided, the reviewer will select a sample of employees for review if applicable; current duty statements/ job descriptions should be provided for each of these employees.

Related Items: AE 04, FM 01, FM 03, EXLP 11, SEI 05, SEI 07, CTE 02, ME 09, CE 10, CE 11, CE 13, NorD 06

##### General Ledger

Abbreviation: GnLdgr

Description: Detailed General Ledger for the specific resource code(s) being reviewed. (The General Ledger shall include the date, description, vendor name, and total amount for each expenditure line item).

Item Instructions: SEI 07: Detailed General Ledger for Resource Code 4035.

Related Items: AE 02, FM 01, FM 02, FM 03, FM 05, FM 06, EXLP 09, EXLP 11, EXLP 19, SEI 05, SEI 06, SEI 07, CTE 02, ME 07, ME 08, CE 10, NorD 05

##### Invoices

Abbreviation: Invcs

Description: Vendor invoices, detailed receipts or documentation to substantiate how costs benefited programs.

Item Instructions: SEI 07: Once the General Ledger is uploaded, the reviewer will select a sample of expenditures that require additional backup documentation including purchase orders.

Related Items: FM 02, FM 03, SEI 05, SEI 06, SEI 07, CTE 02

##### Position Control Report

Abbreviation: PstnCntrlRprt

Description: Budget report of employees planned to be paid in whole, or in part, with federal funds by resource code in the fiscal year under review.

Item Instructions: SEI 07: For all Title II, Part A staff funded with Resource Code 4035 for both the current and prior school year. Reviewer will ask for staff interview(s).

Related Items: FM 01, FM 03, SEI 05, SEI 07, ME 09, CE 10, CE 13, NorD 05, NorD 06

##### Recruitment Records

Abbreviation: RcrtmntRcrds

Description: Sample of recruitment activities with expenditure reports.

Item Instructions: SEI 07: Provide documentation related to recruitment activity expenditures.

Related Items: SEI 05, SEI 07

##### Time and Effort Records

Abbreviation: TmEfrtRcrds

Description: Documentation to support salaries and benefits charged to each program funding source under review in accordance with federal requirements. Records may include personnel activity reports, semiannual certifications, or other equivalent records. Budget estimates do not qualify as support.

Item Instructions: SEI 07: Documentation (e.g., personal activity reports, semiannual certifications, etc.) for each staff selected by the program reviewer.

Related Items: AE 02, FM 01, FM 03, EXLP 09, CTE 02, EL 08, HE 10, ME 09, CE 10, CE 13, NorD 05, SEI 05, SEI 07

## Standards, Assessment, and Accountability

### SEI 08: Alignment and Academic Standards

1. Title II activities shall be aligned to challenging state academic standards.  
   (20 *U.S.C.* Section 6612[b][2][A])

#### Evidence Requests

##### Professional Development Planning Documents

Abbreviation: PrfsnlDvlpmntPlngDcmnts

Description: Provide documentation of the PD planning including but not limited to: Continuous Improvement Plan (CIP), sign-in sheets, agenda, minutes, master calendar of events, and description of training.

Item Instructions: SEI 08: Documentation of PD aligned to state academic standards. Documentation should include an implementation plan calendar and a master PD calendar of events.

Related Items: AE 04, SEI 02, SEI 08, SEI 11

##### Professional Development Records

Abbreviation: PrfsnlDvlpmntRcrds

Description: Documentation of completed PD relevant to the program which may include, but is not limited to agendas, calendars, certificates, sign-in sheets, minutes, and training materials.

Item Instructions:

Related Items: AE 04, SEI 02, SEI 08, SEI 10, CTE 04

## Staffing and Professional Development

### SEI 09: Certification and Licensure

1. All teachers and paraprofessionals meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.  
   (20 U.S.C. sections 6601,6311[g][2][J], 6312[c][6], 6611[c][4][B][i], 6611[c][4][B][iv], 6611[d][2][B], and 6613[b][3][B], California Education Code [EC] sections 41401, 44001, 48000[g])
   1. LEA shall ensure that all paraprofessionals working in Title I, Part A funded schools meet applicable state certification and licensure requirements.
2. LEAs shall ensure that every paraprofessional who is supported by Title I funds and who assists in instruction has demonstrated at least one of the following requirements: (20 U.S.C. Section 6312[c][6]; EC Section 45330[e][c])
   * + 1. Completion of at least two years of study at an institution of higher education. (*EC* Section 45330[c][1])
       2. Possession of an associate’s degree or higher. (*EC* Section 45330[c][2])
       3. Knowledge of, and ability to assist in, instructing reading, writing, and mathematics demonstrated through a local or state assessment, that is appropriate to the responsibilities to be assigned to the paraprofessional. (*EC* Section 45330[c][3])

#### Evidence Requests

##### Paraprofessional Staff Authorizations

Abbreviation: PrprfsnlAthztns

Description: Provide a sortable spreadsheet of paraprofessionals including full names and qualifications.

Item Instructions: SEI 09: Provide a sortable spreadsheet for each instructional paraprofessional district wide which includes full name, school site, current assignment(s), and how each paraprofessional meets the qualification as listed above in 9.1(a).

Related Items: SEI 09, CE 20

##### Staff Credentials

Abbreviation: StfCrdntls

Description: Provide a sortable spreadsheet of all certificated staff displaying credentials and full staff name including full middle name.

Item Instructions: SEI 09: Include each teacher’s name, credential(s), subject matter authorization(s) title, school site, and current assignment(s). For current assignment, list all classes the teacher teaches. Include information for all teachers throughout the LEA.

Related Items: AE 04, Physical Education (PE) 09, SEI 09, SEI 13, ME 11, CE 08, CE 19

### SEI 10: Professional Growth and Improvement

1. The LEA shall have systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (20 *U.S.C.* Section 6612[b][2][B])

#### Evidence Requests

##### Local Educational Agency Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved LCAP and LCAP Federal Addendum.

Item Instructions: SEI 10: Include approved LCAP Federal Addendum and supporting evidence. Indicate pages showing where the LEA system of professional growth and improvement is addressed. Provide documentation for the induction and mentoring program, if applicable.

Related Items: SEI 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11

##### Professional Development Records

Abbreviation: PrfsnlDvlpmntRcrds

Description: Documentation of completed PD relevant to the program which may include, but is not limited to agendas, calendars, certificates, sign-in sheets, minutes, and training materials.

Item Instructions: SEI 10: Evidence in support of professional growth and improvement of teachers, principals, and other school leaders as described in the LCAP Federal Addendum Professional Growth and Improvement provision.

Related Items: SEI 02, SEI 08, SEI 10

##### Professional Development Needs Assessment

Abbreviation: PrfDvlpmntNdsAsmnt

Description: Evidence that all staff and relevant parties collaborated regarding the identification of PD needs.

Item Instructions: SEI 10: Documentation should show how the systems of professional growth and improvement was developed based on local need. Examples include, meeting agendas, presentations, and minutes that connect components of the system to need. If referencing the LCAP or LCAP Federal Addendum, indicate page number related to evidence.

Related Items: SEI 01, SEI 10, SEI 12

### SEI 11: Comprehensive Support and Targeted Support Prioritization

1. The LEA shall prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities and have the highest percentage of children counted under Title I, Part A.  
   (20 *U.S.C.* Section 6612[b][2][C])

#### Evidence Requests

##### Local Educational Agency Level Planning Documents

Abbreviation: LEALvlPlngDocs

Description: The current approved LEA level planning documents, such as the current approved LCAP and LCAP Federal Addendum.

Item Instructions: SEI 11: The currently approved LCAP Federal Addendum Plan including all provisions.

Related Items: SEI 01, SEI 02, SEI 03, SEI 04, SEI 10, SEI 11

##### Professional Development Planning Documents

Abbreviation: PrfsnlDvlpmntPlngDcmnts

Description: Provide documentation of the PD planning including but not limited to: Continuous Improvement Plan (CIP), sign-in sheets, agenda, minutes, master calendar of events, and description of training.

Item Instructions: SEI 11: PD activities and records for Comprehensive Support and Improvement, Targeted Support and Improvement, and Title I schools.

Related Items: AE 04, SEI 02, SEI 08, SEI 11

### SEI 12: Data and Ongoing Consultation

1. The LEA will use data and ongoing consultation to continually update and improve activities supported by Title II, Part A. (20 *U.S.C.* Section 6612[b][2][D])

#### Evidence Requests

##### Local Educational Agency Level Planning Implementation and Monitoring Documents

Abbreviation: LEALvlPlngImplMntDocs

Description: Materials from local governing board and/or other LEA documents providing evidence of implementation monitoring of the LEAs programs.

Item Instructions: SEI 12: Indicate evidence of LEA’s data and ongoing consultation.

Related Items: SEI 03, SEI 12

##### Professional Development Needs Assessment

Abbreviation: PrfDvlpmntNdsAsmnt

Description: Evidence that all staff and relevant parties collaborated regarding the identification of PD needs.

Item Instructions: SEI 12: Indicate evidence of the LEA’s use of data to update and improve PD activities. Sample evidence could include but not limited to surveys, input gathered through various stakeholder meetings, and LEA leadership groups.

Related Items: SEI 01, SEI 10, SEI 12

### SEI 13: Parents’ Right to Know Teacher Qualifications

1. At the beginning of each year an LEA that receives Title I funds shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
2. Whether the student’s teacher:
   * + 1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
       2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
       3. Is teaching in the field of discipline of the certification of the teacher.
3. Whether the student is provided services by a paraprofessional, and if so, their qualifications.
   1. A school that receives Title I funds shall provide to each individual parent of a child who is a student in such school, with respect to such student—
4. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under Title I. (20 *U.S.C.* Section 6312[e][1][B][i])
5. Timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.  
   (20 *U.S.C.* Section 6312[e][1][B][ii])

#### Evidence Requests

##### Parents' Right to Request Information on Teacher Qualifications

Abbreviation: PrntRghtRqstInfoTchrQlfctn

Description: Notification to parents regarding their right to request information on teacher qualifications.

Item Instructions: SEI 13: Evidence of annual distribution.

Related Items: SEI 13, CE 08

##### Four Week Letter

Abbreviation: FrWkLtr

Description: Sample of notification to parents when their child is assigned, or has been taught for four or more consecutive weeks by, a teacher who has not met California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Item Instructions: SEI 13: Include written policy/procedures that identify processes to monitor staff credentials and assignments. Please provide evidence that the 4-week letter was mailed. Before uploading letter, redact student names.

Related Items: SEI 13, CE 08

##### Staff Credentials

Abbreviation: StfCrdntls

Description: Provide a sortable spreadsheet of all certificated staff displaying credentials and full staff name including full middle name.

Item Instructions: SEI 13: Include each teacher’s name, credential(s), subject matter authorization(s) title, school site, and current assignment(s). For current assignment, list all classes the teacher teaches. Include information for all teachers throughout the LEA.

Related Items: AE 04, PE 09, SEI 09, SEI 13, ME 11, CE 08, CE 19

##### School Accountability Report Card (SARC)

Abbreviation: SARC

Description: The most recent SARC or current Uniform Resource Locator(s) (URLs) to the LEA's Web page(s) where each school's SARC may be viewed.

Item Instructions:

Related Items: PE 04, PE 05, SEI 13, HE 11, CE 17